
Connecticut College

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“Connecticut College educates students to put the liberal arts into action as citizens in a global society.”
The academic year 2014-15 was in many respects a historic year for Connecticut College, as we welcomed our 100th class, won our first NESCAC championship, and received the largest gift in the College’s history. It was also a year of continued forward momentum and growth.

One of the highest priorities in our ongoing work to advance the College has been to enhance the distinction of the teaching and scholarship that animate this campus, and with that, the quality of the liberal arts education we offer all our students. Awards received by the College in the last year offer indirect evidence of our success. During 2014-15, for example, we amassed more than $3 million of support from the National Institutes of Health, the National Science Foundation, the Andrew W. Mellon Foundation, and other public and private foundations focused on education. We also won a coveted Professor of the Year award from the Carnegie Foundation for the Advancement of Teaching. Hisae Kobayashi from the department of East Asian Languages and Cultures was the fourth faculty member from
Connecticut College to receive the award in the last 15 years.

A more direct way to measure our success, of course, is through the work of our students. Each year, countless Connecticut College students demonstrate the excellence of teaching and scholarship at this institution by collaborating with faculty on original research projects. Many go on to present their findings at national conferences or as co-authors in peer-reviewed publications; others bring their expertise into real-world settings to test their research skills in the workplace. This report features the stories of some impressive students and the distinctive contributions they are making to research, teaching, and public policy on our own campus and in the world beyond.

Such distinguished work has been enabled by two major undertakings completed in the last year. The first is the $10 million renovation of the Charles E. Shain Library, a project that has transformed the original, midcentury facility into a vibrant modern space for teaching and learning. A brilliant example of adaptive reuse, the new library features many collaborative study rooms along with areas for quiet study, a 24-hour cafe, and a beautiful new Academic Resource Center on the second floor, providing services for all students to reach their highest academic potential. There are also notable high-tech areas, including a unique visualization tool.

Over the past few years, our community has been engaged in an extended conversation about the requirements of a 21st-century education and what our graduates need to succeed in a global society.
wall on the lowest floor, to promote new forms of creative collaboration and research. In short, it is a building that is already elevating the opportunities for excellence in teaching and scholarship.

Alongside this architectural renovation, we have been at work rebuilding the Connecticut College curriculum. Over the past few years, our community has been engaged in an extended conversation about the requirements of a 21st-century education and what our graduates need to succeed in a global society. If our mission is to put the liberal arts into action, educating students to take on the complex issues of our day, then our requirements and our ways of teaching must adapt to the demands of each generation. Our new curriculum, ratified in May 2015, responds to that imperative in a compelling way. It is called “Connections,” and it is a bold new venture in integrative education. The program encourages students — over the course of their four years —
I look back with great pride on the accomplishments of the past year, but I look ahead with even greater confidence. As we embark on a new year of strategic planning, I am filled with new hope for our future.

to make the connections between the disciplines and languages they are studying; between the different communities they are inhabiting; between the work they are doing for class and the work they are doing in the world; and, more broadly, between their lives in college and their lives after college. This is how students will learn to become leaders in an era of change. We think of it as an extended lesson in 21st-century problem solving: the liberal arts for our interconnected world.

We have been able to move forward with these ambitions because of disciplined budget construction and management in a challenging economic environment. Evidence of our discipline can be seen in the financial information included in this report. The 2014-15 fiscal year closed with a cash operating surplus of $3.5 million, funds that will be invested in the College’s future. While the College’s endowment faced last year’s volatile markets, the overall investment return of 1.2 percent proved a stable outcome under the circumstances. The investment performance ranked in the upper half of some 440 institutions tracked by Cambridge Associates, raising our endowment’s value to an all-time year-end high of $283 million. Amidst frequent news of higher education institutions under fiscal stress, Connecticut
College’s financial position remains strong, ensuring our good standing both now and in the future. Generous financial support from alumni, parents, and foundations has been essential to this good standing. Indeed, the past fiscal year represented the single most successful fundraising year in our history. Not only did our annual fund exceed its ambitious $5.3 million goal but also, thanks to the generosity of the Connecticut College community and especially to an extraordinary gift of $20 million from Robert Hale ’88 and his wife Karen Hale, our fundraising totals of new gifts and pledges rose to an unprecedented high of $33 million. The end of this report includes an honor roll of donors to acknowledge the contributions of our most generous supporters during this very successful year.

And this success is just the beginning. I look back with great pride on the accomplishments of the past year, but I look ahead with even greater confidence. As we embark on a new year of strategic planning, I am filled with new hope for our future, having seen the excellence that our Connecticut College community — alumni, parents, faculty, staff, and students — can achieve together.

Katherine Bergeron
President

$3,000,000

: Total amount received from corporations and foundations to support academic excellence, including student research opportunities
Grace Juster ’16
HOMETOWN: SHAKER HEIGHTS, OHIO
MAJOR: ART AND COMPUTER SCIENCE

Andrea Wollensak
JUDITH AMMERMAN ’60 DIRECTOR OF THE AMMERMAN CENTER FOR ARTS AND TECHNOLOGY, PROFESSOR OF ART
Discovering the perfect synthesis
GRACE JUSTER ’16 ADVANCES UNDERSTANDING OF 3-D PRINTING

Grace Juster has immersed herself in Conn’s playground of ideas from Day One, but she prefers her sandbox to be in 3-D. Armed with curiosity about the rapidly advancing technology of 3-D printing, or the process of creating three-dimensional objects from digital files, Juster arrived on campus four years ago intent on exploring the technology’s creative potential.

“I’m very interested in the relationship between the physical and the virtual,” she said. “With 3-D printing, you take this virtual file and then it prints, and you can hold it in your hand. I wanted to explore that creative power.”

She began learning more about 3-D printer technology in Professor of Computer Science Gary Parker’s lab. A class with Assistant Professor of Art Nadav Assor, a new media artist who works with drones and surveillance technology, further inspired her to consider the technology from an artistic perspective, and she soon enrolled as a scholar in the College’s Ammerman Center for Arts & Technology. It was Juster’s research interest in part that led the center to procure a different type of 3-D printer. (A donor recently gifted the College a third.)

“The implications of 3-D printing in...”
manufacturing, medicine, education, art and everyday life are vast,” said Andrea Wollensak, the Judith Ammerman ’60 Director of the Ammerman Center for Arts & Technology, professor of art and one of Juster’s faculty mentors. “Grace is helping to teach us.”

By the time she was a junior, Juster was hard at work, researching, analyzing and comparing the two types of printers.

“One uses lasers, and the other uses the equivalent of a hot glue gun,” said Juster, who quickly became Conn’s go-to expert on the machines, giving tutorials to art classes interested in the technology.

But Juster wanted to push her understanding even further. Working with her Ammerman Center and career advisers, she landed a highly competitive summer internship at MakerBot, the leading desktop 3-D printing company in the United States.

“Because of my experience at Conn, I was able to earn a coveted spot on the production team responsible for making improvements to the printers and developing new products,” Juster said. “It was an unbelievable experience.”

While 3-D printing today allows architects to print out scale models of designs on-demand or doctors to create everything from customized
prosthetic limbs to perfectly tailored knee implants, Juster knows that these avenues are only the beginning.

“It’s going to expand the boundaries of human creativity,” she said.

It’s why she wants to use her senior year to complete three different, interconnected projects that build on her knowledge and experience. In partnership with her computer science professors, she is researching and developing algorithms to “teach” a computer to produce artwork.

“I’m really interested in machine creativity,” she said. “Can a computer doodle? Can I inspire it and also have it create an original work of art?”

She’ll also be designing and building her own 3-D printer. For her art thesis, she plans to interfere with the technology — perhaps by moving a nozzle or interrupting the printing process — to create “glitch art.”

Wollensak admits that the project is ambitious, but praises Juster for choosing an undertaking that integrates what she has learned in the classroom with her own research pursuits.

“She is looking at the 3-D printer itself, and shifting our understanding of it as a new tool in three-dimensional art,” Wollensak said. “Through her work, Grace is helping us gain a deeper understanding of where 3-D printing might take us in the future.”
Sal Bigay ’16
HOMETOWN: ANDOVER, N.J.
MAJOR: GOVERNMENT

William Frasure
PROFESSOR OF GOVERNMENT AND INTERNATIONAL RELATIONS
Sal Bigay’s interest in community-building came with him to Connecticut College, but his research journey has since led him to help others build their own.

The recipient of a $3,000 Mellon Undergraduate Research Program grant, Bigay decided to research Boston’s arts community, specifically as it relates to the public art scene.

“The College connected me with one of Conn’s distinguished artists, Kate Gilbert, class of 1996,” he said. With her guidance, Bigay surveyed community members in hopes of trying to understand their impression of public art — where it’s most visible, how it can be used as a political vehicle, and the relationship between public art and the community. He connected personally with influential voices in the arts community and developed an appreciation for contemporary art practices.

“Having the chance to partner with Kate was incredible,” Bigay said, noting that what most inspired him was how her studio cultivates the role of arts in transforming a city, a community, individual relationship and even individuals.

This interaction between communities and the people who comprise them prompted Bigay to examine the intricate dynamics of other types of
communities, including on an international scale as part of the Study Away Teach Away Vietnam program last spring.

Led by Professor of Economics Donald Peppard and Professor of Government and International Relations William Frasure, SATA Vietnam immersed Bigay in the life of the developing country. While there, he studied economics, history, politics and social systems. He also saw community in a new light.

“Seeing the close-knit family structure in the communities we visited and watching entire families work together in a business setting were so powerful,” Bigay said. “My perspective on the world opened up immensely.”

His time in Vietnam also helped him grow as a leader among his fellow travelers. Recognizing Bigay’s natural energy, enthusiasm and leadership qualities, Frasure and Peppard selected him as the student liaison between them and the 14 other students participating in the program.

“It was clear that Sal had the background and attitude to take on this position,” Peppard said. The position reaffirmed something else
for Bigay, too — the power of collaboration in community-building. It was that realization that inspired him to study another type of community, this time in Phnom Penh, Cambodia.

“It was while teaching English there that I actually pulled all the components together,” he explained.

Building on the lessons learned in engaging the Boston community in the arts, of connecting with Vietnamese communities and his leadership experiences, Bigay was able to build a community of engaged learners in his Cambodian classroom.

“I found my future in that experience,” Bigay said. “I returned to the States with a whole new view on life.”

He is now considering a completely different path post-graduation — earning a master’s degree in higher education administration.

“I want to pay it forward, in a sense, and ensure that students take advantage of every opportunity to build their own communities while on campus, but also that they make connections with other people, other communities and other cultures along the way.”
Kimberly Alley may have jumped at the chance to conduct lab research with Stanton Ching, but the heights she has already reached have exceeded her expectations.

“One of my goals for Kimberly and for all the students in my lab is that they don’t just do an experiment, then ask ‘What do I do next?’” said Ching, the Margaret W. Kelly Professor of Chemistry. “I want them to come to me and say, ‘I did this experiment. This is what I think happened. And this is what I think we should do next.’”

And that is exactly what Alley did.

Wanting to build on Ching’s research, which involves developing new synthetic routes that have practical applications for everything from remediating toxic waste to rechargeable battery technology, Alley learned that all these applications require solid surfaces to come in contact with another substance. Their effectiveness, however, is increased substantially by making smaller particles, which in turn deliver higher surface area and thus more contact area. As such, discovering the best material or compound is essential to success.

Previous students have helped develop interesting materials with hollow sphere shapes.
that have a uniform size of less than 1/1000th of a millimeter and very high surface area. (For comparison, a human hair is about 1/10th of a millimeter.)

Alley, in partnership with fellow researcher Stephanie Jackvony ’18 and Ching, decided to examine the possibility of modifying the properties further.

“I worked on turning various transition metals into hollow nanospheres,” she explained. “I then analyzed their properties and tested their catalytic activity.”

At each step in the process, Alley found herself reflecting on the opportunity.

“It’s very exciting to think about what I’ve been able to do at Conn after being here one year,” she said, noting that without Ching’s support, she might not have been able to dip her toe into lab research as early as she did.

“Having this type of experience has been a major factor in my decision to major in chemistry because I know that I have the opportunity to get my hands on some real-life applications of concepts learned in the classroom,” she said.

And she isn’t stopping there. Interested in medicinal chemistry and eager to learn about drug development, she is now shadowing a few students in Timo Ovaska’s organic chemistry laboratory. Ovaska is the Hans and Ella McCollum ’21 Vahlteich Professor of Chemistry.

“The students in Professor Ovaska’s lab are
working on various syntheses of ringed structures, which have been known to exhibit a range of important medicinal properties. Once I have learned the ropes, I may also do an independent study for credit in his lab.”

She may even try to study and conduct research abroad. Either way, her time at Conn is proving to be exactly what she wanted.

“Working in both Professor Ching’s inorganic lab this summer and Professor Ovaska’s organic lab this fall has given me insight into some of the options for further chemistry research,” she said. “While it’s still early, I am already looking ahead to graduate school and to attaining my doctorate. I am also hopeful that someday I will be able to help future students just like me experience the hands-on learning that defines Conn.”
Helping children be heard
GINA POL ’16 UNITES TWO INTERESTS IN PARTNERSHIP WITH PROFESSOR

Gina Pol wants society to realize that youth are active, engaged thinkers, not benign sponges that soak up whatever media throws their way.

“I want people to start recognizing that youth are active consumers and that their actions and choices should not always be associated with being ‘vulnerable’ or a ‘need to be protected,’” she said.

To help advance this understanding, Pol has partnered with a faculty member as passionate as she is: Ana Campos-Holland, assistant professor of sociology. The collaboration has since produced one published, co-authored paper (with three others in progress) and joint attendance at two conferences.

“I look for three attributes in potential student researchers: creativity, willingness to do the hard work and motivation,” Campos-Holland said. “Gina has all three.”

Together, Pol and Campos-Holland are examining youth and consumerism, an area that nicely bridges Pol’s dual interests in economics and sociology. Having already worked since high school with New York-based Virtual Enterprises International, an in-school, live, global business...
simulation that teaches children and youth to become financially literate, Pol was drawn to Campos-Holland’s opportunities for research in the field.

Current consumerism literature suggests a couple of theories related to how youth determine their purchasing behavior. One of those theories is at the heart of their joint research — that children look at what society presents and then reinterpret it to meet the needs of their peer culture.

Whether children receive or share information about products through social media or through other media channels, Pol and Campos-Holland, along with the rest of the student-faculty research team, are finding that youth navigate their online worlds in ways that suggest far more discernment on their part. They question. They consider their own peer culture in terms of what they purchase. They also recognize the adult authority within their social networking sites.

“Children are often one of the most silenced populations — they talk, but they aren’t heard,” Campos-Holland said. “This research is helping us create platforms for children to be heard.”

It also has broader implications for how adults can learn to understand children and youth better within society.

“Children are complex and amazing, and our work is helping us understand the sociology of
childhood, specifically that there is a link with consumerism and childhood studies, both of which are primarily separate entities of study,” Pol said.

But the research experience has also done something that Pol never expected — transform the relationship between a professor and a student.

“She sees me as a scholar and colleague now,” Pol said. “She accepts my ideas and is open to discussing them. We may disagree, but that is all part of the process. Even at the conferences we have attended together, I am viewed as being an equal contributor with all the other conference participants.”

Because of her research experience, Pol is now considering pursuing a Ph.D.

“I never considered doing research when I started at Conn,” Pol said. “That has all changed now.”
Moriah McKenna ’17
HOMETOWN: LEE, MASS.
MAJORS: BIOLOGY AND ANTHROPOLOGY
(CONCENTRATION IN ARCHAEOLOGY)

Anthony Graesch
ASSOCIATE PROFESSOR OF ANTHROPOLOGY
Moriah McKenna is still amazed by the extent of the student-faculty relationship at Conn, especially since it’s what landed her in Illinois this summer as a National Science Foundation (NSF)-sponsored fellow.

Currently working with Anthony Graesch, associate professor of anthropology and her faculty adviser, to design original environmental archaeological research, McKenna learned about the NSF Research Experience for Undergraduates fellowship on the Lawrenz Gun Club archaeological site from Graesch.

“He actually emailed me the program application and helped me navigate my way through every aspect of it,” McKenna said.

Within a week of applying, McKenna was accepted. With a $4,000 stipend, all travel expenses paid and Graesch’s enthusiastic

“ I am thrilled to have such a comprehensive understanding of archaeology as a result of both my studies at Conn and my practical work in the field.”

—Kimberly Alley ’18
encouragement, she headed west to the central Illinois River Valley to study Mississippian-era Native American life at the Lawrenz Gun Club this summer.

“This site is of particular interest to Midwestern archaeology because of the long time span of occupation and the earthen mounds, fortifications — including walls and bastions — and numerous structures that have been found on the site through excavation and survey,” McKenna explained.

As part of the program, McKenna joined several other selected students from across the country at the site. Together, they learned crucial archaeological methodology, techniques, instrumentation, data management and research design, as well as excavation procedure and proper preparation of artifacts.

“My research involves comparing the botanical remains we found at Lawrenz to other sites in the region in order to understand subsistence strategies in different locations with varying forms of political and climate stress,” McKenna explained.

Later this fall, fellow scholars in the field will have the chance to learn about her research, too. She will be presenting her findings in the form of a poster at the Midwest Archaeological
Conference in Wisconsin.

“Connecticut College prepared me very well for this experience, and I am thrilled to have such a comprehensive understanding of archaeology as a result of both my studies at Conn and my practical work in the field,” she said. “This experience has confirmed for me that archaeology is an academic field I would like to pursue as a potential career.”

As for the journey to this point, McKenna credits Graesch.

“I would not have known about this amazing research opportunity if Professor Graesch did not think to email me about it,” she said. “He is a wonderful teacher and mentor, and I look forward to applying my experiences this past summer to our research addressing patterned land use and ecological impacts of colonial farmsteads in the Arboretum.”

Nearly 80% of the class of 2016 engaged in a funded internship during summer 2015, often with a research focus. Participants interned in 28 states and 28 countries.
Ramzi Kassis '17
HOMETOWN: BEIRUT, LEBANON
MAJORS: PHILOSOPHY AND INTERNATIONAL RELATIONS

Tristan Borer
PROFESSOR OF GOVERNMENT AND INTERNATIONAL RELATIONS, GOVERNMENT AND INTERNATIONAL RELATIONS DEPARTMENT CHAIR
Breaking down boundaries
RAMZI KAISS ’17 SHEDS LIGHT ON HUMAN RIGHTS ATROCITIES THROUGH RESEARCH

Ramzi Kaiss has never liked boundaries, and his research is ensuring that high school students nationwide dislike them, too.

A Mellon Fellow with a growing interest in human rights, Kaiss spent this past summer conducting research for the Boston-based global nonprofit Facing History and Ourselves. The organization seeks to implement educational programs in U.S. high schools in order to raise awareness about genocide and the different actions, steps and structures that permit these atrocities to take place.

Interested in developing a new component on identity and immigration to augment the teaching of U.S. history, the organization asked Kaiss to help create it. In the process, Kaiss discovered that the genocide of Native Americans is often left out.

“Native American history isn’t deeply explored in U.S. history classes,” Kaiss learned. “To me that didn’t make sense; the genocide of Native Americans is the vastest genocide ever recorded in history. An estimated 100 million were killed across North and South America.”

So Kaiss got to work, spending hours...
researching every fact and figure he could find. He examined a range of materials for the organization, trying to help shed light on the systems and structures that led to the atrocity.

“I am hopeful that this research will help students understand the systematic killing of Native Americans, and how this system of oppression still continues to manifest itself today,” he said.

Facing History and Ourselves plans to pilot the new program in Boston-area schools first, but it could soon be an integral part of U.S. history classes on a national scale.

“It’s pretty remarkable that you can get this sort of experience at Conn,” said Kaiss, who credits his faculty adviser, Tristan Borer, professor of government and international relations, and John Nugent, director of institutional research and planning, with opening the door to Facing History and Ourselves.

The nonprofit clearly found Kaiss’ passion and research skills impressive as well, so much so that it asked him to tackle another research project, this time on the Holocaust.

“I specifically focused on the role of bystanders,” he said. “Once we accept or do nothing about the marginalization and
dehumanization of others, we too become complicit in their oppression. This topic is especially relevant today with the refugee crisis and the continuous dehumanization they are subject to in the media. What does that say about our responsibility as bystanders?”

Now a junior, Kaiss is convinced that the student research he has been able to pursue as an undergraduate has taken his liberal arts education to a whole new level.

“I knew Conn would challenge me to break any pre-existing boundaries that could keep me from exploring the critical issues that shape my understanding of the world,” he said. “I was right.”
Disciplined budget management and excellence in financial stewardship and donor engagement translated into unprecedented success this past fiscal year. Evidence of this success is reflected in the following financial summary. It is also mirrored in our continuing forward momentum, driven by the extraordinary generosity and philanthropic leadership of our alumni, parents and friends.

**Revenue Budget 2014-15**

- **STUDENT FEES**: 82.9%
- **ENDOWMENT**: 8.3%
- **GIFTS/GRANTS**: 3.7%
- **ANNUAL FUND**: 4.2%
- **OTHER**: 0.9%

**Expense Budget 2014-15**

- **COMPENSATION**: 49.4%
- **FINANCIAL AID**: 23.1%
- **DEBT SERVICE**: 3.5%
- **CONTINGENCY**: 1.0%
- **OPERATING EXPENSE**: 23%

**Budget: $134.9 million**

- Comprehensive Fee: $60,895
- Endowment Spend Rule Distribution: $11.2 million
- Annual Fund: $5.6 million
- Financial Aid: $31.2 million

**Enrollment: 1853 Full-time Undergraduate**

- Student/Faculty Ratio: 9:1
- Debt (6/30/15): $81.7 million
- Net Assets (6/30/15): $359 million
Honor Roll of Giving

The academic year 2014-2015 saw unprecedented success in our fundraising efforts with cash gifts totaling nearly $20,000,000. Because of the commitment and generosity of the entire Connecticut College community, we are able to provide an exceptional education in the liberal arts, an education that transforms lives. To all those listed in the following pages, please accept our sincerest thanks. Because of you, the College we know and love will continue to flourish and thrive in its second century.

AD ASTRA SOCIETY

The Ad Astra Society honors donors whose giving has reached $1,000,000 or more over the course of their lifetime. Ad Astra donors are commemorated in the Ad Astra Garden at the top of Tempel Green. Created in 1996 by Emeritus Trustee Susan Eckert Lynch ’62 in honor of her mother, the garden features stone benches surrounding a sundial fountain. The names of Ad Astra members are engraved on the benches as a permanent tribute to their extraordinary generosity and dedication to the College.

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MILLENNIAL CIRCLE

Gifts of $1,000,000 or more within a given academic year

Robert Hale ’88 and Karen Hale P’19

*Deceased
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*Gifts of $25,000 - $49,999*

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