Annual Report, 2015-2016

Connecticut College

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The academic year 2015-16 was a significant one for Connecticut College as we launched a new curriculum, made improvements to the campus landscape, and developed a new strategic plan. It was also a year in which we garnered national recognition for both the Charles E. Shain Library renovation and our ongoing initiatives in teaching and learning.

A commitment to rigorous inquiry, openness, and collaboration has been a hallmark of Connecticut College since our founding. It was this commitment that led our faculty to do what for many other institutions would have been impossible: transform our general education requirements into a model curriculum for the 21st century. The resulting program, called Connections, is a bold new venture in integrative education, reflecting our faculty’s ingenuity as well as their desire to foster the kind of educational environment that will allow all people to thrive and make a difference.

This report offers the stories of several faculty members who are contributing to that environment in unique ways through their research, teaching, and policy work on campus and beyond. Such scholarly productivity has been bolstered by the Joy Shechtman Mankoff Center for Teaching & Learning, which has provided critical
support in the work of building Connections. Through the center, our faculty have piloted new ideas and approaches, honed their craft, and challenged one another to experiment. At the same time, they have drawn inspiration from our students, whose diverse experiences inform and enrich our educational culture. The New York Times recently highlighted the work of the center and our faculty as models of excellence in undergraduate teaching.

Connections has garnered similar recognition. Grants totaling $3.7 million from The Andrew W. Mellon Foundation, The Christian A. Johnson Endeavor Foundation, The Conservation and Research Foundation, and the National Endowment for the Humanities are providing critical support for the development of the new curriculum, which officially launched this year with the class of 2020. Connections received favorable notice in pieces published in Inside Higher Education and The Chronicle of Higher Education. Meanwhile, our newly renovated Shain Library, which continues to play
a central role in fostering academic excellence, won six major design awards and was highlighted in a feature by The Associated Press on the changing face of college libraries.

Other critical spaces on campus have extended the support for teaching and learning. In the summer, we enhanced one of the oldest and most important sites for student engagement beyond the classroom, with interior and exterior renovations to Unity House, the College’s multicultural center. A new road and enhanced pathways and lighting have made this essential resource both a more visible and a more vital campus destination. The project foregrounds the effort not only to enhance support for our diverse student body but also to make the understanding of race, identity, and difference even more central to our educational mission. Leading this effort is our new dean of institutional equity and inclusion, John McKnight, who joined the College in July.

**Grants totaling $3.7 million are providing critical support for the development of the new curriculum, which officially launched this year with the class of 2020.**

By far the most comprehensive project we undertook in the past academic year was the development of a new strategic plan for Connecticut College. An inclusive planning process involving the entire community—students, faculty, staff, alumni, parents, trustees and community partners—led to rich discussions about the College’s distinctive past, current challenges, and future aspirations. Those conversations converged around three strategic priorities: achieving greater
By far the most comprehensive project we undertook in the past academic year was the development of a new strategic plan for Connecticut College.

academic distinction; creating a more robust student experience; and supporting a just and sustainable College. The plan’s goals and objectives will guide our operations over the next decade, with the aim of advancing the distinction of the College, improving its standing, and stewarding it toward a second distinguished century.

We will continue to support these ambitions through prudent fiscal management. Evidence of our discipline can be seen in the financial information included in this report. The College ended the fiscal year with a balanced budget that has allowed us to set aside almost $2 million to support Connections over the next five years. In a year of volatile market activity, our endowment had a challenging yet still respectable investment performance, closing the year at $263 million.

Moody’s Investors Service recently reconfirmed our A2 rating with a stable outlook. All in all, Connecticut College’s financial position remains strong, ensuring our good standing both now and in the future.

Trustees, alumni, and parents have been essential to our success. This report concludes with an honor roll of donors, and I, too, want to conclude by thanking all of you for your continued support of Connecticut College. The projects and plans completed in the past year set us up for even greater things to come. I look forward to another productive year.

Katherine Bergeron
President
CHARLES E. SHAIN LIBRARY AWARDS

- 2016 American Library Association/International Interior Design Award (ALA/IIDA) “Outstanding Historic Renovation” Award

- 2016 Boston Society of Architects Design Award

- 2016 Library Journal New Landmark Libraries Design Award

- 2015 Association of Builders & Contractors (ABC) New England Excellence in Construction Award; first place in the institutional category

- 2015 Engineering News Record (ENR) New England Award of Merit; category: Renovation/Restoration

- 2015 American Institute of Architects (AIA) New England Honor Award for Excellence in Architecture; category: Preservation
Biology Professor Martha Grossel’s work examines something that is central to the human experience: Cancer.

Grossel specializes in cell cycle regulation, and her research focuses on understanding what causes unchecked cellular division. Studying something so integral to solving perhaps the greatest medical mystery of modern times is satisfying to the professor and exhilarating for her students.

“We do really basic research on what triggers a cell to divide. And if we can understand that, then we can try to stop it,” Grossel said. “Basically, cancer is a just a cell that doesn’t have the right controls on it. It stops acting the way it should.”

A number of students have told Grossel they came to Connecticut College because of her work. “Students want to learn about cancer. And the reason they want to learn about it is that cancer has touched all of us,” Grossel said.

“We know our students want to make a difference in the world, and people who are good at science and math see this as a place where they can. They’re excited to do cancer research in a well-established lab.”

Once they’re on campus, students at Conn quickly appreciate the close contact they have with faculty, which wouldn’t be possible at larger institutions. Moreover, Grossel is engaged in the
lab and in the classroom, and one enhances the other.

“I really think we have a terrific mix here,” she said. “Studies have shown that science students at liberal arts colleges do so well because they have this close relationship with a mentor. They see firsthand from us what we’re doing. That’s what makes the science training here different and better in many ways than at a big research institution.”

Anthony Guerrero ’16 began working with Grossel in the summer of 2014 and had the opportunity to present research with her at an American Society for Cell Biology conference in Philadelphia. Performing high-level research at such an early stage in his academic career, he said, has made him stand out among peers from other colleges and universities.

“Not many undergraduate students get the chance to conduct hands-on research in a

MORE ON MARTHA GROSSEL

- Grossel was the 2016 winner of Conn’s Nancy Batson Nisbet Rash Award for excellence in research.

- In 2015, Grossel was awarded a $412,470 grant from the National Institutes of Health’s National Cancer Institute. It was her second NCI grant. (Her first NIH grant was for $419,375.)

- “Big-time research on a small campus,” a feature article about Grossel’s work, was published by The Day.

- Grossel worked with a team of core faculty to develop a new Connections Pathway in public health.

- Grossel mentored three students in the Sickle Cell Disease National Challenge from The National Heart, Lung, and Blood Institute. Joseph P. Donohue ’16, Francisco Santana ’18 (pictured in this feature) and Jermaine Doris ’19 won $3,000 for the hip-hop song they produced, “Blood Red Crescent Moon.”
laboratory,” Guerrero said. “Dr. Grossel has been a very supportive and impactful mentor to me.”

Grossel has helped keep Conn in the forefront by earning $1.4 million in grants. Another measure of her success is that to date, 21 students have participated in her cancer research. Of those students, 33 percent have completed or are enrolled in doctorate programs; another 33 percent have earned medical, veterinary, dental or nurse practitioner degrees; and 25 percent are pursuing careers in science or teaching.

“Science is hard. Often, you don’t have anything to show for your hard work at the end of the day—or the week, or the month, or the year. I love solving the puzzle, but it can be challenging,” she said.

“Training students is the opposite. They’re so appreciative, and they learn even if a result doesn’t work out the way you had hoped it would. They’re thrilled to tackle almost any problem.”
James Downs, an associate professor of history and interim director of the American Studies Program, has won a number of fellowships and awards, including being named a distinguished lecturer in 2014 by the Organization of American Historians.

But the surpassing honor—both as a personal achievement and as a measure of Connecticut College’s success—was winning in 2015 a New Directions Fellowship from the Andrew W. Mellon Foundation. Downs was the only winner of the fellowship from a small liberal arts college and the first professor at Conn ever to win the award.

The $216,000 grant enabled Downs to study a new field—medical anthropology—for a year at Harvard University.

With this training, Downs is conducting exciting new research on how epidemiology gained scientific validity when doctors responded to cholera outbreaks among freed people in the American South, as well as the Caribbean, Europe and Asia.

“For me, history is less about producing knowledge for the sake of scholarly debate and more about uncovering lost and forgotten histories of people,” said Downs.

Downs uncovered these forgotten histories in his book *Sick From Freedom: African-American Illness and Suffering During the Civil War and Reconstruction*. In writing this book, he uncovered the history of how many enslaved people, at the moment of...
emancipation, became sick and died.

After a 10-year study of more than 500,000 records, Downs was the first to document a smallpox epidemic among newly freed American slaves that left hundreds of thousands dead.

“The Civil War produced the largest biological crisis of the 19th century,” Downs said. “Soldiers were infected with smallpox in a few scattered instances, but emancipation triggered widespread movement among ex-slaves that accelerated the spread of the virus. Just as the slaves were getting their first taste of freedom, they were getting sick and dying by the thousands.”

It’s one of the bitterest ironies in American history, and yet the story went untold for nearly 150 years. Downs book *Sick From Freedom* gave historians a new perspective on the Civil War. It was widely reported by popular media; *The New York Times* ran a story about it on the front page of the Arts section.

Researching a previously unreported epidemic got Downs thinking about another widely reported one: the outbreak of HIV in the 1980s.

“Historians, journalists, public health officials and even gay people often argue that the virus spread due to the sexual libertine world created by gay liberation in the 1970s,” Downs said. “Based on many years of research in community center archives, I discovered that this was not the case.”

Instead, as Downs argues in his new book, *Stand*
By Me: The Forgotten History of Gay Liberation, the epidemic may have been responsible for creating a false picture of sexual libertinism in this period, a view that ends up obscuring the actual cultural history of gay liberation. As Downs explains, most gay people in the 1970s were less interested in challenging or gaining affirmation from the political establishment than they were in “creating a culture of their own, with their own churches, newspapers and neighborhoods.”

With his new training in medical anthropology, Downs is contributing to the College’s initiative to develop a program in public health and is expanding his teaching on topics including slavery and emancipation, the history of medicine, and historical methods. He is also well on his way to finding new intersections between history, science and culture.

“There is so much more to uncover, so much more to write,” he said.

MORE ON JAMES DOWNS


- Downs conducted field research at the British National Archives and the British Public Library in London, the Kilmainham Gaol Museum in Dublin, and the New Orleans Public Library and Tulane Medical School in New Orleans for his upcoming book, The Laboring Dead: From Subjugation to Science, which is under contract with Harvard University Press.

- Downs’ newest book, Stand By Me: The Forgotten History of Gay Liberation, was reviewed by the San Francisco Chronicle and The Boston Globe, among others. The Globe said Downs “capably blends authority and warmth in this thoughtful reexamination of an era.”

- Downs served as a consultant for the PBS series, Mercy Street. This season will be set in a black refugee camp and draws heavily from Downs’ book, Sick From Freedom.
In an age when students have a plethora of information at their fingertips—and a screen in front of them at most times—it’s easy to imagine the difficulty of designing a course that not only interests students, but also engages them.

Associate Professor of Sociology Afshan Jafar discovered that one approach is to make students part of the process, in what’s called collaborative course design. To open up her midlevel sociology class to more participation from students, Jafar had the students design the course with her from day one. She gave her students autonomy.

“In my collaboratively designed course, I learned that students fear lack of structure much more than I realized,” said Jafar, whose specialties include globalization, transnational women’s movements, gender, media and the body.

“When you take away that safety net of step-by-step instructions, students are hesitant. But once they are encouraged to ‘embrace confusion’ and take risks, the results can be inspiring for students and professor alike.”

Jafar recently published an article about teaching collaboratively designed courses in *Teaching Sociology*, published by the American Sociological Association. In her piece, she discussed the three main themes that emerged in her students’ feedback.

“There were higher levels of student engagement, personal accountability and student empowerment.”

In addition to her pedagogy research, Jafar’s
scholarship covers what she calls “public sociology.” She has authored three books, she blogs for Inside Higher Ed and she is a regular contributor to The Guardian. A video of her TEDxConnecticutCollege talk “Progress and Women’s Bodies” has been viewed more than 10,000 times.

Expanding her research on the body and globalization, Jafar is currently studying TV commercials in South Asia that advertise skin-lightening creams. She’s trying to understand the relationship between ideas of progress, cosmopolitan identity and racial representation.

In a similar vein, she’s researching representations of femininity in Disney films, asking, “Are contemporary Disney movies as progressive as we think?” Looking closely at the animated characters in “Frozen,” for example, Jafar comes to a conclusion that upends much popular commentary.

For Jafar, though, her work always returns to

Number of faculty members engaged in innovative residence hall programs for students through the College’s Residential Education Fellow Program
the classroom, which is one reason she won Connecticut College’s Helen Mulvey Faculty Award for offering classes that challenge students to reach unanticipated levels of academic achievement.

In a collaborative environment, she strives to empower her students so they can become active learners and scholars.

“Seeing themselves as co-creators enables students to be more direct with me and have a level of openness that comes from not seeing me as the ‘all-knowing-professor,’” she explained. As one student said, “This method of teaching allows for a very trusting classroom environment filled with learning, laughter and intensity.”

Through this collaborative coursework, Jafar’s students gain habits of mind that will serve them beyond the classroom.

“The lasting message is for them to be involved in their education, and to not be shy about questioning things. That’s something that students take with them beyond college,” she said.

MORE ON AFSHAN JAFAR

- Jafar received the 2015 Feminist Activism Award from Sociologists for Women in Society, a nonprofit academic feminist organization.

- Jafar is a regular contributing editor for the University of Venus blog at InsideHigherEd.com; she has also been published in The Guardian (UK), Gender & Society Blog and Girl w/ Pen.

- Jafar publishes numerous journal articles, including in Teaching Sociology, where she describes how she collaborated with students to create her Gender, Culture, and the Body course.
The research interests of Sangyoon (James) Lee sound futuristic, exotic, sci-fi and remote:

- **Avatars**—Electronic images that represent, and are manipulated by, a computer user.
- **Virtual reality**—An artificial environment experienced through sensory stimuli provided by a computer, in which one’s actions partially determine what happens in the environment.
- **Realistic skin rendering**—Making animated skin look real.

It’s clear Lee, an assistant professor of computer science, can get students’ attention. But they’re doing more than gaming, right?

Consider this: Lee, who’s from South Korea, founded Connecticut College’s Computer Graphics and Virtual Reality Laboratory in 2014—with five student researchers. The lab’s projects include:

- An avatar mobile phone intervention designed to help HIV-infected African-American men with their care.
- An interactive campus activity map aimed at letting Connecticut College students and faculty know in real time when places such as the library are busiest.
- Developing applications including a barcode scanner for medical aids for the Google Glass wearable computing device.
There’s more going on in Lee’s classroom than really cool animation—like enhancing life through computer graphics and visualization.

“Our approach is to ask: What would be the easier way, the cost-effective way?” Lee said.

The app for HIV-positive men, now in its second year of development, is a prime example.

During a visit to the doctor, or at the time of discharge from a hospital, patients are often given extensive information about what to do going forward: how and when to take their medications, or what diet to follow. But those sessions are often brief, and the information might be complicated. If patients don’t follow proper protocols, the risk of a health setback increases. Getting back to the doctor to clarify information might not be practical or affordable.

That’s where Lee’s app can fill a gap.

“We are not trying to replace human expertise. The goal is more about how we can supplement
limited resources,” Lee said.

An avatar can provide information at a patient’s pace, and the information can be reviewed. In fact, an app might be even more effective than the patient himself. If, for example, the patient records side effects in the app, the data might be more persuasive and helpful than what a patient tells a doctor.

Moreover, an avatar is capable not only of dispensing medical expertise, but of even offering a joke or two—creating a pleasant experience that in turn improves the chances that patients will stay on their medication.

Clearly, it’s more than entertainment.

“It’s a very exciting project for me and my students, because they are using technology to help make people’s lives better,” said Lee.
Associate Professor of Theater Kenneth Prestininzi aims to blend his stage work with his teaching in a way that enhances both passions, and ultimately provides a richer experience for his students.

“It’s important not to see them as separate and competing,” said Prestininzi, who is a playwright, director, producer and dramaturge.

“The work that I do with students continues to enliven me, and keeps me fresh and honest to the original impulse of learning and making theater for the public. What I’m teaching the students is how to enter the public square, how to be part of the larger conversation. No one creates art in a vacuum and no individual makes a piece of art alone.”

Because of Prestininzi’s ongoing work, actors and playwrights from New York and Boston, and as far away as San Francisco, New Orleans and Chicago, visit his classroom. And his students visit stages from New York to California.

“As teachers, we introduce students to artists,” said Prestininzi, who previously was the acting chair of playwriting at the Yale School of Drama and a Pembroke fellow at Brown University.

“We have this great library in our lives—who we’ve read, who we’ve been exposed to—and introducing the students to the great range and power of artists is one of the things I can do for them.”
The symmetry is mutually beneficial. When director Prestininzi opened *The Totalitarians* in New Orleans and San Francisco, instructor Prestininzi was working on the play with students in his acting classes.

At the same time, original work is a priority. Graduating seniors in 2015, for example, produced three original plays and an original solo performance. The commitment to original work is a change of direction for the theater department. Before Prestininzi arrived, students routinely produced the work of established playwrights, rather than their own.

Prestininzi also values his interaction with professors from other disciplines and how it enhances the experience of his students.

“To be an informed artist, you do need to understand the world from many perspectives,” he said. “The danger of working in the arts or theater is that you’re only talking to other artists.”
At Conn, I’m routinely in conversations and collaborations with other disciplines. It’s in Conn’s DNA.”

For Prestininzi, a liberal arts college like Conn is similar to the theater.

“A small liberal arts college says what theater says—your learning, your being in the world is about understanding relationships.”

158 Number of faculty who participated in one or more teaching workshops sponsored by the Joy Shechtman Mankoff Center for Teaching & Learning
What Motivates Kids to Learn?

Professor Jennifer Fredricks is combatting disengagement in K-12 schools

Teaching excellence means going beyond understanding how students learn and getting to the “why.”

“I’m interested in why kids do anything, positively or negatively,” said Human Development Professor Jennifer Fredricks.

Fredricks is an educational and developmental psychologist whose research focuses on school engagement, motivation, extracurricular participation, adolescent development and parent socialization. One of her roles is serving as faculty director of the Holleran Center for Community Action and Public Policy, which advances teaching, learning, research and community collaborations.

Her work is aimed at helping kids long before they contemplate college. To this end, Fredricks is following more than 2,000 students in third through 10th grades over a two-year period with a particular focus on math and science. She’s asking: What types of teaching methods connect with students? Do kids learn better by working in groups? Why do some students lose interest in their studies? How do family factors play a role?

“For much of history, teacher-directed education—a teacher lecturing to students—has been the model for classroom learning. Now, education is moving more and more toward a student-centered approach, with a focus on projects, group work and personal, individualized learning,” Fredricks said.
“There is a lot of anecdotal evidence that it works, but I want to elevate the research, create strong models for classroom instructors and help policymakers make evidence-based decisions.”

She is a co-principal investigator with colleagues at the University of Pittsburgh in this National Science Foundation-funded longitudinal study. The implications are important, Fredricks said, because 40 to 60 percent of kids report disengagement from school.

Fredricks said that if kids don’t care about school, they don’t participate and they don’t learn. If teachers and parents can keep their kids engaged, the kids are more likely to stay in school, earn higher grades and attend college. Conversely, disconnected students are more likely to show problem behaviors.

Fredricks’ work has gained national notice. In 2015, she was awarded a fellowship from the William T. Grant Foundation that provided a 17-month residency at Connecticut Voices for Children. And in 2016, she was among researchers,

MORE ON JENNIFER FREDRICKS

- Fredricks published five peer-reviewed articles in scholarly journals this year; another four have been accepted for publication.
- Fredricks co-edited a special issue on engagement for the journal Learning and Instruction.
- With a $20,000, two-year Students at the Center Distinguished Fellowship from Jobs for the Future, Fredricks joined leaders in education policy, practice and research from around New England in a new research collaborative to investigate, evaluate and implement meaningful change in the area of student-centered learning.
- Fredricks testified to support Connecticut Senate Bill 381: An Act Establishing a Task Force to Study School Climate.
- On campus, Fredricks developed and facilitated an engaged scholarship seminar for 18 faculty and staff interested in developing or revising community learning courses.
practitioners and policymakers awarded fellowships from Jobs for the Future, a national nonprofit that builds educational and economic opportunity for underserved populations.

Being at the forefront of teaching excellence and student engagement has served Fredricks in her own classroom. In her courses on adolescent development, child and family policy, children’s rights, and social policy analysis in urban America, Fredricks teaches students to use knowledge of human development to create environments that support the needs of children and families.

Adapting what she has discovered in her research, Fredricks now turns more over to students, using hands-on learning, community projects and group presentations to increase engagement.

“I strive to be more of a facilitator than a leader in class. I’ve found in my pedagogical research that students like having more ownership over what they’re learning,” she said.
Connecticut College continues to maintain a balanced operating budget thanks to prudent financial planning. The College continues to see strong support from alumni, parents, friends and foundations thanks to the excitement of the new curriculum.
Budget: $140.6 million
Comprehensive Fee: $62,965
Endowment Distribution $12.7 million

Annual Fund $5.9 million
Financial Aid $32.1 million
Enrollment: 1830 Full-time Undergraduate

Student/Faculty Ratio: 9:1
Debt (6/30/16): $77.8 million
Net Assets (6/30/16): $339 million

EXPENSE ALLOCATION (as of June 30, 2016)

Expense Budget

- COMPENSATION 49%
- OPERATIONS 23%
- FINANCIAL AID 23%
- DEBT SERVICE 4%
- CONTINGENCY 1%

Preliminary Expense by Function

- INSTITUTIONAL 36%
- INSTRUCTION 21%
- AUXILIARY 15%
- STUDENT SERVICES 14%
- ACADEMIC 11%
- RESEARCH AND PUBLIC SERVICE 3%

Expenses:
- Preliminary Expense Allocation
- Budget: $140.6 million
- Comprehensive Fee: $62,965
- Endowment Distribution $12.7 million

Annual Fund: $5.9 million
Financial Aid: $32.1 million
Enrollment: 1830 Full-time Undergraduate

Student/Faculty Ratio: 9:1
Debt (6/30/16): $77.8 million
Net Assets (6/30/16): $339 million
## PRELIMINARY BALANCE SHEET  
*as of June 30, 2016*

### Assets
- Cash: $17,920,000
- Contributions Receivable: $22,775,000
- Investments: $273,653,000
- Land, Buildings & Equipment: $111,427,000
- Other: $19,258,000
- **Total Assets**: $445,033,000

### Liabilities & Net Assets
- Accounts Payable: $8,851,000
- Other Liabilities: $19,188,000
- Bonds & Notes Payable: $77,761,000
- **Total Liabilities**: $105,800,000
- Net Assets: $339,233,000
- **Total Liabilities & Net Assets**: $445,033,000

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### Net Assets by Year  
*as of June 30, 2016*

<table>
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<tr>
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<td>2016</td>
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</table>
ENDOWMENT PORTFOLIO MARKET VALUE AND INVESTMENT RETURN

Total Assets Over Time

Asset Allocation Over Time
A liberal education at Connecticut College is founded on the belief that involvement in the world is essential for a student’s future success. Because of the commitment and generosity of the entire Connecticut College community, the 2015-2016 Connecticut College Fund reached a record $5.9 million with total cash gifts of nearly $18.5 million. To all those listed in the following pages, please accept our sincerest thanks. With your support, the College is preparing the next generation of global leaders.

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.

Judith Ammerman Brielmaier ’60
Raymond* and Elizabeth Rieley
Armington ’31
Timothy M. Armstrong ’93
Nancy Marshall Athey ’72 and
Preston G. Athey
Sarah Pithouse Becker ’72
Anita and Josh Bekenstein P’10
Helen Lehman Buttenwiesier ’27
Nancy H. Camp ’63
Katherine Wnek Christoffers ’45 P’74
Mary Williams Crozier
Nathan* and Joannie Toor Cummings ’50
Cynthia Fuller Davis ’66
Kenneth N.* and Julia Winton
Dayton ’49 P’80 ’81
Duncan N. Dayton ’81
Judson M. Dayton ’80
Deborah Dearborn ’67
Raymond and Carmen Debbane P’09 ’13
Anthony and Elizabeth McGuire
Enders ’62 P’87
Barbara Hogate Ferrin *43 and
Allan Wheeler Ferrin *
Elizabeth Gilbert Fortune *40
Winifred Tilden Geinas *41
Jane Clark Gibney *40 and Albert Gibney *
Edward and Dianne Goodnow P’88
Olivia T. Goodnow ’88
Agnes Gund ’80
Robert Hale, Jr. ’88 and Karen Hale P’20
Cathy Frank Halstead ’69
Karla Heurich Harrison *28 P’54 GP’80
Lucy Marsh Haskell ’19
Barbara Henderson ’41
Barbara Blaustein
Hirschhorn ’50 P’79 GP’16
Daniel B. Hirschhorn ’79
Jerry and Carolyn McGonigle
Holleran ’60 GP’07
Muriel Whitehead Jarvis *29
Ann Werner Johnson ’68 and Thomas
Stephen Johnson
Barbara Zaccheo Kahn ’72 and
A. Eugene Kahn
Elizabeth Stuart Kriudienier ’48
Betsey* and Rachel Larrabee *
Harriet Buescher Lawrence ’34
Linda J. Lear ’62
Jill Long Leinbach ’56
Jane Cadwell Lott *36 and Thomas L. Lott *
Ronald P. Lynch * and Susan Eckert Lynch ’62
Joy Shoshtman Mankoff ’56
Sylvia Pastemack Marx ’57
Drew* and Helen Fricke Mathieson ’52
Bill* and Ashie Watson McAllister *43
Lucy C. McDannel* ’22
Sue Bernstein Mercy ’63 and Eugene
Mercy, Jr. P’91
Josephine Lincoln Morris ’31 GP’88
Jo Ann Hess Morrison* ’67 and David
Morrison
John and Heidi Niblack P’98
Judith Tindal Opatmy ’72
Morton F. Plant *
Joan Redmund Platt ’67
Mary Lake Polan ’66 P’02 ’10 and Frank A.
Bennack, Jr.
John Powell GP’89
Margaret Abell Powell ’39 GP’88
Frances Gillmore Pratt ’60 and Harold
Pratt P’89
Elizabeth Blaustein Roswell ’52 P’84
May Buckley Sadovski ’19
Sarah Brown Schoenhut ’28
Sandra Shahinian ’74
Ruth Rusch Sheppe ’40
David* and Lyn Gordon Silfen ’67
Thomas R. Slaughter ’77
Virginia Berman Slaughter ’48 P’77
Elsa Allyn Soderberg ’67
Anna Lord Strauss
Jean Curtin Tempel ’65
Hans* and Ella McCollum
Vahlteich* ’21 P’57
Virginia Eason Weinmann ’51 and
John G. Weinmann *
Paul M. and Harriet L. Weissman P’87
Roman* and Tatiana Weller *
Cynthia Terry Whitir ’46
Diane Y. Williams ’59
The Zachs Family
Pamela D. Zilly ’75

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

Robert Hale, Jr. ’88 and Karen Hale P’20

*Deceased
## Centennial Circle
**Gifts of $100,000 - $999,999**

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anonymous '82</td>
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<tr>
<td>Judith Ammerman Brielmaier '60</td>
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<tr>
<td>Timothy M. Armstrong '93</td>
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<tr>
<td>Nancy Marshall Ashby '72</td>
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<tr>
<td>Bradford and Jane Brown P'12</td>
<td>'15 '20</td>
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<tr>
<td>Nancy H. Camp* '53</td>
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<tr>
<td>Ramona Comrie</td>
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<td>Diana Cummings</td>
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<tr>
<td>Virginia Deuel* '37</td>
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<tr>
<td>Carol Jaffa Feinberg '49 GP'19</td>
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<tr>
<td>James and Kay Gately P'91</td>
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<tr>
<td>Cathy Frank Halstead '69</td>
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<tr>
<td>Helene Kestenman Handelman '54</td>
<td>GP'18</td>
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<tr>
<td>Barbara Zaccheo Kohn '72</td>
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<tr>
<td>Linda J. Lear '62</td>
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<tr>
<td>Susan Eckert Lynch '62</td>
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<tr>
<td>Judith Tindal Opatrn '72</td>
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<tr>
<td>Suzanne Rosenhirsch Oppenheim '56</td>
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<tr>
<td>Charles Pryor and Suzanne Collins P'17</td>
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<tr>
<td>Sandra Shahinian '74</td>
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<tr>
<td>Ann Bunyan Thagard* '47</td>
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<td>Pamela D. Zilly '75</td>
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## Morton F. Plant Society
**Gifts of $50,000 - $99,999**

<table>
<thead>
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<th>Name</th>
<th>Years</th>
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<tbody>
<tr>
<td>William P. Barrack '81 and</td>
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<tr>
<td>Katherine Barrack P'18</td>
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<tr>
<td>Patience Merck Chamberlin '78</td>
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<tr>
<td>Thomas B. Chamberlin '76</td>
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<tr>
<td>Jonathan H. Cohen '87</td>
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<tr>
<td>Judson M. Dayton '80</td>
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<tr>
<td>T. Wilson Eglin, Jr. '86</td>
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<tr>
<td>Sarah Hamilton Fenton '63</td>
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<td>Defred Folts III '82 and Cathy Folts P'19</td>
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<tr>
<td>Prescott W. Hafner '80</td>
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<tr>
<td>Zoe Klein Henriquez '99</td>
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<tr>
<td>Daniel B. Hirschhorn '79</td>
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<tr>
<td>Carolyn McGonigle Holleran '60</td>
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<tr>
<td>Jerry Holleran GP'07</td>
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<tr>
<td>Ann Werner Johnson '68</td>
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<tr>
<td>Karla Evans MacMahon '80</td>
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<tr>
<td>John and Heidi Niblack '98</td>
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<tr>
<td>George Oliva III and Sioux Oliva P'07 '11</td>
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<tr>
<td>Joyce Bagley Rheingold '56</td>
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<tr>
<td>George S. Rogers '82 and</td>
<td></td>
</tr>
<tr>
<td>Carolyn Rogers P'16</td>
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<tr>
<td>Dr. Elizabeth Murphy Whelan* '65</td>
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<tr>
<td>Harold F. Wiley</td>
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<tr>
<td>Diane Y. Williams '59</td>
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## President’s Circle
**Gifts of $25,000 - $49,999**

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<td>Anonymous '72</td>
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<td>Anonymous '02</td>
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<td>Alexandra G. Abbott '89</td>
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<tr>
<td>David W. Barber '88</td>
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<td>President Katherine Bergeron and Butch Rován</td>
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<tr>
<td>Christy K. Burke '93</td>
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<tr>
<td>Lucille Kluo Carothers '45</td>
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<td>Barbara H. Center</td>
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<tr>
<td>Duncan N. Dayton '81</td>
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<tr>
<td>Vicker V. DiGravio III '88</td>
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<tr>
<td>and Karen Christofano DiGravio '91 P'20</td>
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<td>John and Tracy Flannery P'16</td>
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<tr>
<td>Brad '91 and Lisa Freer</td>
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<tr>
<td>Carlos Garcia '88 and Lucinda Eng-Garcia '88 P'18</td>
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<tr>
<td>Gwendolyn H. Goff '70</td>
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<td>Agnes Gund '80</td>
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<td>W. Henry Hauser, Jr. '80</td>
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<td>Cathy Kaufman Iger '75</td>
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<td>Mark M. Iger '75</td>
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<tr>
<td>Kenneth R. Kabel '76 and</td>
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<tr>
<td>Carol Kabel P'12</td>
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<tr>
<td>Eric J. Kaplan '85</td>
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<tr>
<td>Chester W. Kitchings, Jr.</td>
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<tr>
<td>Patricia Salz Koskinen, Ph.D. '64</td>
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<tr>
<td>Wendy Lehman Lash '84</td>
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<tr>
<td>John and Elizabeth Linhan P'18</td>
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<td>Deborah Nichols Lossie '66</td>
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<td>Margery Flocks Masinter '62</td>
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<tr>
<td>and Edgar Masinter P'88</td>
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<td>W. Kurt Meinen '79</td>
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<td>Meridee A. Moore and Kevin N. King P'16</td>
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<tr>
<td>Professors Bernard and</td>
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<tr>
<td>Nelly Murstein P'80 GP'16</td>
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<tr>
<td>Nancy S. Newcomb '67 and</td>
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<tr>
<td>Professor John A. Hargraves</td>
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</tr>
<tr>
<td>David H. Palten '76 and</td>
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<tr>
<td>Barbara Palten P'04 '09</td>
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<tr>
<td>Shaun F. Pedersen '98</td>
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<tr>
<td>Dr. Maria C. Pellegrini '69</td>
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<tr>
<td>Sharis Arnold Pozen '86 and</td>
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<tr>
<td>Thorn Pozen '88 P'19</td>
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<tr>
<td>Karen Quint '87</td>
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<tr>
<td>Thomas A. Sargent '82 and</td>
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<tr>
<td>Allison Iams '82 P'17</td>
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<td>Karen Fales Sauter '74</td>
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<tr>
<td>Elizabeth Dutton Sweet '47</td>
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<td>Bennett White Swingle '66</td>
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<td>Jean Curtin Tempel '65</td>
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<td>Kevin Wade '76 P'19</td>
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<tr>
<td>Fiorimonde Wedekind '51</td>
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<tr>
<td>Janice Roberts Wilford* '49</td>
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<td>Cynthia Kossmann Wilkinson '84</td>
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<tr>
<td>and Alan Wilkinson P'19</td>
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## Harkness Circle
**Gifts of $10,000 - $24,999**

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Seth Alvord '93</td>
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<tr>
<td>Gregg and Christine Asplundh P'18</td>
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<tr>
<td>James and Kristen Atwood P'16</td>
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<tr>
<td>Sanetta Klein Barnet '48 P'85</td>
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<tr>
<td>Marshall and Margaret Bartlett P'93 '97</td>
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<tr>
<td>Anthony C. Bowe '79</td>
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<tr>
<td>Eleanor C. Bowsher* '34</td>
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<tr>
<td>Maria Wyckoff Boyce '85</td>
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<tr>
<td>William and Skye Brewer P'19</td>
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<tr>
<td>Bruce and Beth Brier P'17</td>
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</table>
Anonymous ‘97
Alice Reid Abbott ‘69
Ned and Maureen Abelson ‘68
Jay A. Ackerman ‘89
Ned and Maureen Abelson P’18
Alice Reid Abbott ‘69
Anonymous ‘97
Gifts of $1,911 - $9,999

THE LAURELS

Gifts of $1,911 - $9,999
Sarah Whitehead Murphy '49
Scott Murphy '91
Susan Brager Murphy '87
Timothy Murphy '02
Wendy Osgood Murphy '90
Alexander Murray '85
Caroline Davis Murphy '66
Francis W. Murray '11
Mike and Lisa Murray P'17
Ruby Perry Mursell '62
Colette Murstein '80 P'16
Brian M. Murgatroyd '09
Timothy J. Murtagh '13
Richard and Donna Muscato P'17
Andrew Steven Muscota '04
Natalie Oliver Musser '11
Peter A. Musser '79 and
Lorenda Musser '80 P'08
Shirley Chappell Mustang '55
Jean Sherman Muste '49
Minor Myers III '00
Sara Crooks Myers '73
Sharon R. Myers '73
Sondra Gelb Myers '55
Mary Gaillard Myles '95
Amanda M. Nadeau P'19
Ellen P. Nadell '13
Katherine R. Nadellberg '11
William and Susan Nadelberg P'08 '11
Amanda L. Nadler '12
Carolyn Peterson Nadler '08
Theodore H. Nadler '08
Annette Naegel '82
Ellie H. Nagai-Rothe '03
Claudia Rollert Nagan '78
Uma Nagaraj '93
Shreya Maniar Nagula '00
Jeremy Y. Nakamura '11
Juanita McNeill '80
Virginia Railsback Neiley '43
Helen Frances Biddle Neill '56
Joyce Heissenbuttel Neill '53
Jill McKeel Neillin '66
Elizabeth Dixon Neill '99
George Neillson
Christina F. Neiman '75
Charlotte Huntley Nelson '75 and
Peter Nelson P'14
Andrew Nelson P'17
David and Diane Nelson P'00 '11
Deanna Nelson '98
Diana Robinson Nelson '69
Elizabeth Hardie Nelson '80
Anthony and Theresa Napolitano P'15 '17
Keith C. Nappi '73
Sarah E. Nappo '18
Ashley Solido Nary '05
Laura L. Nash '70 and
Thomas Beale P05
Linden K. Nash '11
Margaret Curley Nash '06
Rebecca L. Nash '99
Raquel Nasser '80
Jillian L. Natajus '10
Pradom J. Nathan '06
Andrew S. Nathanson '13
Bruce and Audrey Nathanson P'13
Emma R. Nathanson '10
Steven and Tracie Nathin P'16
Margaret Oyaas Naumes '88
Claire Raposa Nauta '73
Timothy and Miriam Navin
James and Deborah Navoni P'19
Kelly E. Nayden '04
Kathleen E. Neal '94
Nancy Morrow Nee '48
Josh Nesky and
Barbara Friedman P'17
David S. Neft P'93
Kyle J. Neiderth '08
Anna Bush Neidig '68
Faye White Neiman '68
James F. Neillan '74
Virginia Railsback Neiley '43
Helen Frances Biddle Neill '56
Joyce Heissenbuttel Neill '53
Jill McKeel Neillin '66
Elizabeth Dixon Neill '99
George Neillson
Christina F. Neiman '75
Charlotte Huntley Nelson '75 and
Peter Nelson P'14
Andrew Nelson P'17
David and Diane Nelson P'00 '11
Deanna Nelson '98
Diana Robinson Nelson '69
Elizabeth Hardie Nelson '80
Jane Sapinsley Nelson '47
Karyn R. Nelson '00
Katelyn A. Nelson '06
Louise Brooks Nelson '95
Virginia A. Nelson '70
John Nesbit '90
Pamela Duevel Nesbitt '89
Nicholas J. Nesgos '83
E. Carole Root Neubauer '62
Sallie Williams Neubauer '69
Olaf and Adeline Neubert P'18
Ram P. Neupane '05
Brent R. Never '99
John Neville P'87
Nanette Boyer Nevis '72
Christine A. Neveus-Herbert '05
Robert and Claire Neveus-Bould '14
Judy A. Newman '79
Martha Wagner Newman '67
Rosalind Liston Newman '62
Steven and Linda Newman P'12
Mary O’Dea Newton ’91
Valerie Farias Newton ’75
Yong J.G. Ng '11
Phie S. Ng'90
Vivian Ng '09
Mengze Ngnuyen '96
Anne Moriarty Nichols '61
Elizabeth T. Nichols '13
Lucy Jacob Nichols '84
Max E. Nichols '14
Nicole Magnusco Nichols '95
Joyce Anderson Nicholson '51
Helen Beardslee Nickelsen '48
Lucille Miller Nickerson '98
Michael and Ellen Nickoll P'01
Marion L. Nierintz '65
Noel Nieves
Nancy Buddie Nightingale '83
William J. Nightingale, Jr. '86
Andrew L. Nikel '80
Abigail E. Nintzel '05
Karen Nissen-Boryczka
Athens and Feigl Nollan '88
Barbara Roxy Nix '99
Hillary M. Noble '16
Molly Nolan '96
Nicole Ryan Nolan '83
Marlyn Smith Noll '55
Paul A. Nolle, Jr. '80
Margot B. Nones '81
Caroline M. Noonan '16
Pamela Kraus Noreika '71 P'00
Christopher and Joan Norfleet P'18
Susan Deary North '75
Sally L. Northrop '90
Ann Fischer Norton '96
Hawker Parker Norton '96
Sabrina Notarfrancisco
Julie Nouet '16
Charlotte P. Novak '14
Paul and Elyse Novak P'13
Sandra Gray Nowicki '65
Barbara Smith Noyes '74
Bruce and Tammy Noyes
Nicholas Noyes
Wendy Thompson Noyes '67
Professor John Nugent
Paul F. Nugent
Sarah M. Nugent '10
Rafael A. Nunez '10
Elizabeth Murtha Nuti '95
Carolyn Keefe Oakes '59
Ryan M. Oakes '97
Catherine Newman Oakley '92
Ellen Oppenheim Oakes '60
Judith MacZara Dates '67
Stephen and Margaret Ober P'17
Charles and Maryse O'Brien
Reggie Anderson O'Brien '72
Jane Branigan Ochicosgroge '70
and Frank Ochicosgroge P'06
Beverly Quinn O'Connell '52
Pia Gille O'Connell '71
Chloe A. O'Connell-Ngwo '06
Christina fillin O'Connor '92
Marsha Kioli O'Connor '78
Robert Martin Odel '55
Brendan R. O'Donnell '86
Susan O'Kiefer '98
Katherine Oakes '97
Barbara Oof Ogle '64
Paul and Kathleen Orlinbrych P'93
Julie Turner Oliva '78 and
Leigh Oliva P'16
Melissa T. Oliva '16
Nancy Pedicino O'Levith '71
Christian and Korpik O'Levith '18
Elizabeth Rogers Olsen '96
Marisa M. Olsen '65
Thomas Olsen '65
William T. Olsen III '14
Elizabeth A. Olson '65
Patricia Cannon Olson '71
Shirley Reese Olson '48
Megan E. Olt '16
William J. Omansie '97
Richard Omansie and
Anna Kasdin P'16
Barbara Vosburgh Omoniduo '91
Karen Gilisio Ondroc '89
William O'Neill and Jeanne Dube
David and Pamela O'Neil P'07
Kristen J. O'Neill '13
Michael D. O'Neil '07
Linn Whitelaw Ong '64
Amanda D. Onofrio '16
Grace Lee Oei '50
Rosemary A. Detiker '85
Suzanne Gerber Offit '56
Corey F. Ogilby '12
Lydia Phippen Oglify '42
Carolellen Downie Ogle '72
Brendan T. O'Hagan '09
Kimberly Richards O'Hagan '07
Isabelle O'Hara '94
Keith O'Hara and Dena Coccoza
O'Hara P'17
Lamar T. Ok'12
Erik Okabe-Jawdat '10
Shane O'Keefe '81 and Lisa
McMahon O'Keefe '81
Shane O'Keefe '81 and Lisa
McMahon O'Keefe '81
Virginia Hargrove Okell '50
Paul and Kathleen Olbrych P'93
Julie Turner Oliva '78 and
Leigh Oliva P'16
Peter Nelsen P'14
Beale Ong P'88
Anne Kasdin P'16
Leigh Oliva P'16
McMahon O'Keefe '81
McMahon O'Keefe '81
Nicholas Noyes
Wendy Thompson Noyes '67
Professor John Nugent
Paul F. Nugent
Sarah M. Nugent '10
Rafael A. Nunez '10
Elizabeth Murtha Nuti '95
Carolyn Keefe Oakes '59
Ryan M. Oakes '97
Catherine Newman Oakley '92
Ellen Oppenheim Oakes '60
Judith MacZara Dates '67
Stephen and Margaret Ober P'17
Charles and Maryse O'Brien
Reggie Anderson O'Brien '72
Jane Branigan Ochicosgroge '70
and Frank Ochicosgroge P'06
Beverly Quinn O'Connell '52
Pia Gilisio O'Connell '71
Chloe A. O'Connell-Ngwo '06
Christina fillin O'Connor '92
Marsha Kioli O'Connor '78
Robert Martin Odel '55
Brendan R. O'Donnell '86
Susan O'Kiefer '98
Katherine Oakes '97
Barbara Oof Ogle '64
Paul and Kathleen Orlinbrych P'93
Julie Turner Oliva '78 and
Leigh Oliva P'16
Melissa T. Oliva '16
Nancy Pedicino O'Levith '71
Christian and Korpik O'Levith '18
Elizabeth Rogers Olsen '96
Marisa M. Olsen '65
Thomas Olsen '85
William T. Olsen III '14
Elizabeth A. Olson '65
Patricia Cannon Olson '71
Shirley Reese Olson '48
Megan E. Olt '16
William J. Omansie '97
Richard Omansie and
Anna Kasdin P'16
Barbara Vosburgh Omoniduo '91
Karen Gilisio Ondroc '89
William O'Neill and Jeanne Dube
David and Pamela O'Neil P'07
Kristen J. O'Neill '13
Michael D. O'Neil '07
Linn Whitelaw Ong '64
Amanda D. Onofrio '16
Thyrza Magnus VanVoris ’42
Mary Blatchford Van Ettcn’ 35
Irene Johnstone VanName ’40
Peter Venzia ‘77
Emestine Vincent Venner* ’30
Emily Daggy Vogel* ‘34
Naomi Gberman Vogel* ‘49
Walter Jacob Vogel* 
Emil VonArx*
Frances Wells Vroom ’29
Eleanor Kent Waggert-Fletcher *’ 50
Susan Wagner ‘80

Mariana Parcellis Wagoner ’44
Joseph Waldschnitt* 
Mary Lewis Wang ’44
Marion Warner* ‘20
Sandra D. Warner ’71
Alice Gordon Washton* ‘33
Jesse Watters*
Katharine Weed* ‘23
William Weems, Jr. P’99
Roman* and Tatiana Weiler*
Esther Stone Wenzel* ‘29
JoelIa B. Werlin ‘59

Ruth Ferree Wessels* ’33
Lynn Gorsey Westonberg ’72
Emily Estes Whalen ’48
Ann Crocker Wheeler* ’34
Bernice Wheeler* ‘37
Elizabeth Wheeler*
Elizabeth Murphy
Whelan* ‘65
Cynthia Terry White* ‘46
Dorothy Thayer White* ‘79
Joan Andrew White ‘51
Virginia Whitehill

Patricia Feldman
Whitstone ‘45 P’74 ‘80
F. Burton Whitman*
Elizabeth Whitney P’71
Honorine Wigmore* ‘25
Harold F. Willey
Janice Robinson Wilford* ’49
Suzanne Porter Wilkins ‘45 P’72
GP’98
Priscilla Dennett Willard* ‘32
George and Cynthia
Willauer ‘72 ‘79 P’89

Diane Y. Williams ‘59
Elizabeth Williams* ‘20
Muriel Williams* ‘31
Susan Rafferty Williams ’65
Ann Barnard Wilson* ’48
Barbara Goodman Wilson ’79
Sarah Wing ‘53
Susan Askin Wolman ’51
Ruth H. Wood* 
Evelyn Whittome Woods* ‘31 P’58
Charles Woodward* 
Amy Peck Yale* ‘22 P’48

Margery Plass Yearout ’85 P’91
H. Peter Young
Melvin H. Young*
Esther Potter Zaff ‘94
Jonathan Zaff ’95
Alma Zeller* ’42
Jeanne Tucker Zenker ’51
LaRoy Zieger* P’56
Helene Zimmer-Loew ’57
Susan Leifter Zuckert ’59

SYNERGY SOCIETY
Recognizes the support and commitment of young alumni who give consistently at a leadership level

Anonymous ‘02
Anonymous ‘13
Kelly A. Arabia ’10
Grace D. Arostoa* ’10
Paul A. Bacigalupo II ‘14
Erika M. Berlinghof* ‘05
Joseph Birmingham ’16
Michael D. Boswell ‘10
Christopher F. Bothor ’07
Jordan C. Bothwick ’15
Lucy Strong Burkland ’08
William E. Burkland ’08
Tesandra K. Cohen ’07
David J. Collier ’11

Brett F. Curran ’16
Patrick M. Deegan ’14
Liana Douillet Guzman ’06
Claire E. Dufek ’10
Olivia W. Farrell ’14
Patrick W. Farrell ’18
Alexandra Fellefe ’10
Alexandra D. Fiorillo ’03
Michael P. Gardner ’10
Alexander A. Giordano ’15
David M. Goldblatt ’06
Alicia R. Gorin ’16
Allison B. Gorsuch ’03
Claire S. Gould ’10

Charles P. Gurry ’09
Emily Mond Gurry ’09
Maura M. Hallissey ’13
Chris D. Hensman ’03
Alison J. Holland ’11
Anne K. Holly ’17
Jacqueline E. Hutchins ’10
Grace S. Jaster ’16
Kaitlin E. Karlson ’16
Joseph R. Larkin ’07
Ellie R. Leahy ’13
Andrew W. Lee ’12
Max S. Lemper-Tabatsky ’16
John C. Lewis, Jr. ’13

Naomi B. Mayo ’19
Devin G. McCarthy ’16
Timothy P. Messler ’05
Nathan P. Milne ’15
Lauren E. Munhall ’16
D. Michael O’Donnell, Jr. ’12
Briglia C. Palatino ’12
Evan M. Piekar ka ’07
Alicia M. Rea ’12
Blake M. Reilly ’14
Rone Petri Rickard ’03
Blair E. Rose ’17
Alysha C. Said ’16
Areti A. Sakellariou ’08
Alexander B. Schoenfeld ’05
Ian G.P. Schottlaender, Jr. ’14
Alexandra D. Shapiro ’11
Nicholas B. Sizer ’12
Jovan Tatis ’10
Gabriela V. Taylor ’16
Geoffrey S. Taylor ’13
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Right: One of the College’s most essential campus centers: Utility House, which reopened after summer renovations.