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Spring 2022

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Caitlin Paynich Stanowick
The College of Wooster

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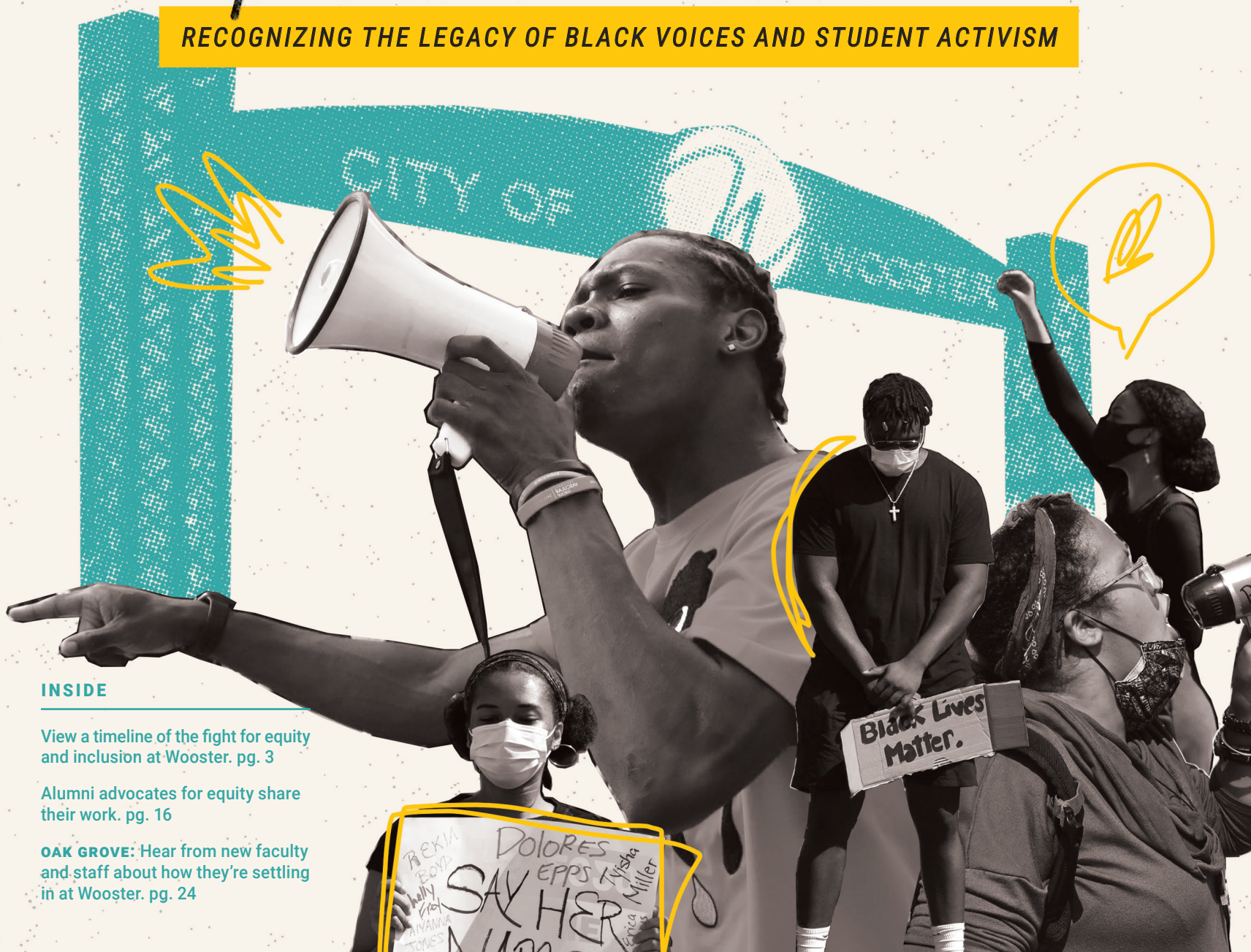
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WOOSTER

SPRING 2022

The Struggle for Racial Equity and Inclusion

RECOGNIZING THE LEGACY OF BLACK VOICES AND STUDENT ACTIVISM



INSIDE

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Alumni advocates for equity share their work. pg. 16

OAK GROVE: Hear from new faculty and staff about how they're settling in at Wooster. pg. 24

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← "Students are adamant about getting involved in social justice and change, and I really enjoy that because I believe the student voice is a real powerful voice."

— Cliff Bobbitt, associate vice president for student affairs & senior associate dean of students



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Tartan Ties

Alumni author profile: Chelsea Sarae Addison '14 teaches children financial literacy with her book *Savannah's Savings Jar*.

SPRING 2022
Volume 136 No. 2

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On the cover:

The illustration by designer Ariel Esser includes photos by Carlos Desantiago '21 from the Black Lives Matter protests in downtown Wooster in summer 2020. Students, faculty, and staff as well as members of the community began participating in these protests in early June 2020. The daily gatherings are considered among of the longest-running BLM protests in the nation, continuing for 600 consecutive days as of Jan. 21, 2022.

The work to realize "a place of studies for all"

Happy new year! As I reflect on 2021, I am profoundly grateful for the ways that Wooster people have collaborated through an exceptional time. Some of the challenges we have faced as a community—like the COVID pandemic—have been unprecedented in our College's history. But in this issue of *Wooster* magazine, we focus on a challenge that has been with us since the College's founding—creating a truly equitable campus for all students. Our founding president, Willis Lord, when describing the requirements of a great university in his inaugural address, said this. "It should not only be a place of all studies, it should also be a place of studies for all... The essential term or test of citizenship in the commonwealth of science and letters should be character, mental and moral quality and attainment, not condition, race, color, or sex." All the way back in 1870, President Lord made it clear that there is no such thing as an excellent college without equity.

Wooster has stated these principles since its beginning. However, creating a truly equitable college—in a nation that is still living the consequences of slavery and other brutal, racist structures—requires much more than words. It requires

seeing the places where our College has not met its promises for all students—and addressing them with urgency, resources, dedication, and a willingness to change. That was crucial work in 1866, and it is still crucial today. Many students, staff, and faculty have played a part in pushing back against racism and advancing equity on our campus. But Black student voices have been especially important in accelerating deeply needed change—calling for justice, reminding us that change is long overdue, and making clear that every year that equity is delayed is another year of Black students who spend four years at a Wooster that doesn't offer them the full

experience that other students have—the experience that they deserve.

This issue of the magazine tells two kinds of stories. First, we trace Black history and some of the student activism that has driven needed change at the College. Then, we share the stories of some of the many Wooster alumni who have gone on to make powerful change for justice in the world. Preparing students to become leaders of character and impact is Wooster's mission. To advance it, we continue to work toward President Lord's vision—becoming truly a place of studies for all people. My deepest thanks to everyone—students, staff, faculty, and alumni, who have been part of moving us forward.



Sarah R. Bolton
President



The Fight Goes On

A TIMELINE: THE FIGHT FOR EQUITY AND INCLUSION AT WOOSTER



"It should not only be a place of all studies, it should also be a place of studies for all."

—from the inaugural address in 1870 of Willis Lord, the first president of then The University of Wooster after its founding in 1866.

The College of Wooster was founded on noble principles of equity and inclusion, but throughout history reality has not always met these ideals. The work to ensure that every student thrives on the Wooster campus, free from bias, harassment, and discrimination remains ongoing.

What follows is a timeline of key moments in Black history and social activism on Wooster's campus. In addition to the events included in the larger timeline, three events highlighted here stand out as pivotal moments of social activism for the rights of Black students at Wooster: the Homecoming Boycott of 1971, and the Galpin Takeovers in 1989 and 2018. The following includes a brief review of what led to the events, how the events were organized, and any resulting actions.

TIMELINE OF EVENTS

1892

Clarence Beecher Allen, the first African American student enrolled at Wooster, graduates.

1901

African American student Charles Follis played an important part on the baseball team in 1901 and 1902. While he did not graduate from Wooster, he went on to become the first African American catcher to move from college baseball to an African American professional team. He also excelled at football, earning the nickname "the Black Cyclone." He was the first African American contracted to play professional football, playing for the Shelby Blues of the Ohio League from 1902 to 1906.

1951

In his book *An Adventure in Education: The College of Wooster from Howard Lowry to the Twenty-First Century*, Jerrold Footlick characterizes the enrollment of Black students as "spotty" before this time. In 1951, the College participated in a brief exchange program with Fisk University, a historically Black university in Nashville, Tennessee.

Oct. 23, 1971

Homecoming Boycott

The Homecoming Boycott in 1971 was preceded by increasing numbers of Black students on campus as well as the original Black Manifesto presented at chapel by the leader of the Black Students Association in 1969. In October of 1971, a Human Relations Committee of faculty, administration, students, and local community members developed a series of objectives to maintain ongoing awareness and attention to racial issues. During the week of homecoming, Black students presented their perspective on academic and social racism on campus in a series of meetings including that of Campus Council, the Board of Trustees, and team meetings regarding the anticipated boycott. On Oct. 22, a group of students presented a statement to the Board of Trustees concerning their involvement in College policies and the need for action. The statement called for “all members of the College community to become aware of and deal with racism as a problem involving all factions of the campus community.”

In the days before the homecoming game, the Black players issued an ultimatum regarding their intent to boycott the game, focused primarily on issues related

to “prejudicial attitudes” of the coaching staff toward Black players, the further recruitment of Black student-athletes and a Black coach and professor in physical education. The students met with head football coach, Pat O’Brien, to discuss their concerns about racial discrimination but felt they were not addressed.

Before the game on Oct. 23, a group of Black and white students lined the field from goal line to goal line and carried signs protesting racism on campus and demanding to be treated as people. During the game, the protestors sat in the bleachers opposite the grandstand with their backs to the action. At halftime, Black students presented their demands and shared their concerns about racism on campus.

According to *The Wooster Voice*, the players involved in the boycott rejoined the team in the following weeks after meeting their goal of exposing racism on campus and making the coaches recognize the problems of Black players, and the coaches and players met weekly to continue to address students’ concerns. While the actions following the boycott centered on those in the athletic department, the boycott intended to expose racism on campus more broadly.



“A message that we were conveying to the College leadership was that the College’s environment needed to change! We needed to better recognize that the campus had a population of some diversity which required a different management style. It was imperative then as well as now for the College leadership to embrace the concept of diversity and culture change. Initiatives needed to be identified to better acclimate and ready all campus populations to embrace a different and new culture! We needed to look at our vision, mission, core values, organization structure, management style, measurement systems, rewards and recognition, communications, and learning and development. All these elements needed to align with the College’s holistic direction.”

—ROBERT BUCHANAN '73



“The issues we raised during the boycott were quite legitimate in advancing the rights and opportunities of students of color in receiving a liberal arts education in a more diverse and inclusive environment and consistent with the College’s core mission and values. My personal experiences in confronting prejudice and racism on campus convinced me that addressing these issues would not only benefit me, but my fellow students, many of whom may have had limited interaction with Black or other people of color before entering Wooster.”

While the experiences during the boycott and its aftermath were both stressful and painful, it provided a real opportunity and necessary catharsis for introspection, self-awareness, and personal growth for both me and the College. It certainly helped my professional development as I pursued a career in human resource management, much of which has been devoted to helping organizations address their own challenges of diversity, equity, and inclusion, which given the changing workforce demographics in the U.S. will only intensify and continue to be of concern.”

—ARTHUR A. (ART) MCCOMBS '73

LEST WE FORGET



“THERE IS RACISM ON THIS CAMPUS!”

Mrs. Juliet Blanchard
November 2, 1971

28

1959

Ted Williams is hired as the first African American faculty member. Williams, Robert E. Wilson Professor of Chemistry, taught in chemistry for more than 40 years and was known for his commitment to making science more accessible to women and minorities and his research on human eye tissue. He was presented the Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring at the White House shortly after his retirement in 2001.

1961

From 1961 to 1966, the total number of African American students was 28.

1963

A chapter of the NAACP (National Association for the Advancement of Colored People) forms on campus.

1964

Wooster graduate and civil rights activist William Moore McCulloch '23 plays a significant role in crafting and passing the Civil Rights Act of 1964, prohibiting discrimination on the basis of race, color, religion, sex, or national origin.

1964

In March, college pastor Beverly Asbury goes to Hattiesburg, Mississippi, to aid in the registration of African American voters. That summer Wooster students trained and assisted in a voter registration drive and freedom work in Mississippi to increase the number of registered Black voters in the state.

1965

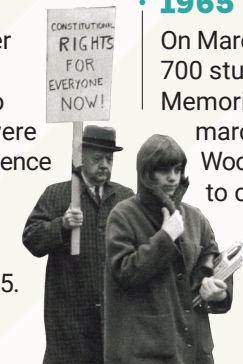
In March of 1965, Wooster students joined the march of 54 miles from Selma to Montgomery. Marchers were confronted with deadly violence from state authorities and white vigilante groups, part of a series of civil rights protests in Alabama in 1965.

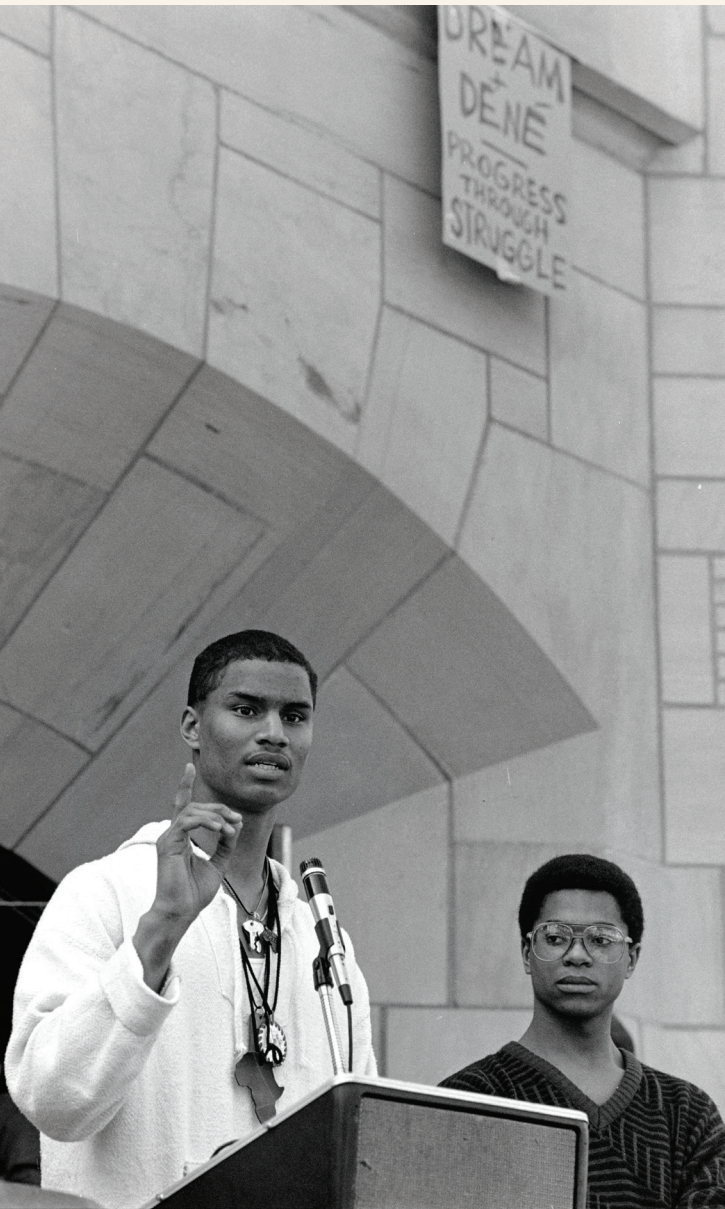
1965

On March 14, 1965, approximately 700 students and faculty left the Memorial Chapel and silently marched four miles to the Wooster town square and back to campus to express their sympathy and grief regarding the deaths and violence in Selma, Alabama.

1965

On June 4, 1965, the faculty voted to have President Howard F. Lowry appoint a committee of seven faculty members “to study the problem of the College’s further involvement in Negro higher education.”





1989

Galpin Takeover

During the spring semester of 1989, a series of racially motivated incidents and protests culminated in the takeover of Galpin Hall on April 20. Students had raised the issue of divestment of College assets from companies doing business in South Africa or supporting the apartheid, a policy of segregation and discrimination based on race that became the focus of protests nationwide on college campuses at the time and is seen as part of the Modern Black Freedom Movement.

Concerns of racism at Wooster were ongoing when a violent incident broke out between a predominately Black team and a predominantly white team at an intramural basketball game on Feb. 19, and a security officer allegedly commented that a Black student should be lynched. After delays in the investigation into the incident, individual students and the Student Government Association submitted letters to the College Board of Trustees, faculty, and administration, as well as letters to the editor in *The*

← Mark Pickett '91 addresses students and administration outside Galpin Hall.

Wooster Voice student newspaper stressing the significance of the allegations and requesting swift action. Two days later, March 24, students were informed that the security officer had resigned. One of the students whose letter regarding the incident was published in *The Voice* later received an anonymous note saying, "I think you should be lynched and sent back to the plantation where you belong," and another racist incident was reported on March 28, when a white male made racist comments and grabbed a Black female student from behind while she was walking across campus at night.

On March 31, *The Voice* published a column by The Men of Dream House outlining a list of demands made to then President Henry Copeland including the establishment of an Office of Minority and Women's Affairs, increasing Black student enrollment as well as faculty and staff, a cultural studies requirement, and the divestment from companies doing business in South Africa. *The Voice* reported that a range of 200 to 300 students participated in a march against racism on April 1 carrying signs and chanting. Following the march, students gathered in Lowry pit and discussed concerns with President Copeland and

administrative leaders, stressing a request for a Black studies course requirement, a celebration of Martin Luther King Jr.'s birthday, and the divestment from South Africa. President Copeland asked The Committee for the Quality of Life for Black Students to examine and address the issues raised by students and create a plan to reaffirm Wooster's commitment to diversity and a more inclusive community. In an effort to increase awareness of the racial issues on campus, classes were suspended on April 12, and campus-wide classroom discussions were held to address recent incidents on campus and the racist climate in the community.

As the struggle for change for the Black community on campus continued, students from the Black Students' Association, Black Women's Organization, Harambee, and Black Forum repeatedly sent letters to the administration demanding a more adequate, timely, and measured response to their goals. Upset by the lack of response to ongoing demands, student leaders staged a sit-in on April 20 and accompanied by more than 100 students, seized Galpin Hall and addressed President Copeland and members of the administration from the front steps with their reiterated demands. Students met with President Copeland and Dean of Students Ken Plusquellec throughout the day to address their concerns. After 13 ½ hours students emerged from the building and acknowledged the success of the event and actions to address the

needs and concerns of Black students over the past three weeks through the support and attention of the campus community. In a letter to students, administration, faculty, and staff, Black student leaders acknowledged commitments to the support of their concerns and demands including recognition and annual funding for a major speaker in honor of Martin Luther King Jr. Day, an annual celebration that continues today, as well as commitments to increasing Black faculty, staff, and student enrollment, models for a Black studies requirement, progress toward divestment, and an explicit statement to Campus Council regarding racist behavior.



“

Student protests always had an audience but were rarely heard in a way that created action on the part of the College administration. Ours was at a time when the next appropriate step was civic interruption since we had always had conversations but now needed to be heard. The Galpin Takeover ensured we were heard.

Though many of the changes the Galpin Takeover created were implemented long after I graduated, I learned the power of consensus-building (allyship) works—and in some cases is necessary. Ironically, I was also viewed as a troublemaker in some Wooster circles (John Lewis would call this good trouble). But to the African American community I was well regarded. And it's the latter's opinion that gave me the strength to continue my path to graduating from Wooster.

Any of the gains for the Wooster student community at-large and/or subsequent modifications including the permanence of the Office of Black Student Affairs which became the Center for Diversity and Inclusion, program houses (DREAM, Images, etc.), a first-year seminar focus on race, and psychologist and counseling services, etc., were created because of the Galpin Takeover.”

—MARK PICKETT '91

1966-72

A cooperative educational exchange program with Miles College, a predominately African American four-year liberal arts school, provided for Miles students to attend Wooster and Wooster students to attend Miles, and faculty from both colleges to learn from each other on both campuses.

1967-70s

The Committee on Negro Education works with Admissions to bring African American students to campus. Enrollment increased to 68 Black students in 1969 and reached 120 in 1971.

1969

Afro-American studies is added as an interdisciplinary program and major.



1969

A Black Student Manifesto is presented at chapel by the co-chairman of the Black Students Association on Nov. 6, 1969, to address "long overdue changes needed on campus." The statement noted that the "enemy is institutional racism, and it is apparent throughout every aspect of the campus community."

1971

On Oct. 5, 1971, Campus Council organizes a Human Relations Committee of faculty, administration, students, and local community members "to serve as a catalyst for action in the promotion of racial understanding and sensitivity."

1971

On Oct. 23, 1971, Students lined the football field from goal line to goal line in a Homecoming Boycott protesting racism on campus.



1971

On Oct. 25, 1971, Black Solidarity Day takes place on campus.

1972

The Black Students' Association works with Admissions to release the publication *Black Life* on a White Campus detailing academic life, social events, and athletics at Wooster from a Black student perspective.

1973-78

The Black studies program is established at The College of Wooster replacing Afro-American studies and developed under the direction of Professor Yvonne Williams who was one of the first two Black women to be admitted to Harvard Law School and later earned her Ph.D. in political science at Case Western Reserve University.

1981

Josephine Wright was appointed jointly by the Black studies and Music departments. She became the longtime department chair of Black (now Africana studies) and the Josephine Lincoln Morris Professor of Black Studies and professor of music.

2018

Galpin Call-in

On Jan. 24, 2018, approximately 350 Wooster students staged a sit-in at Galpin Hall, the College's main administration building, to express their concerns about a variety of issues related to diversity, inclusion, and the student experience. Though the event known as the Galpin Call-in took place the following week after a fellow student posted racist comments to a Facebook group, organizers made it clear the incident alone didn't spark the protest. Students walked out of class at 11:40 a.m. and gathered on the steps of Kauke Hall to bring forward their concerns and then 250 students were led by two student bagpipers to Galpin Hall where they began a sit-in and released a list of demands. Remaining students delivered the same demands to the offices of residence life and student activities.

The students' demands included multiple points in seven areas. Reallocation of funds to support the Center for Diversity and Inclusion as well as funds for student groups engaging with the wider campus community regarding issues of diversity was requested. They called for cultural competency training for students, faculty,

and staff as well as summer storage access for international, global nomad, and low-income students. Also included were several areas related to Title IX including the reporting and investigation of discrimination and bias-related harassment, the support of survivors of sexual misconduct, and campus climate surveys capturing topics of sexual misconduct. Students asked for transparency regarding the relationship between campus security and the Wooster Police Department and support for student groups. Allotting housing and space for multicultural student groups and accessibility of the College website to non-English speaking students and families also made the list of priorities. Lastly, they requested amnesty for the students involved in the protest noting that their actions demonstrated their commitment to making Wooster a place for all no matter their race, sexuality, or gender.

Student leaders and members of the administration including President Sarah Bolton and Dean of Students Scott Brown met throughout the afternoon and evening to discuss the issues at length and



← Aaron Roberson '18 addresses students on the steps of Kauke Hall. ↑ Students participate in the protest in Galpin Hall.

develop plans to address them. Several of the goals and initiatives proposed by students had also been a part of the College's Diversity, Equity, and Inclusion Strategic Plan, and adjustments were made to ensure they would be effective in improving the student experience. Students also raised concerns that inspired new approaches and considerations. An additional \$20,000 to support the work of the CDI was

committed that spring and budgeting and housing for student groups were also reviewed. Additional reporting of incidents of bias, discrimination, sexual misconduct, drugs, and alcohol use were added to the monthly campus climate report, accommodations were made for summer storage for students, and translations of key areas of the website for international students and families made available. Students and the administration agreed that while progress had been made, the College still has a long way to go to make the campus environment inclusive for all.

SOURCES AND MORE INFORMATION:

The College of Wooster Special Collections: wooster.edu/library/sources/special-collections/

Historical Senior Independent Study Theses: openworks.wooster.edu/independentstudy including:

Summers, Ruby, "“We Are People:” Black Student Movements and the 1971 Homecoming Boycott at The College of Wooster" (2014). *Senior Independent Study Theses*. Paper 6161. <https://openworks.wooster.edu/independentstudy/6161>

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Footlick, Jerrold K. *An Adventure in Education: The College of Wooster from Howard Lowry to the Twenty-First Century*. The Kent State University Press. 2015.

Editors, *The Wooster Voice 1969-1995*. <https://openworks.wooster.edu/voice/>

Read more about Wooster's commitment to Diversity, Equity, and Inclusion: [WOOSTER.EDU/ABOUT/DIVERSITY](https://wooster.edu/about/diversity)



1982

President Copeland formed a committee on the Quality of Life for Black Students that focused on admission and retention of Black students, increasing Black faculty, and supporting broader Black programming.

1988

Wooster Board of Trustees created the Clarence Beecher Allen '92 Scholarship, honoring the College's first African American graduate, for African American students. Allen pastored one of the largest all-Black Presbyterian Churches in America and served as president of the Interdenominational Ministerial Association of Pittsburgh as well as the Afro-American Council. The scholarship is meant to support students who will continue his legacy of leadership, civic engagement, and social advocacy.

1989

A series of racially motivated incidents on campus in February and March led to a rally in the Lowry Pit, student march to protest racism, and the Galpin Takeover on April 20.

1990

Faculty voted in favor of reformatting First-Year Seminar for the years 1990-1993 to allow for further campus discussion on the topic of "Difference, Power, and Discrimination: Perspective on Race, Gender, Class, and Culture," as a form of the Black studies requirement for all students.

2000

Black studies becomes an academic department.

2005

Africana studies replaces Black studies, making the focus more global and allowing for courses in Black Nationalism, Marxism and Africana Radical Thought, and Martin, Malcolm, and Mandela along with crossover with other departments such as art and art history, philosophy, political science, and women's, gender, and sexuality studies.

2008

The first cohort of 12 Posse students from Atlanta enrolled at Wooster as part of an ongoing program to bring students to one school as a group to support their position in a challenging environment.

2017

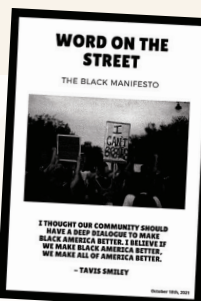
A multi-year Diversity, Equity, and Inclusion Strategic Plan, which laid out nine key goals to increase the diversity of the College community, address bias and discrimination, and ensure that individuals of all backgrounds and identities can live, learn, and thrive at Wooster, was implemented.

2018

On Jan. 24, 2018, approximately 350 Wooster students staged a sit-in at Galpin Hall to bring forward their concerns about a variety of issues related to diversity, inclusion, and the student experience.

2021

In October, observations about racism on campus and ways to address it were raised by the distribution of a Black Manifesto, a Campus Town Hall, and meetings led by student organizations.



Black-centered student orgs support a place for activism on campus

And in broader community

STUDENT-LED ORGANIZATIONS have always been a place of engagement, activism, and change at The College of Wooster. The following student organizations exist to build community by drawing attention to racial injustices and advocating for Black student equity and inclusion on campus. Programming for these organizations is funded by student activity fees.

“ The NAACP spent a lot of time addressing the Black Manifesto, and student to professor interactions on campus.”

—RONDELL MACKEY '22, PRESIDENT, NAACP

“ This year ASU’s main agenda was to address the financial security of African students especially due to economic changes influenced by COVID. We worked towards financial aid transparency for African students, financial literacy of the business office on issues student’s face based on economic changes occurring in African countries, and an endowment to support African students within the next ten years. We also wanted to work towards empowering and preparing students for life after college, so we also worked on connecting students to alumni and resources on campus by hosting a career development workshop and alumni event.”

—MAZVITA CHIKOMO '22, PRESIDENT, AFRICAN STUDENTS UNION

“ BIPOC PAA spent much of last semester working intensely on more general BIPOC equity. However, this semester we want to make BIPOC arts projects and resources more available and accessible to the campus and community. Furthermore, we also will be working to bring in guest speakers and uplifting BIPOC work. We also want to make sure to include both art and dance, as the majority of our focus has been on theater thus far.”

—VICTORIA SILVA '23, TERESA ASCENCIO '22, AMARI ROYAL '23, RICKEY COOPER '22, AND ZOE SEYMORE '23, BIPOC PERFORMING ARTS ALLIANCE

“ This school year’s theme is ‘A Year In Activism.’ There is no doubt that 2020 has been one of the most polarizing, political, and thought-provoking years in recent memory, and as a group we wanted to make sure that we provide a campus-wide platform to discuss these issues. In our conversations this year, we have discussed such topics as vaccination mandates, mental health in marginalized communities, and a debriefing of the Black Manifesto, which was an anonymous document posted all around Wooster’s campus that highlighted the injustices that Black students face on a continual basis.”

—MORGANANN MALONE '23, PRESIDENT, BODIES OF DIVERSITY

Student organizations

AFRICAN STUDENTS UNION

African Students Union creates a community for African students, both international and domestic, and all other students connected to and interested in Africa and the African diaspora along with its diverse cultures. The group creates a supportive environment that encourages the growth and success of African students academically and personally.

BLACK STUDENTS ASSOCIATION

The Black Students Association is a social, educational, and political organization that expresses, advocates, and supports perspectives of Black and other multicultural students of marginalized identities. They push for equitable resources and equality for all. BSA protects Black students’ legacy and works toward fighting injustices.

BLACK WOMEN’S ORGANIZATION

Black Women’s Organization creates a safe space on campus that empowers Black women and promotes self-love. BWO also serves to form members into effective and active leaders on and off campus by teaching them to specialize in coordinating campus-wide events that bring cultural awareness about the lived experiences of Black women to the campus community.

BIPOC PERFORMING ARTS ALLIANCE

The BIPOC Performing Arts Alliance creates an empowering space and platform for BIPOC students to speak out against racial injustice within the performing arts, to advocate for representation and education centered on BIPOC experiences, and to work with other students on meaningful change at the artistic and educational level.

BODIES OF DIVERSITY

Bodies of Diversity is a self-empowered organization that welcomes all identities to discuss relevant and timely subjects about current events and civil/human rights in a relaxed, inclusive environment. Members become successful leaders on and around campus who strive to celebrate the differences and similarities of all students.

MEN OF HARAMBEE

The Men of Harambee is a fraternal organization comprised of African American males and those from developing nations working to promote brotherhood and lifelong bonds. Members strive to create better awareness of who they are—culturally, socially, and politically—so that they may spread that knowledge to others through various events.

“ This year, we are making even more of an effort to prioritize the mental health of the women of color that are a part of our campus community. Every day, women of color on Wooster’s campus are grappling with the sickening reality of having our rights stripped from us. Grappling with these realities can be especially draining to the mental health of a woman of color on a PWI college campus. Therefore, we use the WOI house and GA meeting spaces as safe spaces for these women to come, vent, and share their concerns and experiences with individuals that can relate to their experiences on a personal level.”

—TALIA ANDERSON '22 AND ZOE SEYMORE '23, WOMEN OF IMAGES

“ The Men of Harambee’s top issue this year is ensuring that our College community becomes safer and welcoming for all men of color. MOH are also aiming to create a well-spirited college campus environment that encourages more open discussions about the social and racial disparities on campus, across the country, and in U.S. history. We also hope to establish stronger connections with other multicultural organizations that address relatable social issues and interests through collaborative events.”

—SHAWN NGWENA '22, PRESIDENT, MEN OF HARAMBEE

“ Our top issues have been reaching as much of the campus community as we would like to. This is in part because of the intersectional nature of our organization, as well as the complications that have come with the pandemic’s effects on being able to socialize, convene, and properly engage with the campus community as a whole.”

—MALACHI MUNGOSHI '24, PRESIDENT, QUEER TRANS PEOPLE OF COLOR

MINORITIES IN STEM

Minorities in STEM promotes underrepresented minority and neurodivergent student involvement and participation in co-curricular STEM-based activities. MiSTEM strengthens the link between STEM students and faculty to create a supportive campus community and promote awareness of career and internship opportunities through shadowing, professional conferences, and panels.

NAACP

Wooster’s NAACP chapter works to inform campus of the problems affecting African Americans and other racial and ethnic minorities; advances the economic, educational, social, and political status of African Americans and other racial and ethnic minorities and their harmonious cooperation with other peoples; stimulates an appreciation of the African Diaspora and other people of color’s contribution to civilization; and develops an intelligent, militant effective youth leadership.

QUEER TRANS PEOPLE OF COLOR

Queer Trans People of Color serves as a student advocacy and support group for those who exist within the margins of racial or ethnic identities, sexuality, gender identity, and romantic identity. QTPOC fosters a safe and respectful community, while raising awareness about queer or LGBTQIA+ issues that intersect with the needs of racial and ethnic minority communities, on and off campus.

WOMEN OF IMAGES

Women of Images helps women of color grow, uplift each other, and achieve success by serving as a support system for incoming and current women of color on campus. Through living together in a campus house and being a member, women of color on campus are given the opportunity to interact, bond, and learn from one another.

ORGANIZATION HOSTS CAMPUS HOUSE

Upcoming student org events

In addition to a roster of Black History Month events planned during production of this publication, these student organizations have created opportunities to celebrate community and discuss pertinent issues on campus.

- General meetings
- Movie screening and discussion nights on the Black experience
- Off-campus trip to commune and reflect in a Black space
- Pride Month
- Natural Hair & Hippie Chemist Event
- First Friday Fish Fry
- Black Women’s Organization Annual Conference
- Museum Trip
- Annual BBQ
- Spring production: *By the Way, Meet Vera Stark* by Lynn Nottage, directed by acclaimed Black playwright and actress Lisa Langford
- “The Dangers of Dating as a Woman of Color,” prompted by the tragic death of Lauren Smith-Fields
- Black History Month Soul Food Dinner
- Sadie Hawkins formal dance
- Ubuntu (ASU’s Annual Africa Night)

Fostering multicultural student success

LILLIAN EVANS joined Wooster in fall 2021 as associate dean of students and director of multicultural student affairs. Evans, who has a passion for developing students outside the classroom and advocating for social justice on and off campuses, works with multicultural student organizations on programming and provides support in a variety of ways.

“My job is not only to support but also create an equitable experience for all. I strive to collaborate with students in ways that allow them to thrive through Wooster—not only survive—by utilizing our alumni, faculty, and staff expertise. I am committed to the matriculation and after college success of each student on this campus,” said Evans. “The system of higher education was created for the few. Over the years, others have shattered these glass ceilings allowing the many to enter this arena. Even though these efforts are appreciated and celebrated we still have a long way to go. And if everyone at the College is moving in the same direction for equity and inclusion, we someday might be able to say the MSA office is a thing of the past.”





Wooster faculty work to incorporate Black voices, history into lessons

Some of Wooster's newest faculty members are actively working to incorporate Black voices and history into their courses this academic year in meaningful ways.

Among them is Assistant Professor of History Beatrice Adams, a first-year faculty member who has been engaging her students in the history of the struggle for Black freedom in part through exploration of The College of Wooster's Special Collections and archives. The course, titled History of the Modern Black Freedom Movement, teaches students about what Black protest and activism looks like, its historical significance, and how it is contested. It challenges students "to take a stake in the legacy and the history of Wooster to shape their understanding of what it means to take ownership of the place," according to Adams.

As part of the course, Adams takes students to the archives in Andrews Library to experience Wooster history and the Black experience on campus.

"I really liked how each week we dug into a different section of the movement and looked at different aspects, got to see it from different perspectives," said Abby McFarren '22, a senior who took Adams' course. "It really introduced me to figures that I wasn't already familiar with and aspects of the movements that I maybe hadn't

been taught about before and how these aspects were playing out in places like Wooster."

Geared towards upper-level students, the course enrolled 24 students—many of whom are members of BIPOC and Intercultural student organizations on campus, focused on social justice and issues of racial equity and inclusion.

"They had never been to Special Collections, therefore, they have not seen the documents that speak to the historical truths that shape their understanding," explained Adams. "There are so many students who are active and could benefit from going to the archives and having access to these documents. I think these are useful experiences for those looking to do social justice work, work in organizations, or have an important role to play in their companies to cultivate equality and empathy."

Through her class, she hopes she is giving students the desire to understand more fully what's happening through the examination of primary sources. "I want students to crave and look for those marginalized voices," said Adams. "When you're understanding and making sense

of the news, don't just think about what the president is saying, or the vice president is saying, but whose voices are not being heard. Who is being affected by this conversation?"

Adams recalls how students were affected deeply as they paged through old pamphlets and flyers that were carefully laid out by Special Collections Librarian Denise Monbarren. They came across advertisements from the late 1980s promoting the late bell hooks' visit to campus, documents relating to the Galpin Takeover of 1989 and other movements which led faculty to dedicate all First-Year Seminars to racial justice and social justice issues back in the early 1990s.

"These things that might not have been seen as important at the time were still kept and preserved, and I think that is really amazing," added McFarren, reflecting on her work in the archives.

Course discussions focused on the longer and broader movement for Black freedom by examining the history, people, and spaces that comprise it. Assignments have challenged students to consider ideas like the very gendered descriptions of archival material that center



"If we are serious about our society moving in a new direction that is more equitable and just, it is important for students to be knowledgeable about bell hooks' concept of love being radical and important, why self-care is part of a long history of understanding what Black history means, and what real reform and social justice looks like."

—BEATRICE ADAMS, ASSISTANT PROFESSOR OF HISTORY

masculinity in their descriptions of freedom movements and why that was problematic and demonstrated there is still work to be done. "I hope that this class itself is a kind of new way for them to think about this key moment for shaping what freedom looks like in America," said Adams.

Through her Modern Black Freedom Movements course and her survey course on History of Black America, Adams seeks to embark on real dialogue and provide students with the tools necessary to navigate a racially charged world "where the stakes are much higher." According to Adams, "If we are serious about our society moving in a new direction that is more equitable and just, it is important for students to be knowledgeable about bell hooks' concept of love being radical and important, why self-care is part of a long history of understanding what Black freedom means, and what real reform and social justice looks like."

[↑ Adams and her students reviewed documents and materials in Wooster's Archives Collection including flyers and newspapers related to the Galpin Takeover of 1989 and other key events and movements on campus.](#)

Adams is also playing the role of ethnographer of the institution as part of both her teaching and research. "As a campus, we have accepted that creating a diverse student body is important. But what does it mean to create an institution that is not just integrated but where all students truly feel at home?" she asks. "We have to think more explicitly about what it means for our diverse students to succeed holistically (spiritually and mentally) and how we can create spaces in higher ed where we can do all of that. It is a question in the 1960s, 1970s to now. How can we make a space for them to be successful in the most holistic way? How do we make sure the students we bring here are safe and have all the tools they need to be successful?"

While she is still learning about Wooster, her earliest joys in the role have been working with students. "From first years re-adjusting to the classroom to seniors excited to be back. I find the students to be earnest and eager to learn and explore new questions—both those who come into the classroom with preconceived notions and also students who have no idea and want to have more information about it and figure out what it means," said Adams. "The thirst to learn, the intellectual eagerness even in a year that is intellectually challenging," she added, "students are still hungry for intellectual rigor. It just might not look like we are accustomed to it looking."

Discussions like those in Adams' class are happening in departments across campus, including in Africana studies, global media and digital studies, where students are challenged to sharpen their media literacy skills, and English. "In English, we are also now dedicated to having an explicitly DEI-focused conversation at the beginning of each of our department faculty meetings and to infusing our observations from those conversations into the ethos of our social and academic event planning," said Leslie Wingard, associate professor and chair of English.



Faculty train to address difficult topics and disruptions

For fall 2021, academic departments, programs, and offices are working together as learning communities to complete, reflect on, and learn from trainings led by ↓ Chavella Pittman, a Ph.D. in sociology and professor at Dominican University who specializes in promoting and supporting diversity and inclusion in teaching.

Two courses with multiple virtual sessions aim to improve upon the educators' abilities to grapple with incivility in the classroom (and elsewhere) and have more effective conversations about difficult topics. Pittman works to support the retention and success of BIPOC faculty and students with campuses across the country. She has published research on retention of BIPOC women faculty, the effects of workplace stress and discrimination, strategies for addressing incivility in the classroom, and inequities in teaching and classroom experiences.

More than 200 faculty, staff, and adjunct faculty signed up, engaging each academic unit as well as staff in the Academic Resource Center, libraries, the registrar's office, athletic coaches, lab technicians, clinical staff, and

administrative assistants. While virtual, the courses were interactive and involved reflective responses and planning. Faculty and staff discussed the course material at department meetings throughout the semester and developed ways to continue engagement with lessons learned.

"What is really inspiring is that all of these groups are working to apply the lessons in Pittman's courses to the teaching work we do within and far beyond the classroom," said Christa Craven, dean for faculty development and professor of anthropology, women's, gender, and sexuality studies.

The first course that faculty and staff engaged in was Preparing for Difficult or Controversial Classroom Topics about how to best facilitate conversations about challenging topics with students from

diverse backgrounds. Participants learned how to lay an evidence-based foundation for teaching difficult or controversial topics and develop a detailed strategy for choosing, planning, and teaching these topics. The course helped Ziyong You, assistant professor of Chinese studies, East Asian studies, women's, gender, and sexuality studies, develop a new course she's teaching spring semester using evidence-based teaching practices. The new course, Anti-Asian Racism, examines the historical and contemporary struggles of Asians in the United States for racial equity and civil rights. "I was reminded to establish standards of classroom interactional behavior expectations, use my existing diverse learning activities, and practice needs-based pedagogy," said You. "After taking the special course online and intense brainstorming with my colleagues,



"After taking the special course online and intense brainstorming with my colleagues, I feel very comfortable and confident to teach this new course this spring."

—ZIYONG YOU, ASSISTANT PROFESSOR OF CHINESE STUDIES, EAST ASIAN STUDIES, WOMEN'S, GENDER, AND SEXUALITY STUDIES

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The other course offered through Pittman was Developing Effective Strategies for Classroom Disruptions & Incivility, which addresses how student incivility and inappropriate disruptions can derail faculty effectiveness and student learning—especially for diverse faculty and students. In an interactive format, participants learned about diverse faculty and students' experiences with classroom incivility and other disruptions to their learning. They also learned about the potential consequences for diverse students of unchecked classroom incivilities. Further, participants learned about and practiced strategies to use to address student classroom incivility and came away with an individual plan to address potential issues.

"Pittman's course provided me not only with specific foundational strategies for addressing and managing classroom incivility, but also the logic and reasoning behind the successes and failures of some of my current approaches," said Siavash Samei, visiting assistant professor of sociology and anthropology and archeology. "Her course is now a permanent part of my teaching toolkit."



↑ Students in the classroom in 2021.

Samei, Leslie Wingard, interim chief diversity, equity, and inclusion officer in academic affairs, and other faculty have also begun meaningful conversations about "how our identities and positionalities shape our experiences while conducting research in the field," said Samei. These conversations are a first step toward a series of student-facing "DEI in the Field" workshops for spring 2022 that focus on the culture of fieldwork in the natural and social sciences. He added, "The goal of the workshops is to equip our BIPOC and LGBTQIA+ students with the necessary tools to identify and address instances of racialized and gendered micro- and macro-aggression in the field and as well as the best

strategies for self-care and peer support in the face of such aggressions."

Throughout the semester, Craven and Wingard hosted Interdisciplinary DEI Exchanges engaging faculty and staff in topics that emerged through their experiences. Topics included finding ways to think outside the box in areas where DEI work isn't always explicit; thinking through the politics of words like Latino/@/x, Black, neurodiversity, or queer; creating inclusive fieldwork experiences, and other takeaways from the program. Faculty learning communities will continue to work with the Center for Diversity and Inclusion to build on this work through ongoing workshops and discussions in the spring semester.



"What is really inspiring is that all of these groups are working to apply the lessons in Pittman's courses to the teaching work we do within and far beyond the classroom."

—CHRISTA CRAVEN, DEAN FOR FACULTY DEVELOPMENT AND PROFESSOR OF ANTHROPOLOGY, WOMEN'S, GENDER, AND SEXUALITY STUDIES

Vocation for all voices

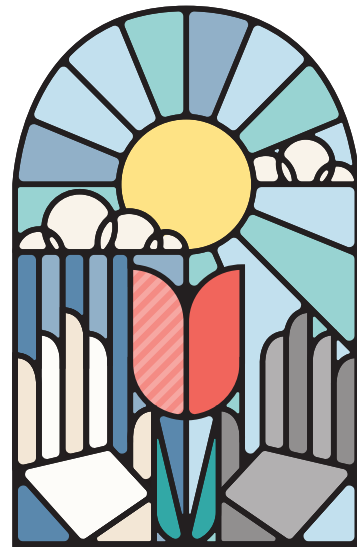
UMC Reverend chooses joy to equip congregations and transform community-building relationships

JOY E. BRONSON '07 insisted from a young age that she wouldn't be following in her father's and grandfather's footsteps as a pastor because she "didn't want to run a church." Up until her second semester at The College of Wooster, Bronson's plan was to pursue a career as an obstetrician-gynecologist. The entry-level science class rosters filled up before she could join them. Her friends who got in were stressed and got almost no sleep. "I thought, 'If this is what it means for me to become a doctor, I have to rethink if the Holy Spirit wants me to be an OBGYN,'" recalled Bronson.

This act of rethinking proved to be a positive common thread in Bronson's time on campus and thereafter. She rethought her major, moving from pre-med to English and Africana studies. She rethought leaving Wooster to travel and serve with AmeriCorps after sophomore year because one of her favorite professors, Jeff Roche, professor of history, encouraged her to push through and finish the degree program first. And she rethought joining the clergy when she realized it could be less about running a church and more about the intentionality of connecting people within a community to promote equity, justice, and relationship.

"Who we are is in us from the moment we're born," said Bronson. "Our soul knows it, and our life's journey is just figuring it out." Almost 15 years after leaving Wooster, she's still figuring it

out, but with far greater confidence. The now Rev. Bronson is a United Methodist Deacon helping individuals, teams, and communities discern and refine their own calling and/or institutional vision. Simply put she's a calling and vocation coach who seeks to support fulfilling the next iterations of greatness.



"Vocation is not your job; it's your life's work," said Bronson. "Theologian Frederick Buechner said our vocation is 'where our greatest joy meets the world's greatest need.' I retranslate that to 'where our passions and gifts meet the needs and opportunities of the communities that we serve.'"

At American Baptist College in Nashville, Tennessee, Bronson oversees two Lilly

Endowment-funded projects: a \$1.5 million Called to Lives of Meaning & Purpose grant and a \$1 million Thriving Congregations initiative. She integrates theology, equity, design thinking, and evaluative learning to help churches both understand their passions (their vocation and their gift) and develop a process to be intentional about meeting the needs of the communities they serve.

Many of these ministries are already justice- and community-focused, but a lot of churches—and organizations—get stuck in charity mindsets, according to Bronson. While charity is necessary, as it fills a basic need, it's usually reactive. Instead, Bronson and her colleagues facilitate relationship building in a more comprehensive approach that doesn't assume needs—or assume the community needs someone to fix it.

"Most of inequity and social injustice is a result of communities being segmented off and folks saying, 'this is your problem, not our problem,'" declared Bronson. "The reality is there are ways we may be functioning in our part of the community that's actually generating a negative impact elsewhere."

To be clear, she isn't saying congregations or organizations need to be fixed, but "We need to be honest and mindful that we create problems by leaving important voices out of the conversation." Bronson's advocacy enforces the need for relationship to see the bigger picture and ultimately, make a bigger impact. She experienced the benefit of this kind of relational impact firsthand at Wooster.

"I think Wooster's vocational ethic is that people care about who you are as a whole person, and that ripples through everything on campus," said Bronson. "The professors didn't pretend it was just a grade. We talked about life and how we show up in the world. Even the Independent Study is a vocational invitation because you're challenged to pick a question you want to sit with for the rest of your life."

Bronson is replicating this kind of intentionality in her congregational appointment at Glencliff United

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—JOY E. BRONSON '07

Methodist Church. She facilitates the staff strategic planning process defining and refining mission, vision, and values. Before Bronson's arrival, Glencliff was a merger between two dying churches. Under new pastorship a few years ago, the congregation became the center of a city-wide collaborative to build micro homes on its campus for persons experiencing homelessness after medical care. Now that that project is largely underway and in its staff's capable hands, its members are thinking about how they can show up and who they can serve next.

Having applied for full ordination at the end of 2021, Bronson hopes to finish the seven-year process within the coming months. "I know plenty of congregations doing great things, not just Glencliff, but I'm blessed to be here," said Bronson. "So much has happened in the last five years. Now we have to figure out who we are and what we do next." Bronson has plans to keep showing up, too. She's launching a consultancy, Vision: Justice, later this year both as a grounding space for her work, but also as a conversation and partnership hub for equity justice practitioners to continue to refine the work together.

Startup storytelling

Alumnus organization features businesses that span the African continent

REPRESENTATION MATTERS TO Samuel Kitara '14. So much so that when he was crafting a list of American colleges and universities to consider applying to, he included one school for each letter of the alphabet. The United States Student Achiever Program, a program within the U.S. State Department's office of education & cultural affairs, provided a list of colleges that had strong representation and scholarship opportunities for international students, and he made The College of Wooster his W.

"Wooster drew my attention in part because of its student ambassador program where international students got to represent their country both on campus and around town," said Kitara. "It felt like this was a really welcoming community that would be delighted to have me, but I'd also be very much at home."

His robust collection of 26 schools dwindled down to five and finally, one. Ultimately, he made the decision to attend Wooster because he wanted a small molecular biology program and a vibrant student population. He appreciated having 55% of his classmates come from out of state—some from as far as Alaska or California—and another 10% as international students. While he enjoyed making friends with folks from across the country, Kitara also cherished the ability to bond with a local host family—a bond that grew when they came to Uganda for three weeks to meet his family.

Following graduation, Kitara worked in functional genomics and chemical biology labs at Harvard & MIT (Dana-Farber Cancer

Institute & Broad Institute) that focused on discovering new therapeutics for hard-to-treat childhood cancers. He eventually became interested in the business aspect of health care and company creation and decided to pursue his MBA from Yale School of Management. During his second year at Yale, he realized that they did not have many case studies about African companies.

"Yale is the most global school in the U.S.," said Kitara. "We were learning about global businesses, but I noticed that the African growth story was missing, and I thought we could draw students' attention to it."

That's when Yale Africa Startup Review (YASR) was born. Kitara, along with his team of co-founders/classmates from across the globe, launched this student- and alumni-led feature of startups shaping the future of entrepreneurship in Africa. At YASR.org, they share stories of ingenuity and innovation of the African startup ecosystem, to attract interested stakeholders from around the world.

As a child growing up in Uganda, Kitara saw time and time again, scrappy people both young and old trying to build a business. But more than that, they were working to solve everyday problems. "I think stories matter," declared Kitara. "Telling the stories of high-growth startups trying to improve access to health care or education changes their future and their trajectory. It means attracting an extra customer, an employee, or a potential investor, either now or down the road. Being able to tell this story as



↑ Some of the startups YASR has featured include (top to bottom): Chefaa, a GPS platform for pharmacy services; APEX Medical Laboratories, a testing and diagnostic facility with mobile labs; and FUNDIS, an app for that provides resources and tools to find home and workplace repairs and maintenance.



"A rising tide lifts all boats. When you find out one interesting company in Malawi exists, you might ask what else is there. We hope each story allows people to dig deeper."

—SAMUEL KITARA '14



"The nomination process is driven by the startup ecosystem, and people nominate companies that wouldn't normally be featured elsewhere," said Kitara. "It's nice to know who's raising millions of dollars, but we shine a light on those diamonds in the rough. We want to tell their story."

YASR's team selected judges who are already involved in the innovation ecosystem (i.e. business leaders, entrepreneurs, investors, and academics) to evaluate the nominated startups and select 30 for the review. The inaugural list included a travel ticketing logistics app out of Gabon, a Kenyan running shoe brand, a Malawian startup diagnostic facility, and a low-cost mobile ultrasound service provider from Uganda, just to name a few.

The representation makes a big difference for these businesses. Since the list posted in 2021, Kitara said some of the featured startups have already earned big investments, including one that raised \$4.2 million. Others have been accepted into seed accelerator programs, and some entrepreneurs mentioned that having their story told gives them more credibility when they go before investors.

YASR also helps align the needs of its featured startups with corporate partners who can provide legal fees, network connections, and other basic business needs. The visibility also provides an indirect talent pipeline that makes it easier for them to recruit.

"A rising tide lifts all boats," said Kitara. "When you find out one interesting company in Malawi exists, you might ask what else is there. We hope each story allows people to dig in deeper."

Kitara looks forward to the 2022 edition of the review which launches in March at yasr.org. But it's not the only work that keeps him busy. He serves full time on the corporate development team for Gilead Sciences in California. His work focuses on identifying different technology and strategic collaborations across virology, oncology, and inflammation disease areas.

The African teen and aspiring biology major who was "curious about how things work" and eager to share his culture, is now empowering global collaboration. It's fitting with the advice he has for future Scots. "Get to know the richness of people's experiences on campus because Wooster is a petri dish of the world right there in front of you."

representatives of many other people like them, for me, is very powerful."

For its inaugural publication, the #YASR30 list, editors reached out to investors, hubs, labs, and business accelerators on the continent for a grassroots effort to attract nominations. They hoped the nominated startups would achieve both geographical and vertical coverage to branch out beyond the familiar business hubs and financial technology field. The results were even more extensive than Kitara's ABC list of schools: they received more than 200 nominations representing 30-plus African countries.

The defense won't rest

Law professor takes powerful strides forward in the sometimes-isolating work of antiracism and social justice advocacy

GOOGLE THE NAME “Ayesha Bell Hardaway” and you’ll find this 1997 College of Wooster grad everywhere. She’s in video clips offering legal analysis for news programs, her name appears in the byline of scholarly articles, and so on. But ask her about her work in antiracism and advocacy for the marginalized and the oppressed, and she’ll tell you it feels like she’s on an island ... and that there’s a lot of work to be done.

After majoring in sociology and minoring in Black studies at Wooster, Hardaway went on to study at Case Western Reserve University (CWRU) School of Law. Almost 20 years later, she’s now an associate professor at the same institution. As a law student, she recalls rarely having the opportunity to talk about how race has been used in the creation, exploration, and analysis of laws in America. As a professor, she’s determined to change this using her research, teaching, and administrative responsibilities. Hardaway serves as co-director of the Social Justice Institute, director of the Criminal Defense Clinic, and director of the Social Justice Law Center. Each of these venues brings different opportunities to help CWRU’s mostly white population of students explore race and the law.

“The SJL Center has been working really hard to increase curricular offerings so students can discuss race without having to be so lucky to have the one Black woman on faculty,” said Hardaway. “We also bring in diverse scholars from across the country to help inspire and inform students.”

Fred Gray is one of the scholars who gets invited back to campus regularly. He’s a 1954 law school grad who went to Case because none of the schools in his home state of Alabama would admit a Black student. Gray went on to play



“Those who have always held onto power can’t imagine a more equitable or a more just society because for them it’s perfect the way that it is.”

—AYESHA BELL HARDAWAY '97



↑ Fred Gray, a 1954 CWRU alumnus, famously represented Rosa Parks and Martin Luther King Jr. Hardaway’s Social Justice Law Center invites him to speak frequently at Case Western. Gray last spoke on campus in fall 2021. Photo: Brandon Burkey '18

critical roles in several civil rights cases, including those of Rosa Parks and Martin Luther King Jr., and was elected president of the Alabama State Bar Association in 2001.

In her Criminal Defense Clinic, Hardaway teaches third-year law students how to handle their own criminal misdemeanor cases. From her perspective, she’s doing anti-racism work in tandem with teaching the fundamentals of criminal representation. “Regardless of economic status, if you go to any of our courts in Cleveland, you’d find that the defendants disproportionately are Black,” said Hardaway. “If you carve out the ones who are eligible to be represented by my clinic because they can’t afford their own lawyers, it’s even higher.”

The clinic gives Hardaway an opportunity to talk to students about what targeted policing and selective prosecution looks like—especially in communities of color. She argues that this is why more Black people find themselves as defendants from a very early age and all through their lives. It’s a conversation that didn’t get much attention before she arrived on campus in 2012.

“I don’t know how you do this work without talking about race, and it’s problematic if I’m the only one talking about it,” emphasized Hardaway. “I’m intentionally making the case to help students understand the reality they’ve never had to deal with.”

Hardaway also plays a key role that could improve local policing. In 2015, she was invited to serve on the Independent Monitoring Team appointed to evaluate Cleveland police reforms under a federal consent decree and in 2018 was promoted to deputy monitor of the team. The team consists of many experts connected to President Obama’s Task Force on 21st Century Policing, and specifically sought Hardaway’s Cleveland roots and legal expertise. Coincidentally, the federal judge assigned to enforce the implementation of the reforms is College of Wooster Emeritus Life Trustee, Judge Solomon Oliver Jr. '69.

“I first met Judge Oliver when I was 16 and considering Wooster. He and his wife hosted an event for prospective students at their home.” recalled Hardaway. “He served as a mentor of mine for a long time.”

Outside of the law school and law enforcement bubbles, Case Western’s Social Justice Institute provides support for faculty and grad students interested in looking at research and devising solutions to remove oppression and promote

liberation. Hardaway found a source of belonging and community here for her own scholarship—something she honed in on well before teaching law students.

“Wooster’s Black studies minor was aligned with my own intellectual curiosity and desire to learn more about the experiences of my people in this country,” said Hardaway. “My Independent Study project on professional women’s attitudes toward affirmative action also helped me gain some initial contact in terms of the legal world.” Hardaway recognizes how others can benefit from the same insights she did within her work at Case Western.

The Institute’s ongoing work to demand for police accountability and racial justice intensified following the killing of George Floyd and the awareness of what happened to Breonna Taylor and Ahmaud Arbery. “We had no idea the world was going to blow up,” said Hardaway, who assumed the role as the Institute’s co-director shortly before the incident. “The Institute has university-wide commitment to integrating and supporting social justice research and teaching across all eight schools on campus.”

Hardaway’s collective advocacy efforts have not gone unnoticed. In December, the Ohio State Bar Foundation awarded Hardaway \$50,000 to provide fellowship funding this summer to CWRU law students interested in doing racial justice work. She hopes victories like these—and her ongoing work in research, scholarship, and administrative roles—will build understanding of the systems that lead to disproportionate realities and deep levels of oppression and can help generate solutions that have a lasting impact locally and across the country.

“I worry about how much our country repeats itself historically, and that when we’re on the precipice of great moments of progress, we cleave with everything that’s in us to what is most comfortable for the unimpacted,” said Hardaway. “Those who have always held onto power can’t imagine a more equitable or a more just society because for them it’s perfect the way that it is.”

Attending Wooster as a Black student wasn’t always comfortable for Hardaway, but she knows it helped her figure out who she is and what she wants to contribute in her time on Earth. She’s also grateful for everything the College has given her family. “My son, Najee, is there now and making it his own,” boasted Hardaway. The senior basketball standout is poised to graduate this spring. “I never imagined I would have a child who loved Wooster as much as I do, but he might love it even more.”

Sidelining statistics

Pediatric psychologist and researcher works to even the playing field in marginalized communities

LEROY E. REESE '88 comes from a family in which several male cousins played intercollegiate sports and a number of them didn't graduate. Luckily, his mom knew how to prevent her son from becoming this statistic.

"When we looked at schools, one of the things The College of Wooster did a good job of was graduating students and student athletes," said Reese. "While I had aspirations to play football at a bigger school, Mom reminded me that this was a high-quality institution, both academically and athletically, and that gave us—really her—confidence in Wooster. Mrs. Reese gets all the credit for that."

While earning his degree in psychology at Wooster was a huge success, Reese was disheartened by the realization that every African American male who earned a degree with him was recruited as an athlete. "I hold Wooster in a higher regard now than I probably did as a student, but I'm a truth teller," said Reese. "Wooster has worked very directly since then trying to address that, but I wonder if I had not been an athlete, would the College have been interested in me at the time?"

Fortunately, many professors saw his potential off the field. He's become a powerful ambassador of the College because of how he benefited from their personal investment. He fondly recalls

how his Black studies Professor Yvonne Williams (now professor emerita, Africana studies) poured into him time and again, challenging him to stretch himself. She and her late husband, Ted Williams, Robert E. Wilson Professor of Chemistry, even went as far as hosting Black students at home on a regular basis when they were struggling in any way.

"The burden of a Black faculty member on a white campus to serve all of its students, but particularly its Black students, is heavy," said Reese, who has taught at historically Black colleges and universities for more than 15 years. "There is a debt Wooster owes to faculty like the Williamses who shouldered those

burdens, and one of the ways they can repair that debt is to increase the number of Black faculty on campus."

Professors Terry Kershaw of sociology and Bill Scott of psychology also impacted Reese's Wooster experience. Reese grew fascinated in Kershaw's Black psychology course that offered a different cultural worldview of African and African-descended people than what he heard in Psych 101. Reese connected it back to his teen years when he worked with a psychologist to address self-described "knucklehead" tendencies. Later, Reese's work with Scott, his junior Independent Study advisor, exposed him to career options that combined his interests in research and working with young people.

These key influences undoubtedly led Reese to the highly personal work of improving health statistics for those in overwhelmingly under-supported, underserved, and undertreated communities. In particular, he's focused on working with adolescent males, young men, and children, in the health equity space.

As a pediatric psychologist with Akoma Counseling & Consulting in Atlanta, he helps kids and families navigate and destigmatize mental illness to promote positive health and wellness. Reese also conducts research at the Morehouse School of Medicine's Pediatric Clinical and Translational Research Unit and uses the findings to benefit communities in practical ways.



When the unit noticed initial challenges around the uptake of the HPV vaccine in low-income and minority communities, they showed up in the neighborhoods and asked people questions to understand their perceptions. Then they took those learnings to improve the messaging and explain the benefits, and ultimately the team increased vaccination rates in Black and Latinx communities. Reese also engages corporate partners as a senior advisor at Ichor Strategies to promote wellness and health equity in ways that create wins for both the business and consumer base. "It means research findings don't just sit

on shelves in academic journals—we take what we know about how to prevent disease, reduce morbidity, and improve the quality of life, and implement it so everybody wins," he said.

"When you look at the epidemiological data, there is a significant difference between Black men and our white counterparts in terms of years of life lost," said Reese. "We're not dying from old age. We're dying from disparities in cardiovascular disease, cancer, diabetes, or other things like homicide, that are preventable." Imagine everyone gets a LEGO box with the

"Health equity simply means that everyone has a fair opportunity to achieve positive health, something we should view as a civil right and not a privilege for select communities."

—LEROY E. REESE, PH.D. '88

same picture on the front, but not everyone gets the same pieces inside. Without all the pieces—things like reliable insurance, affordable prescriptions and co-pays, and regular access to preventative screenings—Reese says some simply can't achieve the desired health outcomes. "Health equity simply means that everyone has a fair opportunity to achieve positive health, something we should view as a civil right and not a privilege for select communities," he added.

These disparities in health status exacerbated the impact of the COVID-19 pandemic on minority communities, but Reese argues it also proved that our health is interrelated. When many people have to decide between going to work in service sector jobs or staying home because they don't have good health care and child care, suddenly more people are impacted. This former CDC scientist says we'd be naive to not expect another virus based on history, but he's adamant that health equity is the platform on which we can better combat it to reduce its impact on the economy and the quality of life for everyone.

"I think we talk too much and do too little," said Reese. "I'm hoping we become more activist in how we spend our time, what we do with our resources, and how we relate to one another. Our kids deserve our absolute best."

Oak Grove

COLLEGE NEWS

Sarah Bolton named next president of Whitman College

Will leave Wooster at end of academic year

President Sarah Bolton will become the next president of Whitman College in July of 2022 and will remain in her role at The College of Wooster through the current academic year. As we look to what's in store for the future of the College, we are extraordinarily grateful for the significant transformations Bolton has championed during her time here. The *Connect, Create, Discover* strategic plan, developed by Bolton in collaboration with the Wooster community, served as a guide for much of the transformation accomplished in recent years. Strong enrollments and fundraising fueled this critical work amid the most significant pandemic to hit Wooster's campus in its history.

"Serving as Wooster's president has been a tremendous joy and privilege. I will always deeply admire this extraordinary community—its people, its values, its leadership in teaching and learning, and its vision for the future," said Bolton. "I am profoundly grateful for all the ways that Wooster's students, staff, faculty, board, and alumni have come together to make our College an even brighter beacon for learning over the past five and a half years."

As president, Bolton worked to build on Wooster's history of academic excellence by expanding experiential learning opportunities, supporting strategic new academic pathways and connections, and cultivating a more global and anti-racist community and curriculum. Despite the pandemic, Wooster is in strong health and focused on a path of continued innovation and advancement thanks to her enormous contributions over the years.

PRESIDENTIAL SEARCH BEGINS

In a statement to the College community, Chair of Wooster's Board of Trustees Sally Staley '78 said the work of recruiting Wooster's next president will begin immediately. After an interim president is identified to lead Wooster through the continued implementation of ongoing strategic priorities, a formal search for a permanent president will be carried out. The presidential search will call on the efforts and input of faculty, staff, students, and alumni across the entire Wooster community.

Stay updated on the presidential search online: wooster.edu/presidential/search.

WOOSTER ANNOUNCES NEW APPOINTMENTS

At the end of the 2021-22 academic year, Cliff Bobbitt will assume the role of interim vice president for student affairs and dean of students at The College of Wooster as Myrna Hernández leaves for another position. A deeply experienced leader in student affairs, Bobbitt came to Wooster last summer as associate vice president for student affairs and senior associate dean of students and previously served at Methodist University in Fayetteville, North Carolina as the associate dean of students, director of campus recreation, and interim director of multicultural affairs.

Currently serving as interim chief diversity, equity and inclusion officer and chair of English, Leslie Wingard will become the College's next dean for faculty development on July 1. Wingard is eager to partner with faculty and staff to develop new approaches to foster work-life balance, become a more inclusive campus, and create innovative approaches to teaching and research to meet the needs of today's students.

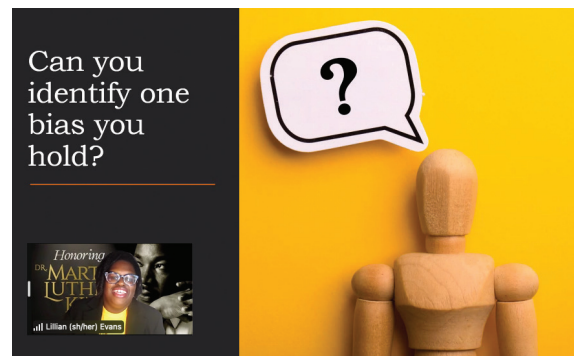
The College expects to name a new vice president of equity, inclusion, and diversity in early February while this issue is printing. Stay tuned to wooster.edu/news for more.

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WOOSTER'S 2022 MLK DAY CELEBRATION FEATURES MULTIPLE VOICES

The College of Wooster's 2022 Martin Luther King Jr. Day celebration with the theme "Our Legacy Matters: If not us then who?" on Jan. 17 featured four keynote speakers in the opening ceremony. The speakers represented multiple voices in the College community including Sarem Kornma '22; LaToya Robertson, associate dean of students and director of divisional DEI initiatives; Beatrice Adams, assistant professor of history; and Timeka Rashid '99, vice president of student affairs at Baldwin Wallace University. More than 2,500 individuals as of publication tuned into the opening ceremony also including special segments from Wooster Public Schools. A total of nearly 800 individuals took part in the interfaith prayer gathering and justice dialogues.

Justice Dialogues throughout the afternoon featured topics on the origins of biases, barriers for minorities in STEM, what it means to be Jewish in America, and more. Members of the campus community contributed to a book drive benefiting Wooster City Schools, and art classes from the schools participated in creating artwork based on the event theme.

↑ Wooster's annual MLK day remote celebrations included Justice dialogues led by faculty, staff, and students.

Wooster Briefs

Wooster's department of communication studies received the prestigious 2021 Rex Mix Program of Excellence Award from the National Communication Association. Wooster was specifically applauded by the selection committee for interweaving diversity, civic engagement, social justice, undergraduate research, and mentorship into its curriculum, assignments, pedagogy, holistic advising, and student organization activities.

Jimmy A. Noriega, associate professor of theatre and Latin American studies, traveled to Belgium with his theatre company, Teatro Travieso/Troublemaker Theatre, to present a play that he wrote and directed, *CAGED*, which focuses on the Trump administration's "zero tolerance" policy that separated families at the United States-Mexico border and left thousands of immigrant children incarcerated in detention centers. Wooster students, Teresa Ascencio '23, Amari Royal '23, and Victoria Silva '23 were featured in the production.

Jennifer Bowen, dean for curriculum and academic engagement and professor of mathematics, and Pamela Pierce, professor of mathematics, co-edited *Mathematical Themes in a First-Year Seminar*, along with colleagues Jennifer Schaefer

and Mark Kozek. The volume contains 36 chapters, each focusing on a particular first-year seminar taught by authors from a variety of institutions, from small liberal arts colleges to large research universities.

Bang Nguyen '22, a computer science major with a minor in data science & communication studies, recently presented his research at a conference for oSTEM, (Out of Science, Technology, Engineering, and Mathematics). Nguyen shared his Independent Study during the poster session of the conference that included his research, quantitatively and qualitatively, investigating the biases against LGBTQ+ individuals in many modern technologies that attempt to understand and generate human language.

The 2021 Council on Anthropology and Reproduction Book Prize has been awarded to Christa Craven, dean for faculty development and professor of women's, gender, & sexuality studies and sociology and anthropology at Wooster, for her book *Reproductive Losses: Challenges to LGBTQ Family-Making*, published in 2019.

Lisa Wong, associate professor of music at Wooster and director of choruses at The Cleveland Orchestra, conducted Brahms' "A German Requiem" at Severance Music Center on Oct. 28, marking the first time the acclaimed chorus has performed in concert in nearly two years. A reviewer from [cleveland.com](https://www.cleveland.com) called the event "nothing but the most luminous and expressive of performances."



Cast members Amari Royal, Teresa Ascencio, Victoria Silva appear with director Noriega.



↑ Accepting the 2021 Rex Mix Program of Excellence Award were Assistant Professor Zhenyu Tian, Professor Denise Bostdorff, and Visiting Assistant Professor Oscar Mejía, with Joy Daggs, associate professor of communication at Northwest Missouri State University and the vice chair elect of the NCA's Undergraduate College and University Section and the coordinator of the 2021 Rex Mix Award.



Read the full stories online at wooster.edu/news



Mazvita Chikomo '22, an environmental geoscience major, earned the Idea Scholarship Award from the Association for Women Geoscientists. The Geoscience Inclusion, Diversity, Equality, and Accessibility Scholarship program encourages women from under-served communities to pursue an education and career in the geosciences or earth sciences.

Adam Hinden '22, an anthropology and Chinese studies double major, participated in the Athens Democracy Forum held in Athens, Greece, and organized by the Democracy & Culture Foundation in association with *The New York Times*. The application process involved writing reflections on essays regarding different aspects of democracy in which he shared his perspectives from a variety of angles, including religion, culture, and the nature of democracy in China.

Shelley Judge, one of Wooster's two faculty athletics representatives (FAR) and an associate professor of earth sciences, was chosen as this year's NCAA Div. III Faculty Athletics Representative of the Year, as announced by the Faculty Athletics Representatives Association at the organization's annual convention.

COLLEGE NEWS

Black Student Equity Fund adds to support and opportunities

With the support of several donors and advocacy of Black student leaders, the new Black Student Equity Fund will help close the gap for Black students at Wooster. Established in early 2020 through the work of Black student leaders working closely with College administrators the fund will strengthen opportunities available to Black students both inside and outside the classroom, so that every Black student has a more equitable and excellent experience at the College.

Income from this fund will be used for, but not limited to, travel and other costs associated with experiential learning or off-campus study; travel for emergency personal/family purposes; assistance with necessities such as books, fees, room & board, and tuition; fees for mental health care or other health-related costs; and any other costs that may be critical for the recipients' thriving, learning, and well-being.

"We're so grateful for donors' support of the Black Student Equity Fund and for the work of the alumni and students comprising the Black Leadership Council. For many students the money they earn from campus jobs is often being sent home to help family members or support day to day expenses. It makes things like a couple hundred dollars for books difficult to afford," said Myrna Hernández, vice president for student affairs and dean of students. "With this type of support, we can help relieve a little bit of the financial strain so they can thrive personally and academically."

More than \$68,000 has been received to support this fund and this number continues to grow. This fall the first seven students received support from the fund for expenses including fees, travel, and personal expenses.

Learn more about supporting the Black Student Equity Fund by contacting Carolyn Ciriegio in the Office of Advancement at 330-263-2075 or advancement@wooster.edu.

WOOSTER BOARD OF TRUSTEES ENGAGES IN DIVERSITY, EQUITY, AND INCLUSION WORK

As part of The College of Wooster Board of Trustees focus on advancing diversity, equity, and inclusion in their support and oversight of the College's DEI strategic plan and initiatives, the Racial Equity Task Force is already fulfilling an important role in highlighting opportunities and advancing racial equity within the Board governance work. "This work has been identified as a strategic priority for the Board of Trustees for this academic year," said Board Chair Sally Staley.

Formed in Fall 2020 by former Chair Don Frederico, the task force continues working with each standing committee of the Board to develop measurable and concrete actions to promote racial equity. Some of the changes include the adoption of revised diversity goals for the composition of the Board, a focus on diversity, equity and inclusion, and reviewing and revising investment priorities to bolster the inclusion of firms owned by Black, Indigenous, People of Color (BIPOC).

The Board has also engaged nationally recognized DEI consultants with the aim to deepen their leadership competency through the lens of race, equity, and inclusion. The current co-chairs of the task force, Diane Frankle and Jilliene Rodriguez, shared, "As leaders, we and our fellow trustees know it is incumbent on us to be lifelong learners, and we see our ongoing DEI work as a journey toward creating systemic change to support the College becoming a more just and welcoming community consistent with our mission."

President Bolton Farewell Tour

All alumni, families, and friends of The College of Wooster are welcome to join in a series of farewell events for President Sarah Bolton. Events will be hosted in Cleveland, Chicago, New York City, and Washington, D.C. in April and May. Look for more information and dates online at wooster.edu/alumni.



OFFICE HOURS

Cliff Bobbitt

ASSOCIATE VICE PRESIDENT FOR STUDENT AFFAIRS & SENIOR ASSOCIATE DEAN OF STUDENTS

Joining The College of Wooster staff last summer, Cliff Bobbitt quickly became involved in the Wooster community, working on the development of a tutoring program with Edgewood Middle School and connecting with their athletic staff. "I'm starting to get integrated in the community and bridge a gap between the College and the City of Wooster," he said. Though his office will move to the renovated Lowry Center, expected to be completed in early 2023, here's a look into the space he's settling into in Babcock Hall where it's important to him that students feel comfortable. "Sometimes I have some very sensitive conversations with students who are in need or in trouble. I want to be respectful and let them know even if

they made a mistake today it doesn't mean I'm going to dwell on that mistake," he said, emphasizing that he wants them to share openly. "I still want us to have a relationship and work through things." As he's gotten to know Wooster students, he really appreciates their passion. "Students are adamant about getting involved in social justice and change, and I really enjoy that because I believe the student voice is a real powerful voice," he said.

"I love how students are involved and engaged in their education, not only in the classroom but outside the classroom."

CLIFF'S FIVE ITEMS



1 Offering oversight to several people and departments, Bobbitt really emphasizes the importance of teamwork and collaboration. "We're building a strong team so we can provide a safety net for our students," he added.



2 Though a decorative piece, this black sculpture interests Bobbitt because of the way it "evolves and revolves." "That's what I try to do as a professional," he said. "I'm trying to constantly evolve and get better and have my staff get better."



3 Pictures of his family, friends, and colleagues help to convey that comfortable atmosphere Bobbitt portrays and remind visitors that he's "a person too."



4 Growing up playing the violin, music has always been a passion for Bobbitt who listens to all kinds of music and finds it a great way to connect with students about music they enjoy as well.



5 Often lending them to students, his books serve as another way to offer knowledge and support to Wooster students.

Why Wooster



WITH Marla Roschelle Goins

VISITING ASSISTANT PROFESSOR OF AFRICANA STUDIES

In the fall, Marla Roschelle Goins joined the Africana studies program at The College of Wooster. Drawn to Wooster by the way it brings together diverse students, faculty, and staff and the Independent Study program, Goins specializes in Black Brazilian epistemologies and pedagogies of antiracism and empowerment and completed her Ph.D. in Teaching and Learning and Master of Arts in Comparative African Diaspora Studies (2015) from The Ohio State University and her Bachelor of Arts in English and Spanish from Johnson C. Smith University. Here she shares more about her experiences this year and her hopes for Wooster students.

What drew you to Wooster and why has it been a good fit so far?

I was drawn to Wooster for its uniting of diverse students, faculty, and staff for expansive knowledge production. The College's renowned Independent Study program particularly attracted me, as it prepares students to contribute academic or creative research to the global intellectual community. So far, I have found teaching writing courses to be especially rewarding. This allows me to participate in students' development as researchers. I am thrilled about the impact that students will have on our communities and world!

What excites you about the College?

I am excited by the College's intent to invest more in research opportunities for students who are Black, Indigenous, and People of Color (BIPOC). This is essential to encourage the intellectual thriving of students of historically marginalized identities, who can in turn contribute needed perspectives on research to the College.

What do you enjoy or appreciate about the Wooster community?

I appreciate that the Wooster community provides multiple support groups for faculty development, including the Faculty Mentoring Cohort Program, Visiting Assistant Faculty Mentoring Group, and the BIPOC Employee Caucus. The BIPOC Employee Caucus strives to dismantle hierarchy and foster interracial and transnational solidarity between BIPOC faculty,

staff, and students. Our meeting organizers, Leslie Wingard, interim chief diversity, equity and inclusion officer in academic affairs, and Sháquez Dickens, assistant director to the CDEIO, have carefully facilitated dialogues to ensure that our collective is both a source of support for Caucus members, and a resource to empower us to support BIPOC students. I look forward to continuing to build coalitions with BIPOC faculty and staff. This can help us to sustain a system of support for current and future BIPOC, so they feel purpose, belonging, and equity at the College.

Is there anything else you'd like to share about your experiences at Wooster?

As a visiting assistant professor of Africana studies, I am inspired by the determination that my racially diverse students have to understand and challenge racism in theory and practice. This has been shown through their research projects on contemporary and historical racism in sports, queer contexts, education, housing, and mass incarceration; their analysis of the trans-Atlantic slave trade, and the Civil Rights and Black Power Movements; and their creative projects on police brutality, which have consisted of poems, paintings, and audiovisual presentations. I look for my students to become antiracist change agents at Wooster, in their careers, and in the world.

Mentoring Mashup

LATERAL RELATIONSHIPS OFFER SUPPORT AND PERSPECTIVE

Leslie Wingard, associate professor of English, builds mentoring relationships with students laterally as they frequently “learn from each other.” With interdisciplinary courses Wingard says students acting as teaching apprentices add another perspective that offers insights to how students are responding to course materials and activities. “They can tell me if the blogging that we’re doing in class is not working, too many emails are going out, or that we should do more debates in class because students like the trials and prosecution,” she said. “Students really gain from that.”

Energetic and excited even in her 8 a.m. English course in early 2020, Wingard quickly saw Sam Boudreau '23 would be a great fit. With the onset of the pandemic and remote learning, he joined her as a TA in two classes, including a first-time course taught online in summer 2021 called Constructing Black Lives in Film & Literature, and he served as her research assistant this fall. “On many occasions, Sam’s mention of his southern roots, endeavors in the field of journalism, and music skill and knowledge have helped my students and my own research,” said Wingard.

Reading chapters of Wingard’s book and assisting her in staying on top of the latest



articles related to her research, Boudreau has enjoyed engaging in academic and professional work in a different way. “I really appreciate that she has confidence in me to provide critiques of her work. I’m not an expert in religious, secular, and African American literature. She’s always been very supportive and responsive to my thoughts.” Working with Wingard gave Boudreau added confidence as she helped steer him toward another interest of his, a journalism internship through Wooster’s Becky DeWine Endowment Fund. A position first with the Mississippi Center for Investigative Reporting and later *The Daily Record* in Wooster set him on a professional path he’s really enjoying. “It’s really been the foundation of my collegiate career,” he said.

Having students like Boudreau to help with everything from holding their own office hours to creating a mock Academy Awards Ceremony celebrating categories like Best Supporting Characters, Best Lead Characters, and Best Overall Writing, from the texts read that semester is something Wingard really appreciates. “I know I have certain students that I can always count on and that’s meant a lot in the last three years, because you don’t know if people are going to be so down or tired in both online and in-person classes,” she said. Her students, too, have learned and taken away from their experiences with her in ways they shared here.

↑ Boudreau and Wingard exchange ideas on campus this fall.



“Leading a discussion without imposing your opinions is difficult, but I honed this skill during the class. I also gained confidence in my ability to comprehend and teach literature. I can apply these skills to future opportunities.”

—JULIEANNE LARICK '24



“As a TA, I had to take in more of the other students ideas and help lead them to connections between all of their ideas, which was a cool and kind of challenging experience. It helped me do the same for my I.S. For any solid thesis, you have to connect points that may seem unrelated, and it takes a lot of critical thinking.”

—ALYSSA SMITH '21



“Through working with Dr. Wingard I learned that relationships are so important. Even during the pandemic, which was at times stressful, it was never too overwhelming because Dr. Wingard always made our time together fun.”

—JENNA STANTON '22



“In the classroom, Dr. Wingard is always challenging my preconceived beliefs and biases and enabling me to think about different aspects of life more critically. There is no one correct way of looking at things; everyone’s way of perceiving information is different and there is a certain beauty to that.”

—MALACHI MUNGOSHI '24

Anti-Racist Bookshelf

WHAT CAN YOU DO to support Black, Indigenous, People of Color? Taking inventory of personal biases and developing an understanding of what it means to be antiracist is the first step to being a part of an equitable community for all. Jilliene Rodriguez '08, a College of Wooster Trustee and diversity, engagement, and professional development director at University of Vermont, shares some of the books in her tool kit.



The New Jim Crow
Michelle Alexander
The New Press, 2012

White Fragility: Why It's So Hard for White People to Talk about Racism
Robin DiAngelo
Beacon Press, 2018

The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together
Heather Charisse McGhee
One World, 2021

Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations About Race
Beverly Daniel Tatum
Basic Books, 2017 (20th anniversary edition)

So You Want to Talk About Race
Ijeoma Oluo
Seal Press, 2018

How to Be an Antiracist
Ibram X. Kendi
One World, 2019



“Confronting and interrogating one’s socialization and perception about the world (and how it operates) takes significant learning and unlearning.”

Understanding the concept of race and the harsh-lived reality of racism can feel daunting but it is necessary, if we want to shift our relationships, systems, and laws to ensure everyone’s full humanity.

I hope these resources provide space for personal reflection, vulnerable conversations, and empowerment because each of us has the capacity to effect positive change.”

—JILLIENE J. RODRIGUEZ '08, Wooster Trustee & diversity, engagement, and professional development director at University of Vermont

ATHLETICS

Scots enjoy successful fall season

QUARTET VOTED TO COSIDA ACADEMIC ALL-AMERICA TEAM

Football’s Lake Barrett '23, women’s soccer’s Alexa Bencic '22, and volleyball’s Katie Biletdeaux '22 and Syd Case '22 earned College Sports Information Directors of America Academic All-America honors this fall. Wooster now has 56 all-time CoSIDA Academic All-Americans, and the volleyball team was one of four Div. III programs with multiple selections this year.



↑ Syd Case '22 and ↗ Lake Barrett '23 were voted to CoSIDA’s Academic All-America first team in the fall.

ATHLETICS

HISSONG EARNS ALL-AMERICAN HONORS FROM TWO GROUPS

Football standout tight end Cole Hissong '22 was voted a second-team All-American by D3football.com and the Associated Press. Hissong broke Wooster’s program record for career touchdowns by a tight end (15) and was the Fighting Scots’ leader in receptions (53), yards (760), and touchdowns (9) in 2021.

CROSS COUNTRY, VOLLEYBALL SUCCEEDED AT CONFERENCE LEVEL

Women’s cross country placed third at the North Coast Athletic Conference Championships, marking the program’s highest finish since 1998. Athena Tharenos '24 and Isabelle Hoover '22 earned first-team all-conference laurels, a first for the program since W Association Hall of Famer Katie Wieferich '07 was the individual NCAC champion in 2006. Volleyball advanced to the championship match of the NCAC Tournament for the first time since 1985, and the Scots posted a 10-match winning streak for the first time since 1984 this fall.



SIX EARN ALL-REGION STATUS

All five football Scots who were eligible for the D3football.com All-Region 4 ballot made this year’s team. Hissong was elevated to the first team, Barrett and punter Matt Pardi '23 were voted to the second team, and defensive back Beau Greenwood '21 and sophomore return specialist Carter Warstler '24 earned third-team honors. Women’s soccer’s Miura Wiley '21 earned her second all-region honor from the United Soccer Coaches, and she repeated as the NCAC’s Offensive Player of the Year after leading the NCAC in goals (12), assists (5), and points (29).

Word from Wooster

“To be included on that list and to later be ranked No. 2 is absolutely amazing, humbling and I couldn’t be more thankful for everybody’s support.”

—Gabe Wasylo '19 was listed as the second-best photographer in the area by Cleveland Scene’s Best of Cleveland according to Medina’s *The Gazette*. His Twitter feed continues to receive attention for his photos, including being named as one of Northeast Ohio’s top social media personalities of 2021 by Cleveland station WKYC.

Always great seeing former students but today was extra special. Last time I saw @avery_e_pearson in person was when she turned in her IS in March 2020, just hours before campuses across the state shut down.



🐦 Jennifer Ison, associate professor of biology, met up with a student from the Class of 2020 this fall.



Gabe Wasylo '19

“The direction that real earnings take in 2022 will have a major impact on families’ spending and the pace of economic growth. Consumer spending makes up nearly 70% of U.S. economic activity each year.”

—Melanie Long, assistant professor of economics was published by several media outlets for her comments on understanding economic activity in 2022.

“[Young people] are feeling angry and betrayed at the idea that those in charge are leaving them holding the bag ... They are going to have to deal with the consequences to a greater extent than the older generations since they will live longer.”

—Susan Clayton, Whitmore-Williams Professor of Psychology, was quoted in an article in *Everyday Health* about how eco-anxiety is affecting young people.

“In the United States, women express less interest in politics and run for political office at lower rates than men. These gaps threaten democracy because they distort representation: Women make up 26.7% of members of Congress and 31% of state legislators, despite making up 50.8% of the population.”

—Angela Bos, professor of political science, and colleagues were published by several media outlets regarding their research revealing these interests and ambitions start at an early age.

Exciting happenings in the works! Very anxious to show the finished results! – at Ruth W. Williams Hall Of Life Sciences



🐦 Grace Hodges '23 shared her work on building a display for part of Wooster’s invertebrates collection in Williams Hall.

Tartan Ties

Alumni Achievements

'60s

Phyllis Pieffer '66 received the Daughters of the American Revolution Award as a Woman in American History for her nearly 50 years of service in the Music Teachers National Association, along with serving as MTNA president from 2003 to 2005. This award recognizes American women who have made a difference in their communities, state, and nation as educators, cultural supporters, or for their scientific, intellectual, social, or religious contributions.

Wayne Cornelius '67 received the Latin American Studies Association's Kalman Silvert Award for Lifetime Achievement in the interdisciplinary field of Latin American studies. He also received the University of California's Constantine Panunzio Award for distinguished post-retirement teaching, research, and public service, his third career award is the UC San Diego's Revelle Medal, the campus's top award, which recognizes institution-building by UCSD faculty. Cornelius notes that "these awards are a function of longevity (they have to be accepted in person, no posthumous awards), and he is grateful to have hung around long enough to receive them."

'70s

John Toerge '70 was recognized by Continental Who's Who as "a trusted psychiatrist for his outstanding work in the medical field who has been helping patients for over 40 years." He is also proud to have been "a crucial member in the development of the National Rehabilitation Hospital in Washington, D.C."

Bob Cyders '73 wrote, "I have retired for the fourth (and final) time after spending the past four years as co-chair of teacher education at Ashland University."

Roderic Owen '76 retired from Mary Baldwin University in May 2021 after many years of service and was honored to receive various awards and accolades. He wrote, "I was given the Sankofa Ally Award from the Office of African American Affairs & Inclusive Excellence and was recognized by the dean of arts and sciences for four decades of service to the liberal arts. My wife, Linda Riedesel Owen '77, joins me in this next episode of life, and we both welcome making connections with fellow Wooster alumni during retirement."

Diann Rust-Tierney '77 is joining Georgetown Law as the 2021-2022 Robert F. Drinan S.J.

Chair in Human Rights as a civil and human rights attorney and national advocate for ending capital punishment. This role includes "participating in Human Rights Institute programming, serving as a resource for students and faculty, and delivering Georgetown Law's annual Drinan Chair Lecture on Human Rights."

'80s

Caroline "Cathy" DeWalt '88 wrote, "I successfully defended my dissertation on project-based learning in the spring of 2021 and earned my Ph.D. in Instructional Management and Leadership from Robert Morris University. Conducting the research, completing the coursework, and defending the dissertation during the pandemic was challenging and often surreal, but it gave me an appreciation for all the educators and students who had to adapt incredibly quickly to changing conditions and were still generous with their time and insights while under tremendous stress."

'90s

Lora (Faye) Heller '92 published an article titled "Time in Between: Music Therapy with Adolescent Girls in a Safehouse in Kingston," which studies the ways music therapy can aid in therapy engagement. She wrote, "We have celebrated 21 years of Baby Fingers this year! We moved to virtual programming all through the year and gradually added outdoor

UPCOMING EVENTS

I.S. MONDAY HAPPY HOURS
March 28, 2022

CLASS OF 2020 COMMENCEMENT
May 22, 2022

ALUMNI WEEKEND 2022
June 9-12, 2022

Register to attend and find out all the latest event information
wooster.edu/alumni.

Alumni updates and photos of weddings or Wooster encounters included in this issue were submitted online by Dec. 31, 2021, and edited for clarity, style, and length. Images that do not meet the quality standards necessary for printing cannot be included.

More may be found online at
wooster.edu/classnotes.

Support Wooster alumni-owned businesses!

Our new online directory of Wooster Alumni-Owned businesses showcases alumni business owners and allows Scots to support each other. Visit wooster.edu/alumni/business-directory to learn more or join the list.

in-person classes. Our programs are now offered to students around the globe with our live online classes for deaf and hearing students of all ages, newborn to adult. I've been meeting almost once per month on Zoom during the pandemic with Travis Moyer '92 and his wife Julie, along with my husband Ian and some other terrific people talking about current events and the state of our country. We manage to get in a lot of laughs and some reminiscence, which helps when the topic is otherwise so serious!"

'00s

Nikki (Kammer) Rung '00 wrote, "I am thrilled to share the news that an album I'm a part of, All One Tribe, has been nominated for a Grammy for Best Children's Album! The 25 songs on All One Tribe (by 24 Black artists) celebrate and uplift Black children and families and span musical genres and themes addressing topics of STEM, vaccinations, family, Black history, and the beauty of differences. My song is track number 15 on the album, and it features a diverse list of names of children and the different things they enjoy doing on the playground!"

Robert Dumville '07 wrote, "After a challenging 2020, I was rewarded professionally with a Chicago/Midwest Emmy Award for Outstanding Achievement for Arts/Entertainment Programming and recently elected to the Milwaukee Institute for Art & Design Board of Trustees."

Katie Lawrence '07 wrote, "It has been an honor and privilege to serve on the 2022 John Newbery Award Selection Committee, awarded annually by the American Library Association for the most distinguished American children's book. The fourteen other members

"I am thrilled to share the news that an album I'm a part of, All One Tribe, has been nominated for a Grammy for Best Children's Album! The 25 songs on All One Tribe (by 24 Black artists) celebrate and uplift Black children and families and span musical genres and themes."

— Nikki (Kammer) Rung '00

of my committee and I have been reading voraciously all year, and I can't wait till we select the winning titles in January! Professor Larry Stewart had a tremendous impact on me during my time at Wooster. I wish I could tell him all about this

experience, I think he'd probably be tickled to know I've thought about him and his children's lit class so much this year."

Tara Strauch '07 wrote, "I received tenure at Centre College this spring. I am now an associate professor of history."

'10s

Austin Holter '10 will be the new Wooster High School head football coach. He wrote, "Wooster is a very special place and to get involved at a much deeper level and help mold young men at the high school level and even get involved with the middle school and youth league, will be a great opportunity."

Evan Pannell '15 was promoted to vice president of the Pickard Commercial Group and featured by *Crain's Cleveland Business* in the "People On The Move" section.

Alumni Updates

'40s

Lucile (Hunter) Coonan '46 wrote, "Just to let you know there are still members of the class of 1946 out there! I am living at home in Fairport, New York. Trying to avoid Covid-19 has reduced my activities, but nearby family keep in touch with me. I am still in contact with my Wooster roommate **Jane Trent Perna '46**, who is also still living at her home near St. Louis, Missouri."

'50s

Sylvia Hoffmeier '57 wrote, "We have all been staying at home for about a year but there is still a fair amount of contact within our class. I hear from **Sandy Zummo Lang '57** who continues to live near the shore, where she can take beautiful daily walks. I talk with my former roommate **Faye Ferguson Cartmell '57** quite



↑ **Robyn Barker '79** wrote "members of the classes of '77 through '80 got together for a reunion on Oct. 9 in Valley Forge, Pennsylvania. We've been zooming every Friday night for a Crandell Cocktail Hour since the pandemic started and decided it was time to meet in-person!"

ALUMNI PROFILE

Relationships at Wooster guide Antwan Chambers '14 in mentorship position

BY BLAKELY DISHMAN '23

Antwan Chambers '14 learned about The College of Wooster for the first time upon entering an introductory interview with the Posse Foundation. After doing some research on the school, he quickly realized that Wooster was his number one choice. In fact, during his second interview he was asked about his top school. Chambers immediately replied, "The College of Wooster would be my top choice because it is a liberal arts school, and it has extensive writing opportunities." In his time at the College as a history major, Chambers had many experiences that would serve to positively contribute to his future personal and professional endeavors.

"Whether it was taking a history seminar with six total students or attending a quidditch match with friends, I gained experiences that I might not have if I chose a school that was not Wooster."

—ANTWAN CHAMBERS '14

"Whether it was taking a history seminar with six total students or attending a quidditch match with friends, I gained experiences that I might not have if I chose a school that was not Wooster. The community, traditions, and desire for holistic learning sets the liberal arts education at Wooster apart," he said.

In his time at the College, Chambers developed a relationship with Shannon King, a former associate professor in the history department. "He spoke to all his students like they were his advisees because

he is an educator who invests in how his students think and engage in all academic areas, not just in his courses." It is through relationships with faculty like King that Chambers found the ideal guide for how he interacts with students at Road to Hire, a North Carolina-based non-profit organization that provides support for students as they pursue college or apprenticeships.

At Road to Hire, Chambers works as a student career coach. When forming relationships with these students, Chambers uses the mentorship that he received at the College as a model for how to interact with them. He said, "As most of my students are from ethnic and socioeconomically diverse backgrounds, I believe having advisors who honor the uniqueness that they naturally bring to their work while pushing them to new heights is essential. Showing up for them in this way and being able to celebrate with them as they reach new milestones is the most rewarding." He added that the best relationships have "a balance of autonomy for learning through exploration and direction giving, and I think that allows for well-rounded development."



often, along with **Ellie Norfleet Levine '57**, **Sheila McIsaac Cooper '57**, **Marilyn Cogan Eisenhardt '57** and **Joe Mason '57**. So, the Wooster ties, though old, are still very strong."

'60s

Thomas McDonald '68 relocated to Fern Valley, Arizona where he rides his bike eight miles a day and works at his church's thrift shop. He also enjoys karaoke at the local Elks Lodge.

'70s

Eiji Wakiwaka '71 worked in energy and environment with the Clinton Foundation for five years and notes, "The U.S. and the whole world are facing a huge crisis due to the pandemic. I only hope that with more sensible political leadership we will see a better and safer world in 2021 and beyond. Best wishes to all the Wooster friends."

Julialynne Walker '71 is "working to help her neighborhood reclaim gardening."

Eric Filios '73 wrote, "After 35 years in Charlotte, North Carolina at the same house, I am now semi-retired on Lake Wateree, South Carolina and living the lake life now. It's quiet and peaceful, and it's like living on a nature preserve with all the wildlife and waterfowl I see every day. I'll be buying a boat soon and studying all of the intricacies of bass fishing."

Patricia Strubbe '73 wrote, "I'm retired twice! I began work as a children's librarian in my hometown library, Herrick Memorial Library, in August 1973. I continued working there for 29 years, retired for one year, and then I began work in 2002 as the children's associate for the public library in Ashland, Ohio. I retired again July 2011, partly because I realized it was getting hard to keep up with the kids! Turns out I have Sjogren's Syndrome, fibromyalgia, and a couple other autoimmune disorders. What a way to spend retirement: indoors or in shade, puzzle books, CDs, etc."

Edmund "Beau" McCaffray '75 wrote that **Marty Lattman '74** "is taking on the challenge of reviving Morgan State University's lacrosse program."

Jennifer (Reed) Jones '79 wrote, "Jammin Jones of Japan returned to USA on 31 May



← **Houston (Hoskins) Konkel '11** married Kristofer Konkel on Oct. 31, 2021. Hoskins shared, "The ceremony took place at the historical Martha Mary Chapel at the Henry Ford Museum. Wooster alumni, **Alexandra Gioiella '11**, was the maid of honor, and **Kendra Spergel '11**, was her bridesmaid." Pictured from left to right are Jeff Earl, Eva Kelly, Casmer Maliszewski, **Kendra Spergel '11**, **Charles Marleau, Houston Konkel '11**, **Kristofer Konkel, Alexandra Gioiella '11**, **Tim Hoeft, Jillian Rudin, and Laurence Vickery.** Photo: Maddi Ibanez, MARS Photography

still Jammin. We are now waiting for our furniture to catch up in Pittsburgh, Pennsylvania."

'80s

James M. Janasko '80 wrote, "My daughter, Maria, will graduate from Wooster this year with a degree in communication studies. She had a fantastic career playing basketball for the college for four years. I continue to work in the family insurance company with my son Mark, who just closed on his first house."

Margaret "Peggy" Mackellar '80 wrote, "I have started a guide business! I lead safaris to the Serengeti, along with Kilimanjaro and Mt. Meru climbing adventures. I have been going to Tanzania since 2011 and love showing the safe, friendly, beautiful country to others. I also lead hikes, paddles, skiing, snowshoeing, etc. in the Lake Placid, New York area. I hope to get a group of Wooster Alumni to go on safari with me, maybe even in



↑ **Ramses Clements '10** married Mikayla Miller on Sept. 17, 2021 at Gervasi Vineyard in Canton, OH. Clements wrote, "It was an absolute blast having all of the Woo family there to celebrate our big day. Fifteen years of friendship all thanks to Wooster." Wedding party included **Christopher Malone '10, Mike Ruttinger '05, Amanda Artman '10, Jon Mathis '10, Jazmin Malone, Dana Obery '13, Brian Swan '10, Rob Kelm '07, John Obery '10, Derek Calhoun '11, Bryan Albani '10, Ashton Deist '10, Liz Pratt '11, Megan Croke '10, Joe Rodella '11, Sarah Palagyi '10, Jesse Gaswint '10, Julie Rodella '10, Kristine Gaswint '10, Storm Tropea '10, Mike Francescangeli '10, Chip Hanson '82 and Nic Coggins '12.**

summer 2022. I am also still singing in my church choir (with masks on!) and working four days a week as a dental hygienist in Lake Placid.”

Jennifer Watson '80 wrote, “members of our class continue to enjoy our monthly Zoom get togethers! We have been meeting regularly since August 2020. It is a wonderful way to see people and to catch up on our lives virtually until we are able to get together again in person. Check your email for updates/invitations from either Sharon Rice in the alumni office or our class president **Mike Riffiee '80**.”

Laurel Dowd '82 wrote, “I recently learned about a serious medical challenge I face. I am in urgent need of a kidney transplant. I must find people who are willing to help me by being tested to see if they are a kidney match (or the equivalent of a

“My daughter, Maria, will graduate from Wooster this year with a degree in communication studies. She had a fantastic career playing basketball for the college for four years. I continue to work in the family insurance company with my son Mark, who just closed on his first house”

— James M. Janasko '80

kidney match, through participation in a kidney exchange program). Please feel free to email me at akidneyforlaureldowd@yahoo.com. Thank you so much!”

Alison J. Muller '82 wrote, “I am fully retired now, after working part-time at a preschool for a few years. Tom is still having fun with being a caddy at the Secession golf course, so he is still in semi-retirement. We love Beaufort, South Carolina, and we are so glad we made the move from Maryland in 2017. In August we will gather with our three daughters and their families in the Outer Banks, and we will be gaining a third grandchild in June!”

Kevin Quinn '82 wrote, “thanks to my Wooster experience I celebrated 40 years in the chemical industry, eight years at the PPG Chemical Research Center and 32 years at Lubrizol, and retired at the end of July 2021. I was fortunate to be awarded the Lubrizol Founder’s Award for Career Achievement along with seven other colleagues from around the world this year. I

have been married for 37 years and have three sons. Life has been good to me, and the Wooster education played an important part in shaping my future.”

Natalie Isvarin-Love '88 wrote, “After spending her first year at Chatham University, our eldest daughter, Katherine is transferring to The College of Wooster this fall! She loves Chatham but her academic program, art history and museum studies, is very small there. Wooster’s program is much stronger and more diverse, and now there is a pathway in that field. We have another Scot in the family!”

Charles E. Thorne '89 wrote, “My wife Amy Thorne and I moved to our condo in St. Augustine, Florida in August where the breeze is strong, and the beaches are beautiful. There are a few alumni around, **Andy Dykstra '93** in Ponte Vedra and **Ken Klein '91** is down the coast by a few hours. If there are any alums close by give me a shout!”

'00s

Chelsea (Conover) Barnes '07 and Justin Barnes welcomed their first child, Rosemary Landon Barnes, on Oct. 19, 2021.

'10s

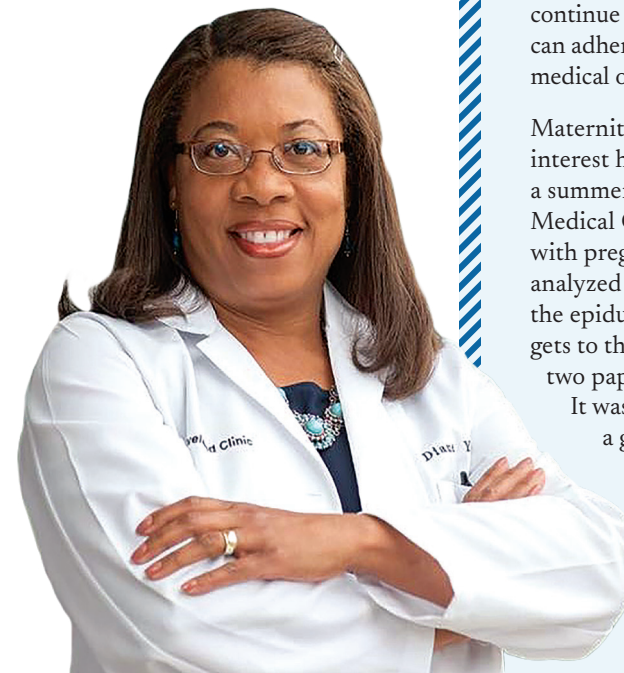
Ryan Wilson Story '10 and **Kelly (Harrold) Story '11** celebrated the birth of their daughter, Evelyn Story, on Nov. 05, 2020.

Kelley Johnson '13 and her husband, Josh Graber, moved from Raleigh, North Carolina to Columbus, Ohio. She wrote, “We’re excited to be closer to family and looking forward to connecting with alumni in the area moving forward!”

Emily London '14 and Jacob London welcomed their daughter, Adeline (Ada) London in July 2020.



↑ **Jill Currie Reeves '84** and **Susannah (Brown) Schiller '84** recently moved to a 55 and over community in Urbana, Maryland. Reeves wrote, “It wasn’t until after we attended a few book club meetings that we realized we had both gone to The College of Wooster, lived in Douglass Hall the same year, and graduated in 1984! Now we are ‘neighbors again’ and having fun doing activities together in the area! Susannah’s husband **Scott Schiller '82** also joins in for pickleball.”



ALUMNI PROFILE

Diane Brown-Young '87 combats high infant mortality rates

In 2020, of the 13,204 babies born in Cuyahoga County, 101 didn’t make it to their first birthday. The majority (73%) of these babies were African Americans of all socioeconomic levels. College of Wooster chemistry alumna, Dr. Diane Brown-Young '87, an obstetrics and gynecology physician at Cleveland Clinic, is part of a movement to change these statistics and reduce these racial inequities. “We have a problem in Cleveland, nationally, and even worldwide. We have a problem with high infant mortality rates, as well as high maternal mortality rates among women of color,” she said.

Brown-Young is the Women’s Health Cleveland Clinic representative for First Year Cleveland, an organization that addresses issues related to extreme prematurity, infant mortality, inequalities, inequities, maternal mortality, and racism. In fall 2021, she worked with the Cleveland Clinic Diversity and Inclusion Department to develop an interactive curriculum addressing unconscious bias and racism in healthcare. “The main goal is for those involved in medicine to realize that we all have biases, and we cannot let our biases impact patient care in a negative way,” she said. “We must continue to build trust among our patients so they can adhere to their plan of care and have favorable medical outcomes.”

Maternity care first captured Brown-Young’s interest her sophomore year at Wooster during a summer scholars’ program with MetroHealth Medical Center in Cleveland. She worked with pregnant mothers, collected samples, and analyzed data in a study looking at how much of the epidural medication crosses the placenta and gets to the newborn baby, and she was part of two papers that were published. “I was amazed. It was from that time on that I realized what a great field obstetrics was and that it was something I was interested in,” she said.

Coming to Wooster from Cleveland Public Schools, Brown-Young was intimidated by some of the other students who came from private schools, and while she felt extremely welcome on campus, she had some of her first experiences with racism in Wooster. “It helped to build me,” she added, “I knew I would have to fight to continue my education.” She quickly proved herself to be competitive on exams and made top grades. Her first final in chemistry, “showed me that with hard work and dedication, I could succeed and compete with anyone.” Professors like the late Theodore Williams the Robert E. Wilson Professor of Chemistry, and LeRoy Haynes, emeritus professor, made chemistry fun by allowing students to ask questions and supporting her along the way. Despite the challenge of taking math and science classes in the same semester, Brown-Young dove in and thrived in classes in biology, physics, chemistry, and math, but appreciated the opportunity to balance out her experiences with classes in music, religion, and poetry as well as running on the track team her senior year. “The rigorous learning and Independent Study process sets students up to be successful in everything that they do,” she said.

“The main goal is for those involved in medicine to realize that we all have biases, and we cannot let our biases impact patient care in a negative way.”

—DIANE BROWN-YOUNG '87

The work Brown-Young does today includes her full-time clinical practice and serving as the clerkship director for third-year medical students, leading efforts to teach, evaluate, and assess those rotating in obstetrics and gynecology. She educates students and doctors about the mistrust that people of color have in medicine and how to have better conversations with patients. “In addition to exposing students to various aspects of the OB-GYN field, most of all, we need to listen to our patients, and recognize that some have underlying health conditions and will need extra care,” she said. “We are creating care-paths and strategies to decrease infant mortality rates in Cleveland.”



↑ **Kelsey Clark '16**, **Lily Mohre '16**, **Nick Ryan '16**, and **Matthew Parmelee '17** playing in the D.C. recreational soccer league in Wooster gear.

Chelsea Sarae Addison '14: Teaching children financial literacy

BY ALEXA CARLOZZI '23



As a teacher, Chelsea Sarae Addison '14 was inspired by her class to teach students about finances. With extra time for lessons, Addison asked her class what they wanted to learn and “turns out, they were all interested in learning about money.” After discovering the lack of financial education materials for children, especially ones with inclusive representation, she wanted to create her own. Thus, *Savannah's Savings Jar* was created as “a resource for parents, students, teachers, and financial institutions to help equip students for a successful financial future,” explains Addison. The book teaches children the elements of financial literacy, such as how to make money and how to save their money successfully.

Addison's education at The College of Wooster inspired her dedication towards financial literacy education. “My study at Wooster and teaching experience taught me the importance of early intervention and how it could affect a child's future,” says Addison. The liberal arts education at Wooster also allowed her to fluctuate

with her interests. “As a multitasking individual with an exploratory personality, attending Wooster helped me strategize as I sought to fulfill my life's passions and purpose,” said Addison. This became incredibly important as she switched her major multiple times and struggled to find her “true calling.” However, “I was encouraged by my professors to stay the course, to not give up, and their cumulative investment in me helped me cross the finish line,” said Addison. Covering her interests in education, speech, and policy, she became a communication sciences and disorders major. Now as a Ph.D. candidate, Addison still uses the skills she gained from the Independent Study process as she studies education and policy.

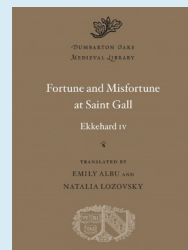
Alongside her Ph.D. studies, Addison owns a publishing company where she hopes “to continue expanding, learning, and exploring new endeavors in film and TV.” She has also begun planning an entire collection of financial literacy books for children, discussing topics such as investing and spending, which she hopes to begin publishing next year.



CHELSEA SARAЕ ADDISON '14
Savannah's Savings Jar
Addwin Publishing & Media LLC, 2019

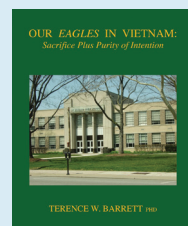
Created as a resource for parents, students, teachers, and financial institutions, the book helps equip students for a successful financial future.

RECENT ALUMNI BOOKS



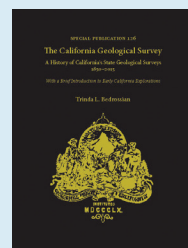
EMILY ALBU '67
Fortune and Misfortune at Saint Gall
Harvard University Press, 2021

This book is the first complete English translation of the chronicles of 11th century monk Ekkehard IV. Ekkehard's stories provide remarkable insights into medieval monastic life from the 10th century church reform movement to the associations between the monastery and Ottonian courts all with a bit of humor.



TERENCE W. BARRETT '71
Our Eagles in Vietnam: Sacrifice Plus Purity of Intention
Independent, 2021

This book highlights the stories of nine young men, all from St. Edward High School in Lakewood, Ohio, who served their country in the Vietnam War and how they have been remembered by those closest to them.



TRINDA LEE BEDROSSIAN '69
The California Geological Survey, A History of California's State Geological Surveys (1850-2015)
Department of Conservation, 2020

This 660-page book discusses the geological work of the California Geological Survey, from the Gold Rush to the present day. The data from these surveys on the geological makeup and hazards in California helped develop present-day building standards to protect public health and the environment.



FEDERICO EREBIA '84
The Amazing True Stories of Pepito the Squirrel
Federico Erebia Works LLC, 2021

In this true story, an injured squirrel named Pepito is rescued by a retired physician after a random encounter. The squirrel is rehabilitated and released, and his journey is documented through videos posted on social media and eventually on the front page of *The Boston Globe*.



FEDERICO EREBIA '84
More Amazing True Stories of Pepito the Squirrel
Federico Erebia Works LLC, 2021

The second publication on the true story of a rescued squirrel, this book focuses on Pepito's journey living in the wild after rehabilitation.



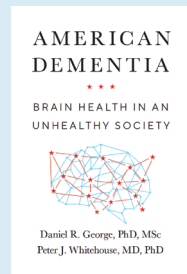
KATHLEEN FAIR '68
Hell Hath No Fury
Independent, 2021

An early 20th century story about a rivalry between two women, this book features a scandalous court case, romance, and small-town drama in western Pennsylvania.



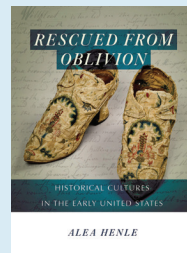
ISAAC FITZSIMONS '12
The Passing Playbook
Dial/Penguin Random House, 2021

Focusing on a trans athlete, this young adult contemporary romance explores the predicament of fighting for equality and staying stealth in a Love, Simon meets *Bend It Like Beckham* style.



DANIEL GEORGE '04
American Dementia: Brain Health in an Unhealthy Society
John Hopkins University Press, 2021

Examining the reasons why dementia rates have declined in the United States and Western Europe, this book provides suggestions for how to prevent cognitive degradation in younger generations and how to care for the elderly in an ageist society.



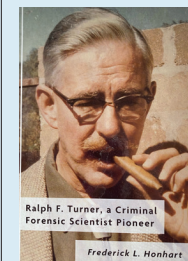
ALEA HENLE '93
Rescued from Oblivion: Historical Cultures in the Early United States
University of Massachusetts Press, 2020

Through an in-depth analysis of early American historical societies, this book shows the origin of many of the artifact preservation practices still in use today. Additionally, there is an exploration of how these societies have faced criticism due to their lack of inclusivity and diversity.



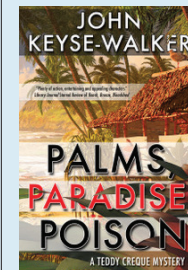
ALEA HENLE '93
Swan & Shadow
Crabgrass Publishing, 2020

Following the journey of a young girl in college, this book combines sorcery, a decades-old curse, and struggles with family and friends into an emotional tale.



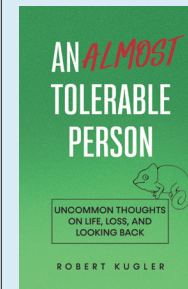
FREDERICK L. HONHART III, PH.D. '66
Ralph F. Turner, a Criminal Forensic Science Pioneer
Cambridge Scholars Publishing, 2019

This book discusses the contributions of Ralph Turner to the field of forensic science, from establishing a crime laboratory in the 1930s and 40s to questioning the Warren Commission Report following the Kennedy assassination.



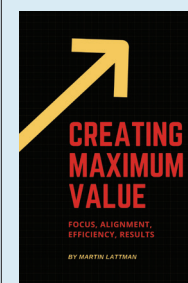
JOHN KEYSE-WALKER '78
Palms, Paradise, Poison
Severn House, 2022

An adventurous mystery on a small island in the Caribbean, this book stars an escaped prisoner that practices ancient Afro-Cuban rites, a police officer, and mythical events.



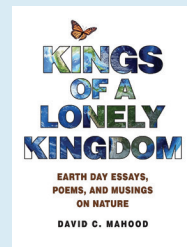
ROBERT KUGLER III '95
An Almost Tolerable Person: Uncommon Thoughts on Life, Loss, and Looking Back
Four Leaf Publishing, 2021

In his memoir, Kugler addresses how to move on from loss and reconcile the past while reflecting on the present, including how a pandemic might have impacted his life in the 1980s.



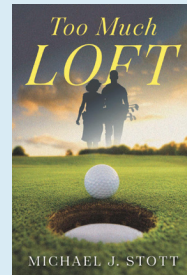
MARTIN LATTMAN '74
Creating Maximum Value: Focus, Alignment, Efficiency, Results
Independent, 2021

This book uses experience with hundreds of institutions to formulate a methodology for how to make organizations more financially successful. Called Maximum Value Creation, the methodology uses different facets of “value,” such as leadership or goal-making, to help with organizational effectiveness.



DAVID C. MAHOOD '84
Kings of a Lonely Kingdom
Olive Designs LLC, 2021

This book is a consolidation of 10 years' worth of essays and poetry on Earth Day and climate change. Featuring an Earth Day booklet the author wrote at nine years old, the stories in this book focus on environmental justice, healthy habitats, and the plight of animals in the face of a changing climate.



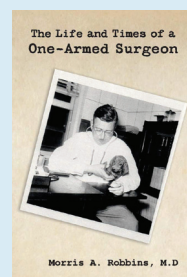
MICHAEL J. STOTT '65
Too Much Loft
BookBaby, 2021

Composed of three connected novellas, this book focuses on a young golf caddie in 1960's Chicago suburbia. Highlighting several aspects of country club life, from competitive international tournaments to the challenges of golf course maintenance, these three stories will appeal to any golf enthusiast.



BRENT STYPCZYNSKI '00
A Worldbuilder's Guide to Magic: Essentials for Writers, Game Developers and Dungeon Masters
McFarland & Company, 2021

A mix of writer's guide and history/literature, the book provides an overview of how magic has been understood in history and used in myth and modern fiction.



DOROTHY ROBBINS TALAVERA '71
The Life and Times of a One-Armed Surgeon
Book Baby, 2021

With commentary from his daughter, this biography explores the life and work of orthopedic surgeon, Dr. Morris Robbins. After surviving a near-fatal accident as a teenager, Robbins was able to fulfill his childhood dream of becoming a surgeon and helped improve medical practices through his work.



Email
Wooster_magazine@wooster.edu to share your book!

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, 2021. Contact alumni@wooster.edu with information about the deaths of alumni or for more information.

'44, **Pauline (Brannan) Dilfer**, Oct. 28, 2021, Westlake Village, CA

'46, **Martha E. (Swanson) Ayers**, Dec. 28, 2020, Somerville, MA

'46, **Doris E. (Beyer) Neff**, July 28, 2020, Phoenix, AZ

'48, **Barbara J. (Bailey) Keck**, June 16, 2021, Hudson, OH

'49, **Eloise B. (Elder) Lindahl**, Jan. 19, 2021, Houston, TX

'49, **Richard P. Poethig**, Nov. 22, 2021, Philadelphia, PA

'50, **Harold D. Schultz**, Oct. 24, 2020, Mentor, OH

'50, **E. Joyce (Kinsey) Lannum**, Dec. 5, 2021, Ravenna, OH

'51, **William L. Morris**, Oct. 15, 2021, Birmingham, AL

'51, **Jane (Wallace) Anderson**, Oct. 30, 2021, Shreve, OH

'52, **Patricia (Lengel) Venable**, Nov. 14, 2021, Lawrence Township, NJ

'52, **Mary Ellen (Silk) Wolzansky**, Nov. 2, 2021, Lewes, DE

'52, **Edith Talbot Jolly**, Nov. 20, 2021, Dandridge, TN

'52, **William Christy Monroe**, Dec. 21, 2020, West Chester, PA

'52, **Marian F. Van Dore**, Dec. 5, 2021, Northport, MI

'52, **Norma J. (Seidel) Decker**, Aug. 27, 2020, Winchester, KY

'54, **James P. Andress**, Sept. 18, 2021, Las Cruces, NM

'55, **Sally C. (Mc Comas) Mueller**, Oct. 16, 2021, Akron, OH

'55, **James E. Lindsay**, Nov. 13, 2021, Dubuque, IA

'56, **Richard W. Roeder**, Sept. 27, 2021, Titusville, PA

'57, **Thomas R. Justice**, Oct. 15, 2021, Damariscotta, ME

'57, **Bernard B. Davis Jr.**, Sept. 4, 2021, Saint Louis, MO

'58, **Murray S. Blackadar**, Dec. 5, 2021, Providence, RI

'58, **Thomas R. Odenkirk**, March 24, 2021, Lebanon, PA

'58, **Elmore A. Cotton**, July 21, 2020, Yigo, GU

'58, **Janet L. (Agnew) Debar**, Aug. 28, 2021, Gualala, CA

'59, **Lois A. (Rudolph) Nerdy**, Oct. 4, 2021, Ellicott City, MD

'59, **Neil C. Hughes**, Dec. 22, 2021, Leesburg, VA

'59, **James W. Carlin Jr.**, Dec. 24, 2020, King, NC

'59, **Joseph C. Park**, July 13, 2021, Saratoga, CA

'60, **John A. Townsend**, Oct. 15, 2021, Peoria, AZ

'60, **Marigale (Mohr) Compton**, Aug. 10, 2021, Flagstaff, AZ

'61, **Robert G. Harris**, Dec. 2, 2021, Ann Arbor, MI

'62, **Robert B. Everhart**, July 10, 2021, Portland, OR

'62, **Nancy (Awbrey) Caldwell**, Aug. 13, 2021, Pasadena, CA

'62, **James K. Muncy**, Sept. 24, 2021, Millersburg, OH

'63, **John L. Ferry**, Oct. 25, 2021, Parkersburg, WV

'63, **Lois (Tuttle) Little**, April 16, 2021, Sullivan, MO

'63, **Eleanor R. Wagner**, Sept. 23, 2021, Edina, MN

'64, **Michael H. Swinger**, Feb. 12, 2021, Ellensburg, WA

'64, **Rodger L. Fink**, Aug. 28, 2021, Albany, NY

'67, **John C. McClarran**, Nov. 21, 2020, Saint Peters, MO

'67, **Orin J. Martin**, Aug. 10, 2020, North Ridgeville, OH

'67, **Stephen S. Hupp**, Sept. 9, 2020, Dublin, OH

'71, **William Howard Yergin**, Oct. 21, 2021, Wooster, OH

'71, **Wanda Ann Watkins**, Dec. 6, 2020, Danville, VA

'72, **Richard L. Dutter**, Dec. 19, 2021, Chester, VA

'72, **Karen M. Wenger**, Sept. 19, 2020, Elizabethtown, PA

'74, **Thomas J. Henderson**, Oct. 3, 2021, Washington, DC

'74, **Patricia (Preston) Kiefer**, July 15, 2021, Willoughby, OH

'75, **Larry A. Jones**, Oct. 7, 2021, Cleveland, OH

'76, **Paula J. (Wilhelm) Scalley**, Aug. 23, 2020, Cleveland, OH

'79, **John C. Brzustowicz**, Nov. 23, 2021, McMurray, PA

'80, **Samuel M. Steimel**, Oct. 15, 2021, Millersburg, OH

'81, **Kerri L. (Ford) Ross**, April 27, 2021, Odessa, FL

'82, **Wende (Laker) Patton**, Sept. 22, 2021, Richmond, VA

'83, **David G. Johnston**, Sept. 23, 2021, Pittsburgh, PA

'84, **Joseph D. Picciotti III**, Nov. 7, 2021, Honeoye Falls, NY

'86, **Patrick J. Gorman**, Sept. 28, 2021, Madison, WI

'87, **William A. Morgan**, Aug. 14, 2021, Dandridge, TN

'91, **Suzanne (Stibbe) Gamble**, Oct. 27, 2021, Wilmington, NC

'08, **Rebecca Lynn Cahill-Smith**, Oct. 16, 2021, Davis, CA

Q & A

We asked and you answered. Thank you to all the alumni and friends who shared their responses to the prompt online! Read some of our favorite responses below and check your email for future prompts.

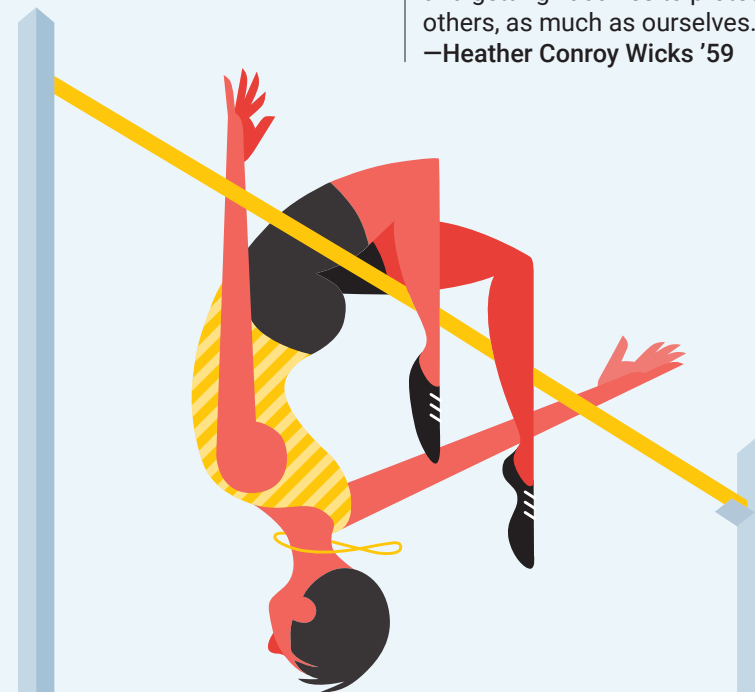
Q As we think about the start of a new calendar year, what are your hopes for 2022?

"May we all come to remember who we were created to be and that deep down this is 'very good.' Therefore, we will live in hope and trust and confidence, fully embracing the gifts given to us."
—Nancy Rentz Blakely '74

"Having just finished my doctorate, I am looking forward to life full time in the workforce instead of as a graduate student! I hope in 2022 to settle in a city with a thriving arts culture and to start building a strong network of both personal and professional relationships."
—Michaela Boros '14

"In January 2020, I was chosen to be a Teacher at Sea with the National Oceanic and Atmospheric Administration. My deployment has been postponed twice due to the COVID-19 pandemic. My hope is that the pandemic subsides sufficiently allowing me to participate in this awesome educational experience during the spring of 2022."
—Laura Mihuta Grimm '82

"For the New Year, my hopes are stronger than they've been the last few years. They center on a desire to see a growth in kindness and caring, not just for those we're supposed to care for (family and friends) but for those vulnerable members of the community. This could be shown by observing COVID courtesies and getting vaccines to protect others, as much as ourselves."
—Heather Conroy Wicks '59



"May 2022 be a year of growth, laughter, adventure, intrigue, mastery, and hope."

Growth is for any and all who have been thwarted in the last 18 months. Laughter will replace sadness and grief. Adventure is for all who may have become a bit too content within the walls of their temporal or forever dwelling places. Intrigue is for anyone who was unwillingly captivated by forever scrolling and binge watching. May we all permit curiosity to deliver us onto a new path of wonder and curiosity. Mastery is for all who have nearly made it to the end and beginning of a new learning journey, workplace, and/or general experience. Lastly, let us find hopefulness in 2022, despite the trials we have encountered most recently.
Happy, happy New Year!"
—Nadia Reese '12

"We hope to be able to visit campus and watch our grandson, a third-generation Scot, participate in track and field as a first-year student."

—Tom Boardman '70

FOR THE NEXT ISSUE

An important aspect of the diversity at Wooster is the added perspective it offers for all students. Visit bit.ly/woospr22 or point your smart phone camera at the QR code to participate in the prompt below. We'll share responses in an upcoming issue!

Q. What are some of your experiences at Wooster that inspired you to understand another culture or race?



Alumni Weekend:

UNDER THE BIG TOP June 9-12

Join us for an in-person celebration with your fellow alumni! Take a campus tour, celebrate your reunion with your classmates, and participate in the Parade of Classes and other fun and educational activities.

Registration opens in mid-March at wooster.edu/alumni.

Advocates for change

WOOSTER ALUMNA AYESHA BELL HARDWAY '97 is the co-director of the Social Justice Institute, director of the Criminal Defense Clinic, and director of the Social Justice Law Center at Case Western Reserve University School of Law. Wearing several hats allows her to engage Case Western's mostly white population of students in exploring race and the law. She sees anti-racism work as part of teaching the fundamentals of criminal representation, noting that in Cleveland courts the defendants are disproportionately Black.

"I don't know how you do this work without talking about race, and it's problematic if I'm the only one talking about it. I'm intentionally making the case to help students understand the reality they've never had to deal with," Hardaway said.

Read more about Hardaway's work to build understanding of the systems that lead to disproportionate realities and deep levels of oppression, and get inspired by Wooster alumni advocating for representation, equity, and antiracism in their communities and beyond.

Inside these alumni share their experiences and passions:

LeRoy Reese '88
Sideline statistics:
pediatric psychologist
and researcher works to
even the playing field in
marginalized communities

Joy E. Bronson '07
Vocation for all voices:
UMC reverend chooses
joy to equip congregations
and transform community-
building relationships

Ayesha Bell Hardaway '97
The defense won't rest: law
professor takes powerful
strides forward in the
sometimes-isolating work
of antiracism and social
justice advocacy

Samuel Kitara '14
Startup Storytelling:
alumnus organization
features businesses that
span the African continent

