

THE **w** Express

THE MAGAZINE OF WELLS COLLEGE ALUMNAE AND FRIENDS

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GIFT REPORT CORRECTIONS: M. Suzanne Owens Heintz '48 was omitted from her class list of donors. Susanne Jones McGuinness '63 should have had a "5" next to her name, indicating 5 or more years of continuous giving. Carol Carbery '93 should have been listed in the Minerva Society.

Summer 2005

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CHARTING OUR OWN UNIQUE COURSE

FROM PRESIDENT
LISA MARSH RYERSON'S
ANNUAL ALUMNAE
ADDRESS

The 2004-05 academic year was an amazing time for Wells College. Never before has Wells received so much media attention, intense scrutiny, and outpouring of emotion. Everywhere I traveled, people asked me about Wells and shared their own reactions — which ranged from anger to joy — and everything in between. The consistent media coverage is good for Wells. It heightens awareness and raises our profile. Many who did not know Wells before, do now.

Wells College is ever changing, always evolving, always progressing. Even as Wells' core values remain largely untouched by time, the Wells experience has changed continually. It always has and it always will.

The College's core values have been a guiding, enduring force. They determine the choices we have made, and they continue to guide the strategic planning process. Our core values include:

Excellence and quality: Quite simply, excellence and quality drive all that we do; they inform all of our goals.



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VALUES HAVE BEEN A
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AND THEY CONTINUE TO
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PLANNING PROCESS.”

The liberal arts and intellectual discourse: We must raise the level of discourse, and reframe the conversation at Wells to focus on what we teach and why. The heart of a liberal arts education — which is our central commitment — lies in questioning and in critical thinking; not a mere delivery of facts or information, but an active inquiry pairing great teachers and promising scholars in dialogue. At Wells, even as we celebrate academic acuity, we must also contribute to the evolution of knowledge.

Educating the whole person: The Wells experience encompasses the mind, the body and the spirit. We are deliberate in guiding students toward their full potential. At Wells, education, by design, is holistic.

Diversity: This covers the full spectrum of whom we educate and who provides that education. We purposely shape our curriculum to reflect our understanding that we must prepare students to appreciate complexity and difference. To be fully educated in the truest sense, we must actively embrace new ways of knowing.

Size: We are deliberately small, yet it is more than just numbers *per se*. We value the characteristics of being small: close faculty-student interactions; an individualized

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and fully participatory education; the ability to really connect with one another. The choice to remain small also brings unique challenges.

Global citizenship: Wells exists within a larger context. We are not an island unto ourselves. We are situated *within* the landscape of higher education, the central New York region, the United States, indeed within an international community. Moreover, our students are global citizens, and the Wells experience must educate the whole student with solid preparation for life in a global community.

Gender equity and a commitment to women's education: The move to coeducation does not mark the diminishment of our commitment to women and women's education. To the contrary — a live and thriving Wells allows us to continue to do what we do best. The women and men educated at Wells — where we are deliberate in our support for gender equity — will be uniquely qualified to contribute to society and our commitment to social justice.

As this year's Commencement speaker, President Patricia McGuire of Trinity University in D.C., reminded us, "our mission is lived in *how* we educate and *what* we teach, and that *who* our students are should be largely determined by the students themselves if they wish to partake of this great educational opportunity. We have come to understand mission *not* as a set of institutional features, but as an agenda for action that is only complete in the lives of our graduates."

In other words, we must define ourselves, not by whom we exclude, but by what we do.

THE MOVE TO COEDUCATION

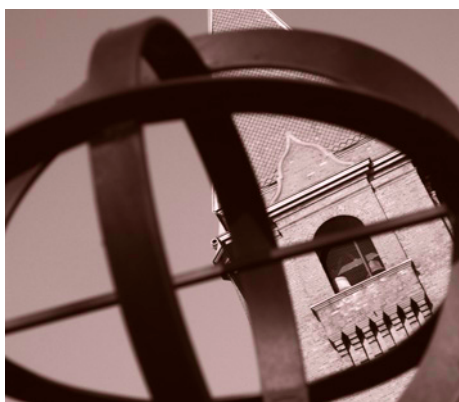
Becoming coeducational has provided the College with a moment in time to really look inside and outside of ourselves — to see our "place in the world." Wells is positioned for a rebirth. Although we will not immediately solve our over-reliance on the endowment, nor erase our deficit, we have a rare opportunity to summon our finest qualities and share our talents to shape a more positive future. By increasing access to a Wells education, we will make a difference in the lives of many more students.

Over the course of time, it has not always been easy to focus on the possibility of a bright future for Wells College. Looking back over *this* year, an extraordinary time in the history of Wells College by any measure, the famous first lines of Dickens' *A Tale of Two Cities* come to mind:

"It was the best of times, it was the worst of times... it was the epoch of belief, it was the epoch of incredulity, it was the Season of Light, it was the Season of Darkness, it was the spring of hope, it was the winter of despair."

In early October, though the sky was a brilliant, crisp, clear blue, the sight of the tents on the lawn and students camped out in Macmillan was anything but "the season of light." I understand the anguish and despair many students felt and the loss expressed by alumnae. Yet, I have also seen the College's perennial struggle just to survive and I know *that* anguish, too.

Since the late 1960s when men's schools opened their doors to women, Wells has regularly considered coeducation as we struggled to balance financial solvency with the pursuit of academic excellence. And that balancing act continues.



“BECOMING COEDUCATIONAL HAS PROVIDED THE COLLEGE WITH A MOMENT IN TIME TO SEE OUR ‘PLACE IN THE WORLD.’ WE HAVE A RARE OPPORTUNITY TO SUMMON OUR FINEST QUALITIES AND SHARE OUR TALENTS TO SHAPE A MORE POSITIVE FUTURE.”

We revisited the issue again during the spring semester 2004. We engaged in dialogue with the campus community. And last year in my Alumnae Address, I shared the possibility of admitting men with you, and held focus groups during Reunion. Even as we continued to communicate with alumnae and friends about the discussions taking place, it was often hard to “get” that this was real. Perhaps we had discussed it so regularly, that it was a bit like the “*girl* who cried wolf.”

This time, however, the trustees, and I am a trustee, knew it was time to break the cycle of year-to-year survival; to end our history of reacting to crisis after crisis. It was time to get it right for Wells. Our faculty, our students, our alumnae and the entire Wells community deserve a Wells that is healthy and thriving.

We investigated coeducation further through extensive internal and external research. We looked at nearly 200 liberal arts colleges and identified three subsets: coeducational institutions; historically women’s colleges that transitioned to coeducation; and those colleges that have remained single-sex.

We learned that coeducational colleges out-performed women’s colleges on key enrollment and financial indicators. Perhaps more importantly, we learned that the historic women’s colleges — those that made the change to coeducation — out-performed *both* other categories on those same key points.

Based on the data, and on our particular position in the marketplace, we concluded that if Wells joined the ranks of historic women’s colleges, we would likely sustain improved overall applications and enrollment; more women applicants and enrollees; a stronger revenue stream; and a more vibrant campus.

Still, these types of questions rarely generate full consensus. As the leaders of the College, we had to have the courage

to make decisions that serve the common good. Thus, we made the decision last October that Wells would admit men as matriculated students this fall.

Historic women’s colleges tend to retain their women-centered characteristics because those elements are ingrained in our cultures and our structures. Wells has a long history of supporting gender equity. And that commitment endures.

Nevertheless, we understood there would be a sense of loss and a period of grieving. We honor that loss and the pain it brought. And we expected protest. But we also knew the community would begin to feel a sense of excitement and optimism about our future. We knew that we would emerge from the “winter of despair” in the minds of some, to the “spring of hope.” And we are seeing that happen.

Coeducation is not “the” answer or the only answer, but it gives us a window of opportunity to create a blueprint for our future,

for *a* future. As we have moved through the strategic planning process, we are continually aware that we must reduce our draw on the endowment — which will again be in the double digits at 12%; increase net tuition revenue; and ultimately eliminate deficit spending and achieve a balanced budget. Although we are not there yet, we are moving from a fear of failure toward embracing the possibility of success.

STRATEGIC PLANNING

While intensive work has been done to ensure sustainability, this is just a minimum requirement. Our real goal is a prosperous and thriving future. To get us there, over the past year a committee, led by Associate Dean Carolyn Denard and made up of faculty, students, staff and trustees Pat Wahlen ’66, Steve Zabriskie, and

“HISTORIC WOMEN’S COLLEGES TEND TO RETAIN THEIR WOMEN-CENTERED CHARACTERISTICS BECAUSE THOSE ELEMENTS ARE INGRAINED IN OUR CULTURES AND OUR STRUCTURES. WELLS HAS A LONG HISTORY OF SUPPORTING GENDER EQUITY. AND THAT COMMITMENT ENDURES.”

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Meghan McCune '03, has worked together to generate a draft strategic plan that will guide our development over the next five years.

Faculty, staff and students have had many opportunities throughout the year to contribute their ideas and share feedback — through a series of mailings, meetings and formal and informal discussions. It is a dynamic and thorough process, and most people participated actively. As a result, ideas began to take shape and priorities emerged from what started out as a lengthy “wish list.”

The strategic plan outlines the foundations upon which success will be built and how we will demonstrate that success, including a “sound, relevant, and rigorous academic program; a respectful, inclusive, informed and vibrant campus culture; diverse, engaged and academically talented student body; and a professional faculty and staff.” These will be “supported by ample financial, academic, technological, and physical resources, with on-going efforts to assess and plan for future development.”

In this issue of the *Express*, a draft plan is included for your contribution and feedback — to assure that our plan is inclusive, broad and holistic. The final plan will reflect our shared aspirations so the College can “move into the future with confidence and optimism.”

We have an ambitious outlook and ambitious goals. With the passing of each day, Wells’ future looks brighter. We now have within our grasp the possibility of freeing ourselves from the inter-related enrollment and financial challenges that have constrained the College for decades.

INVESTING IN THE FUTURE

A successful future requires the courage to make bold investments — and difficult choices. We will make

significant programmatic investments, as well as expenditures for facilities and infrastructure. We must be deliberate and strategic about where we invest. While we will not be able to fund every good idea, we will invest in additional faculty, as well as in facilities and technology support for academics. For example, work has already begun on classroom upgrades.

We are also in the midst of phase one of athletic facilities enhancement. In the Herman and Margaret Schwartz Student Union — built in 1957 — we are expanding the cardio, weight, and training rooms to better support all of our students, and specifically our student-athletes. In addition, we are providing much-needed accessibility to the building. Our athletic facility needs improvements in order to support women’s and men’s intercollegiate, intramural, recreational, and health and wellness programs. Athletics are an integral element of a student’s Wells experience as well as a critical approach in our efforts to recruit and retain a talented student body. This summer we are also working on outdoor projects including rebuilding our tennis courts and adding a men’s soccer field.



“A LIBERAL EDUCATION IS A JOURNEY OF GREAT PURPOSE. IN AN AGE OF INCREASING SPECIALIZATION AND FRAGMENTATION, THE LIBERAL ARTS OFFER BREADTH OF KNOWLEDGE.”

Concurrently, we are moving forward with the College’s first academic building in 30 years — the science center. With faculty input, plans for the new science building have been revised to contain escalating construction costs, even as we assure a high-quality facility. The building will be situated in the parking lot between Macmillan and Long Library. In anticipation of building, expansion of the Woods Lot parking area began this summer.

Despite slowdowns due to a sluggish economy and our own institutional need to address viability before constructing a new building, we have revitalized

the science campaign. We are working aggressively to raise the remaining funds needed for groundbreaking. I am especially grateful to those who have already stepped forward with gifts and commitments that total over

\$10.8 million — especially our board and honorary board members who contributed over half of that money.

Generosity of this magnitude moves us closer to breaking ground. And the trustees remain committed — in principle and in their giving — to putting a shovel in the ground only when the construction funds are raised, and we secure the additional \$7.2 million needed to reach that point.

Success — investing in people, programs, and place — does not come without cost. To achieve our goals, Wells must raise both annual giving and endowment support.

GENEROUS ALUMNAE

Perhaps more so than at any other time in our past, I look to alumnae to have the generosity of spirit that so many of our earlier generations demonstrated. I need alumnae to dig deeply, to step to the plate, to be willing to invest in Wells College to the fullest degree.

Philanthropy comes in all sizes — it's not just about the level of gifts, but about the depth of commitment, the degree to which we are willing to support those things we care about. I ask alumnae and friends of the College: "Does the strength of your giving correspond to the depth of your care?" I hope that you will respond positively and as generously as you are able.

I asked my colleagues at other historic women's colleges about giving when their college's admitted men. They shared with me — and the research confirmed — that most schools saw an immediate dip in giving the first year followed by a sustained higher level of giving.

Although some alumnae decided not to give this year, more than 100 who had not given in the last three years or more *did* contribute this year. Even in this year of change — and some sadness, anger and protest — our supporters have remained generous, contributing \$1.56 million to the 2004-05 annual fund, surpassing last year's totals. Please help us begin the 2005-06 fund year with characteristic generosity. An envelope is included in this *Express* for your convenience. Although Wells is among

the top 100 colleges in the country in participation and average gift size, we must continue to raise the level of giving.

INCREASING TOTAL ENROLLMENT

Most importantly, and most immediately, we must raise enrollment. Those who have been actively engaged with Wells over the last several decades, who have listened to and read my Alumnae Addresses over the last several years, or who have seen the media coverage these past months — know that long-term sustained increased enrollment is critical for Wells' viability.

Even as we choose to remain a small college, we must move well beyond our current enrollment in order to be a healthy college. Projected total enrollment for next fall

is only 404 full-time students. Yet 400 is just too small; we must continue to grow. In fact, we are now one of the smallest liberal arts colleges in the nation. We expect to raise total enrollment to 600 full-time students over the next five years.

We are required to provide all of the same services for our students that colleges three, four, and ten

times our size provide for their students. Providing necessary services and ensuring an excellent experience is expensive: it costs us more than \$40,000 to educate each student each year because our fixed costs are spread among so few.

As a nationally-ranked liberal arts college, we are known as a best value. This is our market position, and we remain committed to affordability and accessibility. We must continue to provide adequate financial aid and resist the pressure to raise tuition to levels that would reduce our competitiveness — especially as families are increasingly opting for public education because of the cost. Here in New York State, the median family income of students attending the public universities is higher than that of students at private colleges.

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“I ASK ALUMNAE AND FRIENDS OF THE COLLEGE: ‘DOES THE STRENGTH OF YOUR GIVING CORRESPOND TO THE DEPTH OF YOUR CARE?’ ”

Although we are diligent at containing costs, over half of our expenses are in personnel. In order to remain true to the breadth of the liberal arts and retain the small class sizes and personal attention that characterize a Wells education, the answer lies not in eliminating positions, but in increasing the size of the total student body and thus increasing net tuition revenue.

Since October, we have seen a surge in applications. There were 1,034 applications for a place in the class that we will enroll next fall. Consider that over the previous five years, Wells averaged 390 applications. For decades, the College has struggled to receive 400 applications annually: although we had 477 applications for the class of 1975, that dropped to 416 for the class of 1980, 366 for the class of 1985, and down to a dangerously low 267 for the class of 1990.

For the last five years applications have hovered just under 400. Consequently, our entering classes were small: 148 students arrived for the class of 1975; 167 for the class of 1980; 108 for the class of 1990; and less than 100 the last several years.

In August we will begin to see those numbers increase as 134 students enter Wells as members of the Class of 2009. We also expect 45 transfers students. To date we have enrolled 26 men.

I have been asked if we lowered admissions standards for the men. The answer is no. The students, all of them, continue to be academically qualified. They are geographically diverse, coming from as far away as Idaho, Minnesota, South Dakota, Texas, Wisconsin, California, Washington, Hawaii, China, England, Bangladesh and Portugal. In addition, we continue to attract an ethnically and racially diverse student body, and one that reflects the range of sexual orientations and religious and cultural backgrounds.

EMBRACING DIVERSITY

To put that in Wells' historical context, educating other than white, Christian women is relatively new to the College. We have made huge strides and we have built systems to recruit and retain the most diverse student and faculty populations in the history of the College. We continue to have intense conversations about what diversity means for us, how we can best achieve it, and how we can do better. We are working toward a community that truly "fosters a culture that respects and embraces interculturalism and pluralism."

We must also work to eradicate marginalization, discrimination, bias, prejudice and oppression. That is, even as we are diligent in strengthening our ways of being that are inclusive — we must also root out our ways of being that are exclusive.

A spectrum of worldviews, cultural perspectives, and values challenges us and encourages our growth. It enlivens discussion, expands the curriculum, and presents new models for living together to be tested and to be explored. This vibrancy is necessary for the health of our campus culture and our relevance in the world.

All of us are called upon to help build a culturally diverse and academically promising community. Wells has always had many alumnae actively involved in recruitment; more than 50 alumnae participated in traditional admissions activities this year. They attended college fairs, phoned high school students, and invited accepted students to Wells club functions.

I thank all of you who have assisted Wells in this important endeavor. We have always known that personal, first-hand testimonials are a powerful influence, and we will continue to call upon alumnae to serve as admissions volunteers.



“ATHLETICS CONTRIBUTE TO A MORE VIBRANT, FUN, AND ENERGIZED CAMPUS. THEY ARE A KEY DRIVER OF SUCCESS IN BOTH RECRUITMENT AND RETENTION.”

I also called on alumnae to send us daughters and granddaughters, to refer promising high school students, friends and neighbors. Now that we have made the transition to coeducation, your prospective pool of smart women and men has increased dramatically and the results reflect that. This year alumnae referrals generated 19 applicants. Legacy interest has increased as well. We are looking forward to enrolling 10 legacy students in the fall, and we continue to offer the \$10,000 Janet Taylor Reiche '52 Legacy Scholarship.

EXPANDING ATHLETICS

Higher education is a highly competitive marketplace. All colleges — and especially small residential colleges — continue to face increasingly complex challenges, including increasing pressures on cost, a stagnant economy, the need to address aging campus infrastructures, declining student aid, and increased student expectations.

For example, students expect top-notch athletic programs. They want to be able to participate in a range of intercollegiate athletics, intramurals, and recreational programs. And given our commitment to educating the whole student, we are compelled to address these needs. This fall we will offer men's club sports in soccer and swimming, and those programs will move to intercollegiate status as soon as is feasible. We will also add cross-country at the intercollegiate level for both women and men; adding additional teams over the next several years is part of our strategic plan for athletics.

“THE WELLS EXPERIENCE
ENCOMPASSES THE MIND,
THE BODY AND THE SPIRIT.”

A strong athletics program attracts student-athletes who are more likely to stay, to be involved in campus life, and to have higher grade point averages. A successful program also contributes to a more vibrant, fun, and energized campus. Athletics are a key driver of success in both recruitment and retention.

IMPROVING RETENTION

Although the natural tendency is to focus exclusively on new student recruitment, in order to increase overall enrollment, we must significantly improve year-to-year retention results. Some feared that the move to coeducation would negatively effect retention. However, our experience this year was consistent with Wells' retention trends over time.

Historically, despite occasional blips, approximately 65% of the students who enter with a class, graduate with that class. Although we are above the national average, a 65% graduation rate is too low for Wells. For example, the class of 1955 — who just celebrated their 50th Reunion — had 94 women in September of 1951 and 61 crossed the stage to receive diplomas in the spring of 1955 — a 65% graduation rate. Likewise, the 20th Reunion class of 1980 started out their first year with 167 and graduated 109 — 65%. The rate has remained remarkably consistent in between — and since.

Admitting men will not solve our retention issues; our academic and co-curricular programs will determine the students who choose Wells — and who stay at Wells. Students are hungry for a challenging intellectual environment. Our society and the complex challenges facing our world demand no less than an educated and critically thinking populace.



“WE MUST DEFINE OURSELVES,
NOT BY WHOM WE EXCLUDE,
BUT BY WHAT WE DO.”

CONTINUED ON PAGE 8.

THE LIBERAL ARTS CURRICULUM

A liberal education is a journey of great purpose. In an age of increasing specialization and fragmentation, the liberal arts offer breadth of knowledge. Students are not accumulating obscure facts or being force-fed political agendas. They are learning to think independently and creatively. They are preparing for lives as contributing citizens in a global society.

Our responsibility as educators is to make sure that we are indeed offering a rigorous education. We will review each academic area to assure that our curriculum is, as we describe in our draft strategic plan, a coherent program of the “highest quality... that is relevant, culturally diverse, gender-balanced, and pedagogically sound.”

An excellent liberal arts education provides opportunities for both breadth and depth of study. And it is as much about the *who* as the *what*. That is, in addition to critically assessing the curriculum and what we teach, we must continue to attract academically promising students, and a faculty who are experts in their fields and dedicated to teaching. Unlike our early history, we now have 50 faculty members, and nearly all have doctorates or terminal degrees in their fields.

We continue to build that expertise. This year we are filling four tenure-track positions in French, physics, religion, and art history. Next year we will be filling tenure-track positions in psychology, women’s studies, and organic chemistry. If enrollment continues to increase as planned, we will add more tenure-track faculty — three per year for the next three years.

Our searches for new faculty members are selective. We seek extraordinary scholar-teachers who will thrive in this community and help shape it.

THE CO-CURRICULUM

Our many successful study abroad programs provide students with expanded opportunities and serve as an important revenue stream for the College. Study abroad programs generate more than half a million dollars each year.

Additional experiential learning options include off-campus study, internships, and undergraduate research — all essential elements of a contemporary liberal arts education. Programs that connect hands-on experience with classroom learning have emerged rapidly in the last 15 years. Students now expect they will have opportunities to prepare for careers and graduate school through activities such as internships and community service. Collaborating with professors on original work — another one of our strengths — is a little more rare. While nearly all schools offer experiential learning, at Wells, conducting original research, writing a thesis, creating a body of art or original performance, is a credit-bearing requirement in all majors. Thus, students receive maximum learning benefits and build meaningful relationships with the faculty.

They also hold internships: 97% of the graduating class of 2005 completed at least one internship during their time at Wells. We are more connected with our global neighbors than ever before. Consequently, internships abroad are increasing. This year, in addition to these international opportunities, students held internships across the states as well. And the quality of internship options here in the U.S.

is excellent. Half of the first-year class held January internships, and many students were sponsored or housed by alumnae and their families.

In addition to experiential learning, the co-curricular experience at Wells complements the academic program and contributes to the development of each student as a whole person. In a time when commuter students are the

“I REMAIN COMMITTED TO LEADING US TO ENDURING EXCELLENCE. I CALL ON THE WHOLE OF WELLS FOR CONTINUED SUPPORT AS WE TRANSFORM FROM THE BRINK OF VIABILITY TO THE HEART OF VIBRANCY.”

majority in higher education, we believe we have something very special to offer. From late night discussions, to participating in athletics, to performing on stage — these are important elements of the Wells' experience.

SUPPORTING STUDENT LIFE

We are an active — and activist — learning community. Therefore I was not surprised that many of our students protested the decision to become coeducational. I understand their pain and their anger.

Just as many of you have come to understand that need for change, I have been impressed by the maturity and depth of caring of our students as they have moved closer to that understanding and, perhaps, acceptance. Many have moved from protest to participation in transition planning. They are helping to welcome the first coed classes next fall. And their contributions are valuable, such as helping the resident life staff develop next year's housing plan. Many have been curious about the details: Main and Glen Park will be all-women residence halls for next year. Men will live in single-sex suites in Dodge and on one floor of Leach. Because it is our most accessible residence, students with mobility impairment will be housed in Weld.

Following the coeducation announcement, while the media and people off campus often focused on the decision, we continued to care for our students and provide them with excellence in academics and campus life. And in recognition of this work, the students presented Wells' 2005 Student Life Award to the entire Dean of Students staff. At this spring's Honors Convocation, Collegiate President Patricia Castro-Vega thanked the division for "...their encouragement and

commitment to student life [that] touched all aspects of the community... providing stability during a time of great change."

BELIEVING IN WELLS

Although we are indeed in a time of great change, that change is rooted in our enduring values and guided by sound strategic planning. The essence of Wells' spirit is reflected in our commitment to excellence and quality; the liberal arts and intellectual discourse; the holistic education of our students; diversity in who we are and what we teach; an individualized and fully participatory education; to preparing our students for lives as global citizens; and to gender equity and a commitment to women's education.

My passion for doing this work, my deep commitment to getting it right is rooted in our alumnae, in our faculty, our campus community, and our students. I believe in this place, in the quality of our education, and in the people who make it all worthwhile.

Because I am a student of our history and have such great respect for the noble efforts of those who came before us, I will not let us be lulled into complacency. We must boldly seize this unique time in our history.

I remain committed to leading us to enduring excellence. And I call on the whole of Wells for continued support as we transform from the brink of viability to the heart of vibrancy.



Lisa Marsh Ryerson
President of Wells College

“THE CO-CURRICULAR EXPERIENCE AT WELLS COMPLEMENTS THE ACADEMIC PROGRAM AND CONTRIBUTES TO THE DEVELOPMENT OF EACH STUDENT AS A WHOLE PERSON.”

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WELLS COLLEGE ALUMNAE ASSOCIATION
2005 ALUMNAE AWARD

The Alumnae Association is pleased to announce Sister Cornelia Ransom '51 and Dr. Anne Parker Taylor '55 have been selected to receive the 2005 Wells College Alumnae Award. Both were honored on Saturday, June 11 in Aurora during Reunion weekend.



Cornelia Ransom '51

Cornelia Ransom '51, now Sister Cornelia Ransom of the Order of St. Helena, is being recognized for her outstanding achievements within her religious community and in the world outside. She is a leader, mentor, teacher; a staunch believer in the role of women in our society, and a woman who can successfully stand with one foot in the spiritual world and the other in the secular.

Virginia Rogers Burgess '48, Alumnae Association Award Committee member, recently interviewed Cornelia. Readers can enjoy some additional questions Virginia posed in an attempt to open another window on the life of this fascinating and delightful woman.

Virginia: Before going to Wells, what had you envisioned for your future in terms of family, career, life?

Cornelia: I was considering three things: marriage (I had a serious beau at the time), being a missionary teacher, and entering a religious convent. When I was in high school, I observed the sisters at the convent in Peekskill, New York, walking two by two into the chapel, and I decided that wasn't for me at that time, but I never really lost the idea.

Upon graduation from Wells, I went to South Dakota to teach math in the Missionary School, having already broken my engagement because I didn't feel I was ready for marriage. After two years, I went to Hawaii where I spent the next ten years trying a variety of things. I began by teaching at St. Andrew's Priory School for Girls. I tried banking but found it boring; travel agency business, but found it shallow. I entered the University of Hawaii with the intent of obtaining an advanced degree. I completed the course work, but never wrote the thesis. I finally asked myself, "Cornelia, what is it you want to do? You love to pray and you love to teach." The answer became suddenly clear; "get thee to a nunnery." I have never considered that a calling, but rather an invitation.

Virginia: Why did you choose the Order of St. Helena as opposed to other Episcopal Orders?

Cornelia: I chose the Order of St. Helena because of its affiliation with the Order of the Holy Cross and because it was more liberal than some others. For example, we operated one of the first schools in Kentucky to be integrated.

"I arrived at Ground Zero two weeks after 9/11 with mixed feelings... Banners flew representing many countries. It was almost like a village, and the only question on everybody's mind was, 'How can I help?'... When I asked what I could do, I was told to be a presence. I found that what workers really wanted was hugs, lots and lots of hugs. They also wanted to talk about their families, their kids."

Sister Cornelia Ransom '51

Actually, I hated the first two years I spent in the convent. That was before Vatican II which opened so many doors. On the side, I was offered my old job back at the Northfield School. I was really torn, and I spent all night in the chapel pondering my decision. I finally asked myself the question, "Why did you enter the convent in the first place, and is the reason still valid?" The answer was yes, and I felt I must honor the invitation.

Virginia: Have there been people who have inspired you and/or mentored you? Who were they?

Cornelia: The Reverend Sewell Emerson, my parish priest, and his wife (Marjorie Van Schaick '31) were "outside" parents to me as a teenager. I also read every book about missionaries which I could get my hands on. I'm sure I read every one of Pearl Buck's.

Virginia: What were you looking for and what came to pass as a result of your meetings with the Pope and the Archbishop of Canterbury?

Cornelia: When I met with the Pope and the Archbishop, I was a member of an ecumenical consultation of major Superiors of religious communities. Our purpose was to get to know each other, to share our traditions, to share common ground. The movement was begun by a Jesuit and an Anglican Priest.

Virginia: You were a dynamic presence at St. Paul's Chapel and Ground Zero itself. What can you tell us of the workers there, all heroes in my book! What were your first impressions upon arriving at Ground Zero?

Cornelia: I arrived at Ground Zero two weeks after 9/11 with mixed feelings. It was a bitterly cold day. I was in my full habit, and I must have looked like something from outer space by the time I had also donned a safety helmet, jacket, hand warmers, mittens, a mask, and goggles. I walked around the edges of the debris; the air was terrible. I stopped at the Red Cross Relief Center and sat at one of the long tables. There was lots of good food for several weeks, supplied by various restaurants and caterers. Strangers sat with strangers. They came from all over the world as well as the United States and from all walks of life. Banners flew representing many countries. It was almost like a village, and the only question on everybody's mind was, 'How can I help?' We had to get

involved. I went to St. Paul's Chapel every Sunday from about 2:00 until 11:00. When I asked what I could do, I was told to be a presence. I found that what workers really wanted was hugs, lots and lots of hugs. They also wanted to talk about their families, their kids.

Virginia: What's the story behind the square you made for the alumnae quilt?

Cornelia: One year, our class won the song contest with a little ditty containing the line 'I want to be a typical play girl.' Ever after, the Class of '51 was known as the Play Girls. For our 45th reunion, I think, we had a tote bag with a logo depicting the Play Girls of '51. I copied that on my square. Nothing more exciting than that!

Virginia: Tell us more about what you're doing now.

Cornelia: I offer individual spiritual direction at the General Theological Seminary in New York City to those studying for the priesthood. The focus is the ongoing relationship between the individual and God. They know everything is confidential, and they can be completely open and honest. I am on the vestry of the church in Chinatown, which I attend every Sunday and where I also teach Sunday School. I do my share of community maintenance, too. We don't do routine cleaning anymore, but we maintain the cars, the yard, and the gardens.

Virginia: What do you do for fun and relaxation? Do you have any hobbies?

Cornelia: I love the outdoors, especially water sports and hiking. I attend concerts and go to museums. I'm not much for the movies because there are so few I'm interested in. I like to do woodworking which, incidentally, was a required course in the school I attended. I have put together things, such as benches, from kits. I also like to sew, do needlework, and knit.

Thus ended my interview with Sr. Cornelia Ransom '51. I found her to be just as those whom I contacted described her: grounded in her religion, but very much a part of the world outside; multifaceted in her interests and abilities; endowed with a wonderful, genuine laugh and a sense of humor to go with it; strong but sensitive. -Jinny Burgess '48



“It’s very nice to be recognized, especially by Wells which has a very warm spot in my heart. It was a launching pad, and that’s what it should be for everyone.”

Anne Parker Taylor '55

Anne Parker Taylor '55

Anne Parker Taylor '55 has worked for over 40 years in the combined fields of education, design, architecture, and planning. Her work has been seminal in understanding the effects of the physical environment on learning, and continues to be influential and innovative in the design of architectural education and learning environments for children.

Nell J. Mohn '80, Alumnae Association Award Committee Chair, recently interviewed Anne. Thanks to Nell’s efforts, *Express* readers have the opportunity to learn about Anne in her own words.

Nell: What triggered your idea to link art and physical environment to improving education? What was your original theory, and what steps did you follow to verify your theory?

Anne: The idea was a gift from children. I was shelling on a beach in Mexico in the 1960s with 12 children, including three of my own. They were filling their tee shirts with shells, discarding some, saving others. I asked them, “Why are you saving some and throwing others away?” “Because they’re beautiful and different,” was the response. I realized they were making critical aesthetic judgments about their environment. This made me start thinking about classrooms where students sit for 18 years, many of which are not very beautiful. So I formulated a hypothesis about provisioning an environment to support the teaching of the organizing elements of design to 4 year olds.

Next, with ten architecture students, I set up a study with an experimental group in the College of Education at Arizona State University and the control group at a nursery in the College of Home Economics. In the experimental environment, everything was a learning tool. There were some dolls and trucks, sand and water, building blocks, non-literal and more architectonic toys. There were open-ended, soft, mirrored, geometric and organic environments so that the locus of imagination was in the children’s minds.

What I found was that the children used the mirrored space for theatrical makeup and to build a vocabulary of body parts. More detailed renderings of the human figure appeared in their

drawings. Plus, they moved from parallel play — where they play alongside of, but not necessarily with, one another — to integrated play much more quickly than children in the control group. Children were using language with each other at earlier ages, which showed clear communication benefits to this kind of enriched environment.

Nell: To help us better understand what you do, describe the classrooms of the 1960s and contrast them with learning environments possible today based upon your work.

Anne: Most classrooms then and now have a teacher at the front of the room and tables or desks that are in a row or in a circle. The teacher and the textbook are the fulcrum around which everything occurs. Typically, there’s little interface between the architecture and educational programming with school planning. The school board gives specifications to the architect and the architect follows them. It’s all preconceived, with the standard flag, clock and alphabet across the blackboard. Who ever said that was a learning environment?

I’m trying to put predetermined thinking aside and look at the developmental needs of children and the subject matter disciplines that are to be learned, and derive the architectural design and educational programming from that. Maybe we could have a school someday where one of the rooms is an art gallery and children learn curatorial skills. Or have a music studio or a greenhouse. Instead of students sitting in the same seats ad nauseum, they move to the environments that bespeak the discipline being taught or learned. That way, subject matter areas can be integrated and curricula built that are truly interdisciplinary, which is how children’s minds work.

In my philosophy of learning, one has to examine everything in the environment: what’s natural, built and cultural, and understand what makes each object an object, what the idea is behind each thing. We are then educating a generation that understands and can better care for the environment. This philosophy is called ecosophy, which is the philosophy of ecology and sustainability. What good does it do to teach a child to read if they’re sitting on a garbage heap, or can’t breathe in a room because the air is so bad?

I want to make schools more like a children’s museum, a rich environment of thematic exhibits. Museum people need to teach teachers about exhibitry and movable systems so that the classroom can be transformed into a constructivism type space that changes, and students can help with reconfiguring it for various learning experiences.

Nell: Your ideas make so much sense. Why aren’t they the norm everywhere?

Anne: Teachers need to reach out to engineers, architects and the community. But currently they are pressured to keep up with standards and benchmarks because the politicians want test results. They don't understand about different ways of learning. I think the roles of architect and teacher need to be reversed so that we look at the teacher as designer of mind and the architect as educator for creativity and aesthetics. We need to change teacher development. They're still being trained in old-fashioned ways in old-fashioned environments. They aren't trained in space planning or how their environment detracts from or supports learning.

Nell: Where do you see your work going?

Anne: It's all going in a book right now, *The Knowing Eye: Linking Architecture and Education Through the Design of Learning Environments*. The book is a legacy and summation of my international work.

Nell: Do you have a favorite story about a class or school which benefited from your work?

Anne: There's a barrio school in Albuquerque, the Robert F. Kennedy Charter School. Ordinarily, the kids there would be in gangs or out on the streets. I trained the teachers to think architecturally, to improve their old post office building, which was deteriorating, had pigeons on the loading dock, and was surrounded by weeds. There wasn't much money to work with. An ex-student of mine, who's an architect and has a construction firm, taught the kids how to make architectural drawings, how to build a model, and envision what they could do to improve the place. He brought in a steam cleaner and they cleaned the building inside and out, got rid of the pigeons. He ordered 5,000 adobe blocks, and the kids designed and built a model of what they wanted to see the interior look like with different areas for instruction. Some other architecture students helped, but the students were up on scaffolding, laying out blocks in an assembly line. But they built their school, and it's functioning now. The Department of Labor got wind of this and tried to slap their hands for using student (non-union) help. The teachers said, "This is a curriculum. We're teaching them career education, vocational skills, and empowering them to change their environment." The DOL guy walked away and said, "You win." (See George Lucas Foundation website GLEF.org).

Nell: Have you ever felt a gender bias against you as a woman in your field?

Anne: Definitely. The world of architects in the 60s and 70s was totally dominated by men. When I went through my Ph.D. program, there was one woman student in the school of architecture. For many years, I was one of only two women on the architecture faculty at the University of New Mexico. I have always made much less money than men at the university.

But I haven't let any of this impact me. In the 60s and 70s, I was solicited by architects who wanted my expertise. Architects are very good thinkers and they enjoy ideas. One architect from

Ohio told me: "Anne, you really make me think." That was the greatest compliment! Everywhere I went, Alaska, California, Japan, there were mostly men. Then it began to change in the 80s. Today, there are 50% women among the college and graduate students that I work with, and I'm in awe of them. Supposedly, architecture firms are still male dominated, but women are making inroads.

Nell: Who has inspired you in your work or life?

Anne: Visiting Professor of Philosophy Dr. Loewenberg at Wells was fantastic and inspired us all to love Plato and learning. Bertram Hole, my voice teacher, was also very motivating for a lifetime of singing. Wells really kicked it off for me and I just haven't stopped. June King McFee, an art educator at Arizona State University, encouraged me to go on for my Ph.D. I was a wife and mother at the time with three daughters, but June recommended me for advanced graduate study.

In the 1950s at Wells, a majority of us were thinking about marriage and families. I was married and soon pregnant and before I knew it, I had three daughters. I felt like my mind had gone dead. Somebody, maybe Sissy Farenthold, in the Wells alumnae news, said, "You need to go out there and have families, but if, every day, you just read one thing for 15 minutes to stimulate your intellectual curiosity, a poem, part of a book, it will keep your mind alive." I've never forgotten that, and it came from Wells. I have consistently followed that advice.

Nell: What was it like, juggling a family and a career?

Anne: It was extremely demanding, but I loved my work. It was like breathing. I was teaching full time, maintaining a 14-room house. It probably put a strain on the family, but my daughters tell me it has helped them to be energetic women.

Nell: What are your aspirations with respect to work and life?

Anne: I want to simplify my life, my surroundings, all the running around I do, the stress of incredible obligations. But I'm a workaholic and need to keep getting these ideas out there. I have seven grandchildren and want to spend more time with them, but am reluctant to give up the work.

I play music, the piano. It's a lifetime pursuit. I'm studying jazz right now. I spend time with my grandchildren. I want more time to play jazz and write. Right now, I'm knitting scarves for children in Nepal who have no heat in their schools. We could all be doing this.

Nell: Is there another field you wish you had pursued?

Anne: No. I forged a new field for combining education and architecture, and would do it all over again.

It's very nice to be recognized, especially by Wells, which has a very warm spot in my heart. It was a launching pad, and that's what it should be for everyone.

We Remember...

We are saddened to report that twelve of our long-time trustees and leadership donors have passed away recently. They were at the heart of the Wells family. Their leadership and generosity guided Wells for many decades. Their deaths are a poignant reminder of the passing of time and the passing of an era. We remain grateful and continue to benefit from their commitments to Wells.

JANE AVERY AYERS '36

Longtime Aurora resident and former alumnae director Jane Avery Ayers '36 died in August 2004 in Auburn, New York. She was 88 years old.

Jane was proud to trace her ancestry back to the first settlers who came to Aurora after the American Revolution, and the Avery family has been involved with the College since its founding. Her mother, sister, and sister-in-law were Wells women. She married Cornellian Sam Ayers in 1940, and they had four children. Her son Avery is a member of the College staff.



In 1962, Jane began working in the Wells alumnae office where she remained until her retirement in 1978. She is credited with having a major influence on shaping the governance structure of the Alumnae Association and was instrumental in developing a strong volunteer network.

She received the Alumnae Award in 1993, along with Mary "Rusty" McDowell Hopkins '43. Jane served as president of the Aurora Wells Club and provided leadership for many College fundraising initiatives. She was the first woman ordained as an elder in Aurora's Presbyterian Church.

J. CARTER BACOT

Former trustee J. Carter Bacot died in Montclair, New Jersey this April at the age of 72 years.

The husband of honorary trustee Shirley Schou Bacot '58, he was born in Utica, New York. Carter graduated from Hamilton College in 1955 and went on to earn his law degree from Cornell University. His career with the Bank of New York Company, Inc. began in 1960 and spanned 43 years, including eight as president and 16 as chairman and CEO. In recent years, he served as (non-executive) chairman of Venator Group, the holding company for Foot Locker.

According to the *New York Times*, "Mr. Bacot oversaw the transformation of the Bank of New York from a traditional retail bank engaged in commercial lending and the credit card business into a leader in the global securities servicing and processing arena, the backbone of the world's stock and bond markets."

He was a Wells board member from 1973-78. In addition to providing consistent and generous financial support, Shirley and Carter worked diligently for decades as fundraisers for the College, setting an example that inspired others to give. The Bacots have contributed to the annual fund, the Pettibone House restoration, the Weld House renovation, campus technology, the Carter A. Woods Seminar Room, and the science campaign, among many other projects. Carter was instrumental in establishing corporate and foundation contacts for Wells.



He was a leader and significant donor at Hamilton, first joining that college's board in 1974 and serving as chair from 1990-94; and he was also on the board of the New York Philharmonic for 16 years.

ELIZABETH "LIBBY" KOCH DARLINGTON '35

Honorary trustee Elizabeth Koch Darlington '35 died in September 2004 at the age of 91. Her mother, Ruth Chamberlain Koch, graduated from Wells in 1907. Her father, Albert Koch, was a Wells trustee from 1927-68 and established the Koch Professorship in the Humanities.

An English major at Wells, Libby went on to earn a master's degree in that field from Radcliffe. She and her husband, biologist Philip Darlington Jr., were closely connected to the Boston academic world. Libby taught at



the Massachusetts Audubon Society and edited *The Curious Naturalist*. Teaching and the outdoors were lifelong passions, and she was still an active nature guide in the 1990s.

Libby was a Wells trustee from 1969-1978 and an honorary trustee from 1978 until the time of her death. She was particularly interested in competitive faculty salaries and establishing a computer network for Wells, and made substantial gifts in these areas. Again reflecting her lifelong interests, she made a multi-year pledge to help fund the construction of the new science building at the College. Libby received the Alumnae

NICHOLAS CHRISTAKOS

Former trustee Nicholas Christakos, husband of Harriet Mitchell Hart Christakos '53, died in November 2004 at the age of 74. He was a resident of Cazenovia, New York and Boca Grande, Florida.



An enthusiastic supporter of the College, Nick used his considerable expertise in higher education to help Wells and provided generous financial support. He established a scholarship to honor Harriet's 50th Reunion, which aids Wells students from the Cazenovia area.

Nick was born and raised in Cazenovia, graduated from Trinity College in Connecticut, and was a trustee of Cazenovia College. Also a respected businessman, he founded and was president of Continental Cordage. For nearly three decades, he was a member of the Oneida Savings Bank board (serving six years as chairman) and a director of Oneida Financial Corporation.

Nick was owner and president of the Syracuse Blazers professional hockey team from 1967-1972. He served as a first lieutenant in the U.S. Air Force and was president of the Cazenovia American Legion Memorial Association.

ADALAIDE BALL KIRBY '34

Award in 1982.

Adalaide Ball Kirby '34 passed away early this year at the age of 93. Adalaide was very proud her family included three generations of Wells women: her mother, three aunts, a cousin, a sister, a niece, and a daughter.

Dedicated to service, Adalaide was very active in her community of Winnetka, Illinois, as an educator and board member providing leadership to several non-profit organizations. She was equally active in the Wells community.

Over the course of many decades, she was an alumnae club president, alumnae admissions representative (for 25 years), class fund chairman, and a member of the Alumnae Award Committee from 1968-1971. Grateful for college experiences that shaped her own life, Adalaide and her husband, Davis, established the Adalaide Ball Kirby '34 Global Learning Scholarship at Wells.

Adalaide and her sister, Paisley Ball Butler '28, were also instrumental in bringing other scholarships to Wells. Their friend, philanthropist Richard Light, visited them when they were students in Aurora. In his will, he established the Paisley Ball Butler '28 and Adalaide Ball Kirby '34 Scholarships for Leaders, administered by the Richard U. Light Foundation.



For the last decade, numerous Wells students have benefited from his generosity. Fifty-eight scholars

BARBARA LOUISE
FLOWERS MURRAY '44

Honorary trustee Barbara Flowers Murray '44 died at her residence in Houston, Texas in November 2003 at the age of 82. She was born in Findlay, Ohio, the daughter of the late H. Fort Flowers and Sara Niles Flowers Georges '18 (for whom an endowed professorship in foreign languages and literatures is named).



Barbara gave generously to Wells, making significant contributions to the Weld and Pettibone House renovation projects, unrestricted giving, and most recently, to the new science building campaign. The Barbara Flowers Murray '44 Scholarship for Leaders provides ongoing support for talented Wells students.

She married John Rylen Murray Sr. in 1949. He was a petroleum engineer in Findlay when they met, and the couple soon moved to Houston where he had a long and successful career with Marathon Oil. Barbara's family, including her brother Dan, children, and grandchildren, continue to be enthusiastic supporters of Wells.

RUTH PFEIFFER
SMITH '38

metal business that was involved in the purchase and dismantling of railroads. As his career progressed, he became owner and director of many industrial corporations, railroads, and printing businesses in the United States.

Ruth Pfeiffer "Pfeife" Smith '38, a resident of Centerville, Ohio, died in April 2004 at the age of 87. She was an honorary trustee from 1988 until the time of her passing, and for more than five decades was a steadfast supporter of Wells.

A history major, Pfeife graduated Phi Beta Kappa and earned a master's degree in international affairs from Tufts University. Her marriage to Frederick C. Smith (a Cornellian) took her to Dayton, Ohio, where she was an esteemed community leader. She was the first woman president of the Washington Township Board of Education and the first woman senior warden of St. Paul's Episcopal Church in Oakwood.



She was elected Wells alumnae trustee in 1966. After serving two terms, she was elected a regular trustee and served as board vice chair. She had a leading role in the campaign that raised funds to construct Barler Recital Hall and the Campbell Arts Building.

MARGARET BLESSING SCHWARTZ

Honorary trustee Margaret Schwartz died in August 2004 in Rochester, New York at the age of 100. She and her husband, Herman, became interested in Wells in the middle 1960s. In the ensuing decades, they served as trustees and generous donors. They supported athletics, the student newspaper, and helped fund the Pettibone House restoration project. In 1986, the College honored them by naming its student center the Herman and Margaret Schwartz Student Union.



They also established the need-based Herman and Margaret Schwartz Scholarship Fund. Each year the College awards the Margaret Schwartz Music Prize and the

Margaret Schwartz Psychology Prize to students who have achieved excellence in these fields. After Herman's death in 1992, Margaret continued her involvement with Wells.

Margaret and Herman were both natives of Auburn, New York, and moved to Rochester in later years. Margaret was a graduate of Auburn Academic High School and was employed as an accountant in the city's water department.

Herman originally operated a scrap

HOWARD (HAL) E. SOMMER

Howard “Hal” E. Sommer, former trustee, honorary trustee, and enthusiastic supporter of the College for decades, passed away in May. Hal was the husband of Sarah “Sally” McElevey Sommer ’42. In recent years, he and Sally divided their time between residences in Manasota Key, Florida, and Lake Forest, Illinois.



During World War II, Hal received the Bronze Star, the Croix de Guerre with Palms, and the European Theater Medal with four battle stars. He retired from the Army as a Lieutenant Colonel on General Dwight D. Eisenhower’s personal staff.

Hal worked for Jockey International for 43 years and retired as the organization’s senior vice president and chief financial officer. In

addition, he was chairman of Wolf and Company, a certified public accounting firm. He was a member of the Harvard Clubs of Chicago and Boston, and the Dartmouth Club of Chicago.

He joined the Wells Board in 1993, serving on the finance and external relations committees, and was named an honorary trustee in 1997. Hal worked tirelessly as one of four co-chairs of the *Campaign for Wells College*, providing leadership and unflagging enthusiasm, which enabled the College to raise in excess of \$58,000,000.

The Sommers were also top campaign contributors. Hal gave more than \$1,000,000 to establish the Howard E. and Sarah McElevey Sommer Student Center in Smith Hall, stating he wished to honor Sally, recognize the wonderful experience she had at Wells, and contribute to a high quality of campus life for current students.

“So long as the memory of certain beloved friends lives in my heart, I shall say that life is good.”

— Helen Keller



ANN WILDER STRATTON ’46

Ann Wilder Stratton ’46 died in July 2004 at the age of 80. She was an economics-government major at Wells and earned a master’s degree in social work from the University of Pennsylvania.

After 20 years as a social worker in Pennsylvania, she returned to her original home of Shreveport, Louisiana, to care for her aging parents. Her father was very successful in the oil drilling business; and following his death, Ann began a new career as government watchdog in Shreveport. She faithfully attended meetings of the city council, Metropolitan Planning Commission, and Shreveport Housing Authority. July 13, 2004 was declared Ann Wilder Stratton Day in recognition of her community involvement.



She left instructions that her estate be divided equally and given to the Town of South Bristol, Maine; the Community Foundation of Shreveport-Bossier; and Wells. Her generous bequest will allow important College priorities to move forward.

MARY PRESTON
MORROW WOODS '38

Mary Preston Morrow Woods '38, honorary trustee since 1997, died early this year at the age of 88. She majored in economics and participated in choir, Kastalia, basketball, hockey, and was Service League president. Her last visit to campus was in 1998 to celebrate her 60th Reunion.

Her first husband, Edwin F. Britten III, was the brother of Mary's classmate Elizabeth Britten Woods '38. She and Edwin raised three children in their New Jersey home. She was involved with the Overlook Hospital in Summit, New Jersey, for 40 years, working tirelessly as a volunteer and member of the board of directors. She married W. Harcourt Woods in 1969.



Mary was a class agent and president of the New Jersey Wells Club. A member of the Honorary Campaign Committee for the *Campaign for Wells College*, she

established the merit-based Mary Morrow Woods '38 Scholarship for Leaders in 1994. A decade earlier, she had created a need-based scholarship fund. She was also a lead donor for scholarships to honor Jean Berry Blackburn '38 and Elizabeth Stokes '38.

"If you love someone enough, you can still hear their laughter when they are gone."

— Anonymous



ALBERTA "ALLIE"
PRIGGE ZABRISKIE '32

Alberta "Allie" Prigge Zabriskie passed away in Naples, Florida in November 2004 at the age of 94. Both she and her husband, Bob, were closely involved with Wells and Aurora throughout their lives. (For a profile of Bob Zabriskie, see the Summer 2003 issue of the *Express*, page 29.)



Allie graduated Phi Beta Kappa from Wells in 1932 with distinction in English. As a student, she participated in the Phoenix Literary Society, student government (as junior class president), choir, and sports including tennis, basketball, and hockey.

She was a trustee from 1968-1977 and an honorary trustee from 1977 until her death. In 1993, she and Bob established the Alberta P. and Robert W. Zabriskie Endowed Scholarship Fund. More recently, they focused their giving on the science building campaign and Book Arts Center. Allie was the first chair of the Annual Fund, founder and first chair of the Sycamore Club, chair of the New Jersey Wells Club, and chair of the 2001-02 Reunion Fund. She was an active fundraiser in all major Wells campaigns since her graduation and referred prospective students to the College throughout her lifetime.

Allie and Bob had two daughters, Gail Zabriskie Wilson '60 and Aubin Zabriskie Ames; Gail is currently a member of the Wells Book Arts Center Advisory Board.





Foundations for the Future

A Strategic Plan for Wells College 2005 to 2010

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**Opportunity for contribution and feedback is located
at the back of the Plan (page 31).**



Strategic Plan
DRAFT
2005 – 2010

Introduction

The Wells College 2005-2010 Strategic Plan seeks to address the foundational needs of the College so that Wells can move into the future with confidence and optimism. Our goal in the strategic planning process has not been to chart new thematic vistas but to build upon the strong foundational core of the College. We have focused in this Strategic Plan on those areas of the College that have been and continue to be its greatest assets: the quality of its academic program; its dedicated students, faculty, staff, and alumnae; its co-curricular programs; its diversity; its history; its beautiful physical environment; and its supportive local, regional, and national communities. We call these unchanging assets the College's "foundations." And we believe that just as these foundations sustained Wells College through its humble beginnings and through the growth, triumphs, and challenges of the past, they will also — with the strategic plan for improvements that we are developing — position the College for a bright and viable future.

College Mission Statement

The mission of Wells College is to educate students to think critically, reason wisely, and act humanely as they cultivate meaningful lives. Through Wells' academic program, residential atmosphere, and community activities, students learn and practice the ideals of the liberal arts. The Wells experience prepares students to appreciate complexity and difference, to embrace new ways of knowing, to be creative, and to respond ethically to the interdependent worlds to which they belong. Committed to excellence in all areas of its reach, Wells College equips students for lifelong learning and for sharing the privileges of education with others.

Vision Statement for the Strategic Plan

Wells College will be a high quality institution with an exceptional liberal arts academic program. This high quality will be demonstrated in a sound, relevant, and rigorous academic program; a respectful, inclusive, informed, and vibrant campus culture; a diverse, engaged, and

academically talented student body; and a professional faculty and staff, supported by ample financial, academic, technological, and physical resources, with on-going efforts to assess and plan for future development. In order to accomplish this goal we will strengthen and enhance the following foundations that we believe are critical for the future of Wells College.

Foundations for the Future

Academic Program

Wells College will offer an academic program of the highest quality, with a curriculum that is relevant, culturally diverse, gender balanced, and pedagogically sound.

Specifically, Wells will

A. Conduct internal reviews of the entire curriculum to assure that it is coherent and reflects the mission of the College.

1. By Fall 2007, conduct a comprehensive self-study for each academic program with the assistance of professional faculty colleagues from other institutions.
2. By Fall 2008, fulfill the recommendations made by the New York State Department of Education for accreditation of the Wells Elementary and Secondary Certification Program.
3. Use information gathered in academic program self-studies to prepare for the 2009 external review by the Middle States Commission on Higher Education.
4. Periodically review the curriculum to ensure that course content, where appropriate, is gender balanced and culturally diverse.
5. Continue to evaluate opportunities to expand the curriculum to meet the needs of current students and to attract new students to the College.
6. Strengthen cross registration arrangements with Cornell University and Ithaca College.



B. Increase and strengthen academic support services for students.

1. Establish a learning center that is a resource for all academic support services at the College.
2. Identify, evaluate, and improve study spaces for all students.
3. Establish an orientation course that introduces all new students to the College's academic and student life resources.
4. Evaluate and improve library services including expanded hours of operation and increased opportunities to use the Cornell library systems.

C. Encourage gender balance as a valued component of the College curriculum.

1. Support workshops for faculty to prepare models for gender balanced teaching and curriculum development.
2. Encourage and support ways for librarians and faculty members to work together to compile teaching resources that include the contribution of women to the disciplines taught in the College.
3. Encourage faculty to review their course descriptions and syllabi annually to make sure that women scholars and writers and women's issues are duly represented where appropriate in their courses.
4. Encourage the continuation of gender balance as a value in faculty hiring.

D. Make experiential learning a more integral component of the College curriculum.

1. Ensure that students have opportunities for on-campus and off-campus experiential learning.
2. Hire an Off-Campus Study Director to centralize and facilitate the administration of the off-campus study programs.

3. Provide greater opportunities for internships.

E. By Fall 2007, conduct internal reviews of the Office of the Dean of the College, Library, Career Services, Office of the Registrar, and Computing Services to ensure they are supporting the academic program.

1. Conduct a comprehensive self-study for each academic support unit with the assistance of professional colleagues from other institutions.
2. Use information gathered in self-studies of academic support areas to prepare for the 2009 external review by the Middle States Commission on Higher Education.
3. Continue to evaluate opportunities to enhance academic support units to meet the needs of current students and to attract students to the College.

Students

Wells College will attract and retain a student enrollment of 575 culturally diverse and academically promising students who benefit from institutional initiatives that support their academic and co-curricular pursuits and their holistic development.

Specifically, Wells will

A. Increase new student enrollment to achieve an optimal enrollment of 575 culturally diverse and academically promising students.

1. Establish and implement a recruitment plan to achieve enrollment growth.
2. Attract and enroll an entering class that reflects our institutional commitment to diversity.
3. Develop and implement a merit scholarship program that attracts a diverse group of students with a high potential for student leadership and academic success.

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B. Increase and strengthen academic support services for students.

1. Establish a learning center that is a resource for all academic support services at the College.
2. Identify, evaluate, and improve study spaces for all students.
3. Establish an orientation course that introduces all new students to the College's academic and student life resources.
4. Evaluate and improve library services including expanded hours of operation and increased opportunities to use the Cornell library systems.

C. Establish and maintain systems that support the holistic development of students.

1. Provide on-going opportunities for incoming and upperclass students to discuss the challenges and successes of coeducation.
2. Improve ways to make the Wells College Honor Code an integral and valued part of student life.
3. Evaluate, improve, and increase counseling services for all students.
4. Strengthen student organizations through the establishment of an active advisor system.
5. Establish a formal student mentor/advisee program for new students.
6. Provide ongoing opportunities to engage non-resident and non-traditional age students in the life of the College.

D. Establish and maintain open and effective channels of communication for all students.

1. Develop and implement efficient systems to regularly communicate pertinent College information to students that support their intellectual, personal, and social development.
2. Evaluate and improve computer access in campus public spaces, where students gather, and in the residence halls.

E. Provide a safe and healthy living environment for students.

1. Provide housing opportunities that reflect students' desires to live in single-sex or coeducational residence halls.
2. Improve ongoing maintenance and housekeeping operations in order to achieve overall optimal facilities management.
3. Evaluate dining services in order to provide healthy food choices.
4. Evaluate and enhance campus safety and security programs.

Faculty

Wells College will attract, retain, and support a highly qualified, diverse, and professional faculty dedicated to teaching the liberal arts and sciences.

Specifically, Wells will

A. Provide competitive compensation in line with appropriate external standards in order to attract and retain high quality faculty.

1. Develop a schedule of incremental increases that will allow the College to reach IIB-2 salary standards no later than 2009-2010.
2. Establish a long-term plan for periodic review of faculty salary structure in order to maintain IIB-2 as a minimum average salary.
3. By 2010, choose a new higher external standard for faculty compensation and develop a plan for reaching it.

B. Provide sufficient faculty to meet the curricular needs of each academic program.

1. Hire at least three new tenure-track faculty members each year for the next three years (start dates: Fall 2006, 2007, 2008), as designated by the Fall 2004 College Transition Plan.
2. Standardize the process to review and report faculty staffing needs annually.



C. Provide support staff, equipment, and instructional opportunities that facilitate and improve faculty work.

1. Hire additional technology staff to assist in meeting the instructional needs of faculty.
2. Support training for faculty to become proficient in current technologies available on campus.
3. Provide well-equipped classrooms for current needs in teaching and learning.
4. Review needs of faculty for administrative support in each department and provide support in areas where need is greatest.

D. Provide resources for scholarly, curricular, and institutional development.

1. Increase faculty travel budgets to encourage faculty attendance and participation in activities that strengthen teaching, scholarship, and curricular initiatives.
2. Provide on-campus opportunities (workshops, forums, and lectures) for professional development.
3. Provide opportunities for faculty to become more familiar with the expectations of and procedures governing the Wells College Honor Code.

E. Encourage recruitment practices and a campus climate that continues the strong presence of women on the College faculty.

Staff

Wells College will attract, retain, and support a highly qualified, diverse, and professional staff that is well compensated, technically proficient, and enjoys a flexible, comfortable, and supportive work environment.

Specifically, Wells will

A. Provide competitive salaries that compare favorably with CUPA (College and University Personnel Association) and New York State Civil Service ranges in order to attract and retain highly qualified staff.

1. Implement and support the Staff Forum's salary plan for staff to meet the goals by 2009-2010.
2. Conduct an annual review and report progress toward benchmarks in achieving the salary goals.

B. Standardize annual evaluation methods and formats.

1. Improve and update the annual review document, making it standardized for all departments with one section developed specifically for the area in which the staff member works.
2. Implement a consistent annual review timeline with supervisors.

C. Explore and develop a comprehensive plan to provide various initiatives from which employees may benefit personally and professionally.

1. Develop and implement a new employee orientation conducted within two weeks of hire.
2. Provide opportunities for staff to become more familiar with the expectations of and procedures governing the Wells College Honor Code.
3. Institute ID system for all employees.
4. Establish a recognition program to honor staff contributions.

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5. Create and support incentives for education and improvement of skills.
6. Provide opportunities for alternative work schedules, job sharing, and seasonal flexible work hours.

D. Provide and support technology, equipment, and instructional opportunities that facilitate and improve staff work.

1. Establish two staff development days per year.
2. Establish training classes for staff to become proficient in current technology available on campus.
3. Provide tools to effectively meet job requirements.

E. Develop and sustain an environment that creates a sense of community by encouraging and supporting staff involvement in campus activities.

1. Encourage staff to participate in the extracurricular life of the College.
2. Establish guidelines by supervisors for flexible work arrangements for staff members to attend on-campus activities.

Alumnae and Alumni

Wells will engage an alumnae and alumni body that remains actively involved in the life of the College and supports the College's initiatives.

Specifically, Wells will

A. Provide formal and informal opportunities to strengthen communication between alumnae and alumni and the College.

1. Share information about College programs, events, initiatives, priorities, and needs on a regular, timely basis.
2. Collect feedback and updated information about alumnae and alumni including responses to College initiatives and priorities.

3. Work cooperatively with the Wells College Alumnae Association Board (WCAA), the Friends and Recent Graduates Organization Board (FARGO), the Board of Trustees, and other college-sponsored volunteer groups to strengthen the flow of information and the lines of communication.
4. Maintain active alumnae and alumni participation in College traditions.

B. Solicit increased alumnae and alumni financial support for College priorities.

1. Launch a campaign to generate new and increased gifts to support capital needs, current use, and endowment growth.
2. Utilize the annual giving program to raise alumnae and alumni gifts in support of the College's operating budget, to raise donor sights, and to establish patterns of philanthropy.
3. Generate new, increased, and multi-year pledges from alumnae and alumni through reunion giving programs.
4. Engage alumnae and alumni in project-specific fundraising initiatives as identified through the strategic planning process.

C. Support and strengthen the involvement of alumnae and alumni as volunteers in support of College priorities.

1. Recruit talented and interested alumnae and alumni to support the College's priorities through current volunteer structures including: WCAA; FARGO; fundraising volunteers (class and reunion chairs, class agents) class secretaries; and Alumnae Association Award Committee.
2. Establish additional volunteer groups as needed in support of identified strategic priorities including an athletic booster club and Hall of Fame committee.

3. Engage alumnae and alumni as appropriate in the College's experiential education, internship and career development programs and as visiting speakers, artists, and experts-in-residence.

Community

Wells will sustain and enhance its sense of community as a College, its role as a welcoming neighbor, and strengthen mutually beneficial relationships within local, regional, national, and global communities.

Specifically, Wells will

A. Support and enhance ways to strengthen the sense of community, respect and inclusiveness on campus.

1. Encourage all members of the campus community to be familiar with and uphold the tenets of the Wells College Honor Code.
2. Create systems to ensure that the Community Standards Statement is understood and embraced in the life of the Wells community.
3. Provide regular opportunities and encouragement for all members of the campus community to participate fully in the life of the College.

B. Support formal and informal opportunities to strengthen the relationship between the village of Aurora and the College.

1. Offer lectures, arts events, and athletic contests that are open to the community.
2. Encourage campus participation in village life, including participation in cultural activities and programs and in services to local libraries and civic and business organizations.
3. Continue to mail campus publications such as Arts & Lecture Series brochures and the *Express* to village residents.
4. Continue to find ways to share the resources of the College with the local community.

C. Strengthen the channels of communication with our internal and external communities.

1. Invite local and regional residents to campus events.
2. Strengthen relationships with media outlets.
3. Improve use of the College's website for providing timely information, including links as appropriate.

D. Develop partnerships with organizations and individuals that support the College's goals.

1. Continue to strengthen collaborative relationships with regional colleges and universities and seek out additional opportunities for collaboration.
2. Work to establish relationships with educational, philanthropic, governmental, corporate, economic development, and humanities organizations.
3. Develop and strengthen governmental relations and advocacy efforts.
4. Increase and strengthen articulation agreements with area schools and colleges.

E. Explore ways to improve understanding and to honor the land and culture of the Haudenosaunee Confederacy, with special emphasis on the Cayuga Nation.

1. Provide workshops and programs that educate the College community regarding the history and current issues affecting the Cayuga Nation.
2. Support recruiting efforts by the admissions office to increase the student enrollment of members of the Haudenosaunee Confederacy at Wells.

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Strategic Plan

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3. Encourage the inclusion of the history and culture of the Haudenosaunee as important components of the Wells College curriculum.

Diversity

Wells College will cultivate and sustain a community culture where respect, diversity, inclusiveness, and social justice are understood, embraced, and supported.

Specifically, Wells will

A. Demonstrate an institutional commitment to diversity that promotes respect and inclusiveness as core values of the College.

1. Develop and enhance systems and programs that support the diversity of our College community (students, staff, faculty, and alumnae) during the 2005-2006 academic year.
2. Assess the developing needs of the Wells community regarding issues of diversity.
3. During the 2005-2006 academic year, search for an individual whose job, beginning July 2006, will be to support a community culture where respect, diversity, inclusiveness, and social justice are understood and embraced.
4. Develop a long-range institutional diversity plan that uses the Community Standards Statement as a guiding document.

History

Wells College will honor its history as a women's college by celebrating the contributions that women have made to Wells College and the nation, and by demonstrating in programs and curricular initiatives a vibrant commitment to sex and gender equality.

Specifically, Wells will

A. Develop academic and student life programs that honor Wells' history as a women's college.

1. Hold a Founder's Day program annually to honor the College's historical commitment to the education of women.
2. Support programs to celebrate women leaders who are Wells alumnae, faculty, staff, and students.
3. Monitor student life programs to ensure that they are sensitive to the discrimination that women have suffered in this country and throughout the world.
4. Develop methods to assess the attention given to the history of Wells as a women's college.
5. Organize community-building projects for students that foster the understanding and celebration of women's history in general and Wells' history in particular.

B. Encourage gender balance as a valued component of the College curriculum.

1. Support workshops for faculty to prepare models for gender balanced teaching and curriculum development.
2. Encourage and support ways for librarians and faculty members to work together to compile teaching resources that include the contribution of women to the disciplines taught in the College.
3. Encourage faculty to review their course descriptions and syllabi annually to make sure that women scholars and writers and women's issues are duly represented where appropriate in their courses.

Intercollegiate Athletics

Wells College will have a high quality intercollegiate athletic program that supports the mission and enrollment goals of the College.

Specifically, Wells will

A. Expand the athletic programs for women and men.



1. Based on enrollment growth over the next five years, add the following new intercollegiate athletic programs:

Women: volleyball, basketball, golf

Men: lacrosse, tennis, basketball, golf, baseball

2. By Fall 2006, send letter of interest to conference(s) that fits well geographically for Wells, and by Fall 2007, apply for membership in selected conference.

B. Recruit and retain academically and athletically talented student athletes for the Wells intercollegiate teams.

1. Formulate a plan to increase visibility of the intercollegiate athletic program across the internal campus and ideally, the regional community.
2. By September 2005, develop a multi-faceted recruitment plan designed to target talented students in the region and the nation to participate in intercollegiate athletics at Wells.
3. Achieve and maintain an 80% or higher graduation rate for student athletes.
4. Provide academic support for student athletes so that they achieve and maintain a collective GPA of above 3.0.

C. Attract, retain, and support adequate coaching and professional support staff for the intercollegiate athletics program.

1. By January 2006, establish an Intercollegiate Athletic Advisory Committee comprised of administration, faculty, student athletes, and staff to assess needs and goals of the athletic program and the student athletes.
2. Conduct comprehensive searches to fill all vacant full-time athletic staff positions.
3. Increase budget to support staff participation in professional development opportunities, educational workshops, and national sport conventions.

D. Build a sport facility that meets the competitive, educational, and recreational needs of the program.

1. Move forward with short-term renovation plans for the Schwartz Building.
2. By February 2006, select an architectural firm to develop additional plans for improvements to College athletic facilities.
3. In consultation with the Vice President for External Relations, identify and cultivate relationships with alumnae and alumni, prominent donors, and prospective donors for intercollegiate athletics.

E. Establish a broad-based booster club organization.

1. Develop a database of all Wells College alumnae student-athletes.
2. By June 2007, establish an Express Hall of Fame that will serve as the intercollegiate athletics sports hall of fame.
3. By June 2007, create 'Friends of Wells Athletics' e-newsletter (3/year) for outreach strategy and communication with alumnae and alumni.

Physical Environment

Wells College will recognize and preserve the natural beauty of the campus and surroundings by developing and maintaining a physical plant that adequately supports the academic program and the social and recreational life of the campus community.

Specifically, Wells will

A. Make the campus more inviting, secure, and accessible to students, staff, faculty, and visitors.

1. By Fall 2006, develop and prioritize a table of needs for accessibility to campus buildings and grounds.

continued on next page



2. Develop and implement a plan for lighting, signage, security phones, and navigation throughout campus.
3. Develop informal gathering spaces throughout the buildings and grounds.

B. Utilize, enhance, and preserve our local natural resources for the benefit of current and future generations.

1. Develop nature trails in collaboration with the campus community.
2. Increase the use of the lake for learning and recreational activities.
3. Improve green spaces on campus.
4. Develop a plan to revitalize the College's recycling and energy conservation initiatives.

C. Build a new science building to meet current and future curricular needs.

1. By Fall 2005, establish a timetable for construction.
2. Complete solicitation of identified funding prospects by December 2005.
3. Based on fundraising results, target a groundbreaking date for Spring 2006.
4. Develop a plan for vacating science departments from Zabriskie and relocating to new building.

D. Using the Erdman Report (1980 and 1990 update) and HOLT Architect Building Conditions Report (2001) as a guide, complete necessary improvements for the workplace, campus life areas, and academic spaces.

1. Prioritize the table of needs identified by the Superintendent of Buildings and Grounds.
2. Develop and implement an improvement plan for academic spaces in consultation with the Vice President for Academic Affairs and other academic personnel.

3. Develop and implement an improvement plan for library spaces in consultation with the Vice President for Academic Affairs, the Head Librarian, library personnel, and academic personnel.

4. Develop and implement an improvement plan for student life spaces in consultation with the Dean of Students and other student life personnel and committees.

5. Develop and implement an improvement plan for the workspaces in consultation with the Vice President and Treasurer and other personnel.

6. Develop and implement an improvement plan for College dining facilities.

7. Develop and implement a plan to assess the ways that unused buildings can be refurbished for campus housing and other needs.

E. Identify future use for Zabriskie Hall.

1. Review and analyze the plans proposed by faculty and HOLT Architects.
2. Develop a timeline for implementation of the plan for future use.

F. Improve athletic, recreational, and physical education facilities to meet the needs of the Wells community.

1. By Spring 2006, review conceptual proposals for improved facilities.
2. By Fall 2007, review the Alden study to access future facility needs for physical education.
3. By Fall 2007, revisit the Alden study for future needs for recreation.

G. Assess staffing and funding levels needed to ensure optimum maintenance and upkeep of campus buildings.

1. Develop incremental plan for staffing to meet strategic planning goals and initiatives.
2. Develop an updated maintenance plan for College facilities.



Funding

Wells College will achieve financial stability and generate additional financial resources for the Strategic Plan.

Specifically, Wells will

A. Increase net tuition revenue to support 28% of the College's operating budget.

1. Achieve and maintain an enrollment of 575 students.
2. Annually set tuition at a level that covers increased costs and assures that the College remains accessible and is recognized as an excellent value.
3. Allocate financial aid dollars to maximize enrollment with a tuition discount rate not to exceed 46%.

B. Increase gift income to fund Strategic Planning goals and initiatives.

1. Complete a campaign readiness analysis and assessment that measures donor readiness, Development Office readiness, and organizational readiness.
2. Increase unrestricted and restricted support for annual operations, capital projects, and the endowment from individuals and organizations.
3. Seek external funding to support specific curricular and co-curricular initiatives identified in the Strategic Plan.

C. Request and allocate budgetary resources that support the Strategic Plan.

1. Prepare annual departmental budget requests based on strategic planning priorities.
2. Allocate departmental resources to meet the goals of the Strategic Plan.
3. Prioritize capital requests and expenditures to meet identified strategic planning priorities.

D. Maximize income available from the endowment while reducing the College's reliance on the endowment to meet operating expenses.

1. Reduce the draw from the College's endowment to meet budgetary expenses to 6-8% within the next five years.
2. Increase the College's endowment through prudent management of assets and addition of new gifts.

E. Enhance revenue from auxiliary enterprises.

1. Increase the number of revenue generating summer programs on campus.
2. Maintain adequate numbers of residential students.
3. Foster development of off-campus study and Book Arts Center initiatives.

F. Monitor external financial conditions to determine impact on budgetary and financial assumptions, goals, and progress.

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Timeline for our work this year

- February 18** ■ Presentation of draft to Strategic Planning Committee
- February 25** ■ Committee provides checklist review of draft
 - Committee receives benchmark, key indicator, and cost analysis assignments
- February 28** ■ New draft of plan sent to Committee
- March 4** ■ Small group meetings this week
- March 11** ■ Revising first draft; discussion and decisions regarding benchmarks and key indicators
- March 18** ■ Discussion of revised draft
- March 25** ■ No meeting — spring break
- April 1** ■ Work in subcommittees
- April 8** ■ Work in subcommittees
- April 14** ■ Review subcommittee revisions
- April 15** ■ Review subcommittee revisions
- April 22** ■ Subcommittees working on their goals and objectives
- April 29** ■ Subcommittees working on their goals and objectives
 - Update to Board of Trustees
- May 2** ■ Special meeting to review subcommittees' revised goals and objectives
- May 4** ■ Special meeting to review subcommittees' revised goals and objectives
- May 6** ■ Special meeting to review subcommittees' revised goals and objectives
- May 11** ■ Special meeting to review final draft of sub committees' revised goals and objectives
- May 13** ■ Discussion of cost analysis/presentation of draft to College community
- May 16** ■ Special meeting to review subcommittees' revised goals and objectives
- May 18** ■ Special meeting to review final version of revised draft
- May 20** ■ Review of draft and approval of distribution to community
- May 23** ■ Presentation of first draft of Strategic plan to campus community
- June 15** ■ First deadline for feedback from campus community
- September 15** ■ Deadline for feedback from College community
- Summer** ■ Work on cost analysis, benchmarks, and revisions from community input
- Mid Sept.** ■ Presentation of final draft to College community
- Sept. 30** ■ Presentation of final draft to Board of Trustees

A Strategic Plan for Wells College

FEEDBACK FORM



Strategic Plan

DRAFT

2005 – 2010

Please check all that apply:

Parent of current student

Friend of the College

Faculty/Staff

Parent of alumna

Local resident

Alumna

Class Year: _____

Class Year: _____

Your Name (optional): _____

Does this draft of the Wells College Strategic Plan take into account all of the areas that you believe are important? If not, what area(s) still needs attention?

The overarching goal of the Strategic Plan is to “position Wells College for a bright and viable future.” Do you think the draft plan does this? If not, what changes need to be made to help us achieve this goal?

What additional comments or contributions would you like to make concerning the Strategic Plan overall, or on any particular part of the plan? Attach supplemental sheets if necessary.

Your feedback is important to us.

Thank you for sharing comments with the College **before September 15**

Please fold and mail this form to:

Strategic Plan Committee, 200 Macmillan Hall, Wells College, Aurora, NY 13026

OR send us your response in an email to sfeedback@wells.edu

Thank You

A Strategic Plan for Wells College

FEEDBACK FORM

Your feedback is important to us.

Thank you for sharing comments
with the College **before September 15**



Strategic Plan Committee
200 Macmillan Hall
Wells College
Aurora, NY 13026

Place Stamp
Here
Post Office will
not deliver without
proper postage

Strategic Plan Committee
200 Macmillan Hall
Wells College
Aurora, NY 13026

FOLDING INSTRUCTIONS:

- Cut on dashed line.
- Fold up bottom panel at dotted line.
- Fold down top panel at dotted line.
- Tape closed where indicated.
- Attach postage and mail.

PLACE TAPE HERE

TOP PANEL

BOTTOM PANEL

Leader in Women's Education Addresses Class of 2005



Patricia McGuire, president of Trinity University in Washington, D.C., was the invited speaker during the 2005 Commencement exercises held on Saturday, May 28. She addressed 91 members of the Class of 2005.

Pat McGuire is a board member of the Women's College Coalition, along with President Lisa Marsh Ryerson. Pat is widely acclaimed for her commitment to women-centered education, and writes and speaks about a wide range of higher education issues and Catholic education. She has been a legal affairs commentator for the award-winning CBS children's news magazine *30 Minutes* and the Fox Television program *Panorama* in Washington. Her articles have appeared in the *Wall Street Journal*, *Washington Post*, *Baltimore Sun*, and *Current Issues in Catholic Higher Education*, among others.

McGuire received her bachelor of arts degree from Trinity College and went on to earn her law degree from Georgetown University. During the Clinton Administration, Treasury Secretary Robert Rubin appointed her to serve on the first citizen's advisory panel on coinage, which chose Sacagawea's image for the new dollar coin.

She sits on the board of directors of three prominent D.C. organizations: Greater Washington Board of Trade, Washington Hospital Center, and Washington Metropolitan Consortium of Universities, and serves on committees of the American Council on Education and the National Capital Girl Scouts.

For more information about Pat McGuire and her Commencement address, please see www.wells.edu

CHAMBER AWARD

At its annual dinner in October 2004, the Cayuga County Chamber of Commerce honored Vice President and Treasurer Diane Hutchinson for her tireless work in support of the Chamber's mission.

According to the Chamber's newsletter, Diane joined the Chamber Board of Directors in 2002 and "...has continually demonstrated her commitment to



the Chamber through her participation in several Chamber committees and by serving as treasurer of the board for two years."

All Aboard!

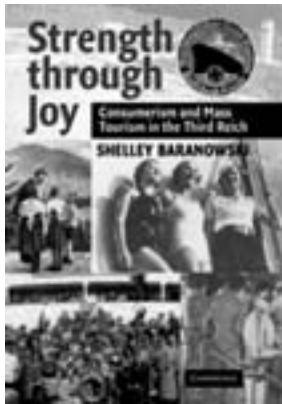
Wells is partnering with the Cayuga Lake Watershed Inter-Municipal Organization, BOCES, and a group of local businesses, non-profits, and individuals to steward our watershed for future generations. Wells Professor of Biology A. Thomas Vawter and Associate Professor of Environmental Studies Niamh O'Leary are among the leaders of this effort.

The Cayuga Lake Floating Classroom Project set sail in 2002 to provide inspiring educational opportunities for students and encourage an appreciation for the water resources that support our Cayuga Lake communities and

economies. Students of all ages learn more about Cayuga Lake and its watershed with hands-on science programs aboard the *Haendel*, a 45-foot research vessel which moors in Ithaca.

In 2004, the second season of the project, 52 cruises were conducted. While the target audience is public school students in grades 4-12, more than 130 college students, including many from Wells, ventured forth on the floating classroom. This summer, the College dock is undergoing repairs to provide safe access to the *Haendel*.

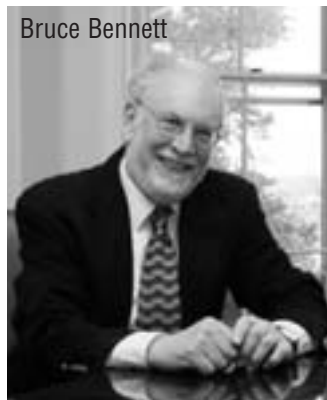
Wells Links and Grooves



Shelley Osmun Baranowski '68 has published a new book, *Strength Through Joy: Consumerism and Mass Tourism in the Third Reich*, by Cambridge University Press, 2004. Synopsis from the Cambridge University website: "Based on extensive archival research, this is the first major book on the Nazi leisure and tourism agency, Strength Through Joy (KdF). The Third Reich aimed to unify Germans

in preparation for war and the acquisition of 'living space' through factory beautification, organized sports, cultural events, and mass tourism, while keeping its costs low so that its clientele could afford its programs."

Professor of English Bruce Bennett is the winner of the Bright Hill Press' 2003 Chapbook Competition. The honor includes a cash award, publication, and national distribution of his manuscript *Web-Watching*, a collection of 24 poems that examines the ordinary phenomena of life while questioning the nature of design in the world. The book was released this spring and will be available from Amazon.com and Barnes and Noble.



Bruce Bennett

Zsa Ho-Sang '94's film *Bump in the City* was selected for the South Bronx Film Festival in October 2004.

Betty Bloom Klausner '50 recently published a book on contemporary art entitled *Touching Time and Space: A Portrait of David Ireland*. (Charta Publishing, 2004.) Synopsis from Amazon.com: "Sculptor, architect, installation artist, urban archeologist, and much more, David Ireland is impossible and unnecessary to label. The result of some 80 interviews with the

American artist and his friends, family, collaborators, and art world colleagues, *Touching Time and Space* offers an engrossing portrait of a deeply private but unfailingly generous iconoclast. ...author Betty Klausner provides an insightful and often moving narrative that illuminates Ireland's process, work, and life."



A book of essays co-edited by Wells Professor of Sociology Leslie Miller-Bernal, *Going Coed: Women's Experiences in Formerly Men's Colleges and Universities, 1950-2000*, was published last summer by Vanderbilt University Press. More than a quarter century ago, the last great wave of coeducation in the U.S. resulted in the admission of women to nearly all the remaining men's colleges and universities. *Going Coed* is a gathering of 13 essays (including one by Leslie) that investigates the reasons behind the phenomenon, describes how institutions dealt with change, and relates the experiences of women who attended these schools.

Journalist Andrea Orr '85 offers readers an in-depth view of the cyber revolution in her book *Meeting, Mating, and Cheating: Sex, Love, and the New World of Online Dating*, published last spring by Reuters Prentice Hall. Combining elements of investigative reporting with social commentary, she traces the phenomenon from its origins in subcultures to its rise as a mainstream way for people to meet.

Revolutions Per Minute by Christie Perfetti '00 was released by PublishAmerica in 2004. A culture novel for the post-9/11 era, Perfetti creates a male protagonist in his early thirties, John Atlas, who faces a tragic turn of events and twist-of-fate from which he seeks to free himself of all obligation. John fights to wipe the slate clean and create a different life — all the while loving, hurting, and learning. Perfetti's full-length play, *Carnival Girls*, was recently performed off-Broadway in three sold out performances. More information on her work can be found at www.christieperfetti.com.

President Joins National Board

President Lisa Marsh Ryerson has been elected to the Council of Independent Colleges (CIC) Board of Directors. She will serve a three-year term from January 2005 to January 2008.

projects, and thereby benefit all of independent higher education.”

The Council of Independent Colleges is an association of 540 independent liberal arts colleges

“Her wealth of experience and expertise will help guide CIC through the planning and execution of many exciting new projects, and thereby benefit all of independent higher education.”

CIC President Richard Ekman

Among the responsibilities of the CIC Directors are providing fiduciary oversight for the allocation of CIC’s assets and approving operating budgets; participating in the development and approval of long-range plans; and advising on the direction of the council’s programs and services.

“The Council is pleased to have Lisa Ryerson as a Board member,” said CIC President Richard Ekman. “Her wealth of experience and expertise will help guide CIC through the planning and execution of many exciting new

and universities and higher education affiliates and organizations that work together to strengthen college and university leadership, sustain high-quality education, and enhance private higher education’s contributions to society. To fulfill this mission, CIC provides its members with skills, tools, and knowledge that address aspects of leadership, financial management and performance, academic quality, and institutional visibility. The Council is headquartered at One DuPont Circle in Washington, D.C.



The Annual Fund’s Student Phonathon

Rachel Porter ’06, Bi Shan Chen ’08, and Tiava Grant ’08 joined the Annual Fund’s student phonathon effort in April. The team of 24 students talked to over 500 alumnae and raised \$50,000 during six nights of phoning. Full details will follow in the 2004-05 Gift Report this fall.



BOOK ARTS BY THE LAKE

The inaugural Wells Book Arts Summer Institute took place on campus this June. Director of Book Arts Initiatives Sarah Roberts developed curriculum for a program that offers personalized, focused instruction in the book arts to students of all levels. Some of the best teachers, craftspeople and artists from around the country were hired, and alumnae and friends of the College joined them for a week of intensive learning.

Two, one-week institutes were offered June 19-25 and June 26-July 2. Each session featured intensive courses that lasted six hours a day for five days, field trips, slide shows, and evening programs. Cost was \$600 per week. Meal and lodging packages were available; attendees had the option to stay in Weld House.

Students enjoyed outstanding personal instruction from distinguished faculty, 24-hour access to well-equipped studios, and ample time to exchange ideas and enjoy camaraderie with fellow book artists. In addition to daily class time, there were slide shows of instructors’ work, an optional field trip to the press and letter foundry of Michael and Winifred Bixler in Skaneateles, and a farewell dinner on the last night of the session.

Workshops were limited to 24 people per week (12 per class). Go to www.wells.edu/bookarts for full course descriptions, and to learn more about the Book Arts Summer Institute at Wells. Dates for 2006 will soon be posted.

Protecting our Environment

The fight to save the Arctic National Wildlife Refuge came to Aurora this winter when the Wells College Campus Greens, in association with the local chapter of the Sierra Club, hosted a screening of the new award-winning documentary “Oil on Ice.”

“Oil on Ice” is an intimate portrayal of the native Gwich’in Indians’ fight against powerful global energy interests to prevent invasive oil operations threatening the Arctic Refuge’s fragile caribou calving grounds, upon which the Native people’s subsistence has always depended.

The goal of the Wells College Campus Greens is to increase environmental awareness on campus. The Greens also sponsored the Ecolympics this winter, which promoted recycling efforts in the residence halls and across campus.

To learn more about the documentary, please visit www.oilonice.org or go to the College’s website: www.wells.edu



A Special Visit by Dr. Nadia Al-Bagdadi

Dr. Nadia Al-Bagdadi was a visiting scholar for the fall semester. Her specialty is Islamic and Middle Eastern Studies of the modern period, and she has studied and taught both in the Middle East (Egypt and Lebanon) and Europe.



She teaches in the history and sociology and social anthropology departments at Central European University in Budapest, Hungary. Her appointment at Wells was made possible with assistance from the Council for Independent Colleges and the Understanding Contemporary Islam program at the American University of Beirut. During her time at Wells, Nadia taught the “Islam and the Modern World” seminar, participated in numerous on- and off-campus lectures and conferences, and led her students to present a panel discussion on “Bearing The Symbol: Women in the Muslim World Today.”

The Mural Project

In partnership with Syracuse artist Amy Bartell, the Student Diversity Committee commissioned a two-panel mural on “The Essence of Wells.” Based on prose, poetry, stories, sketches, paintings, photographs, clip art, design concepts, and other input solicited from the campus community, Amy designed a mural that students, faculty, and staff painted together in April. The panels appear in the Sommer Center.

The Mural Project was intended to be a community-building exercise. “Because Wells is a product of all who live, work, learn, and teach here, this undertaking was offered as an opportunity for us to look at what we have been, who we are, and what we may hope to become,” said project participant Alice Lo ’03. “The completed mural represents what Wells means to all of us.”

Seasonal Songs

In early December, the Wells Concert Choir and Chamber Singers presented the 45th annual holiday performance. Pine trees and candlelight created a festive atmosphere for the presentation of a wide range of classic works for women’s voices, folk carols, an Afro-American spiritual, and a traditional Hanukkah song.

The Wells Choral ensembles are directed by Professor of Music Crawford Thoburn, accompanied in this concert by Karen Hindenlang ’77. Karen is director of music at St. Joseph’s School in Auburn, New York.

The Wells Choir and Chamber Singers have performed extensively throughout the Northeast, and have been featured on national network radio and public television. The Chamber Singers have sung by invitation for national and regional meetings of professional musical organizations, and have won prizes for excellence in international choral competition.



FIVE TRUSTEES HONORED FOR EXCEPTIONAL LEADERSHIP

At a special recognition dinner in late April, five retiring board members were honored by the campus community for their leadership and service to the College.

Board Chair **Stephen L. Zabriskie**, an Aurora resident, has retired after nine years of outstanding service. Elected chair in 2003, Zabriskie has continued a family tradition of leadership at the College dating back to the 1860s. His ancestor, E.B. Morgan, was Henry Wells' friend and business partner. Morgan assisted Wells in the founding of the College and oversaw its growth after Henry Wells' death.

Previous to being named chair, Zabriskie served as the board's secretary and then vice chair. Throughout his tenure, he has been involved with strategic planning work. Steve is married to Randi Shaw Zabriskie '74.

President Ryerson said of Steve, "The word 'vision' is used so often today and in so many different contexts that we tend to forget it is a rare gift. I place Steve Zabriskie in the category of true visionary. He sees the strength in our traditions, and long before many others saw it, he envisioned the shape of a new Wells College."

Nancy Barton Barclay '56 completed a three-year term as Alumnae Trustee. Nancy has been a dedicated volunteer for many years, serving as class agent, class secretary, chair of her 45th Reunion, and a member of the Science Campaign Committee. According to Zabriskie, Nancy "fulfilled her board responsibilities with characteristic dedication and care, representing alumnae in the life of the College."

In addition to Wells, many organizations have benefited from Barclay's leadership, such as the Philadelphia Museum of Art



Steve Zabriskie

and Medford Leas Lewis W. Barton Arboretum. Currently, she is a trustee of Medford Leas, a continuing care retirement community, and a commissioner of the historical society in Cherry Hill, New Jersey.

Thomas J. Espenshade completed a three-year term as trustee. A resident of Princeton, New Jersey, Tom is a professor of sociology at Princeton University. He is directing the National Study of College Experience, funded by the Andrew W. Mellon Foundation, that is comparing the experiences of minority and non-minority students applying to selective colleges and universities. His wife is Pamela Hotine Espenshade '65.

President Ryerson said, "Tom understands both faculty and administrative perspectives and has a broad understanding of the complexities of American higher education. His insights have been invaluable, and he has brought distinction to our board."

As a senior at Wells, **Meghan McCune '03** was elected by her classmates to serve on the board for two years as Collegiate Trustee, and this spring she completed her term. She is currently a resident of East Lansing, Michigan.

Meghan graduated *summa cum laude*, Phi Beta Kappa, with distinction in anthropology and sociology, and is currently a graduate student in anthropology at Michigan State University. In the spring of 2004, she won first place in a graduate student paper competition sponsored by a consortium of Big 10 schools.

"Meghan aspires to a career in higher education. Both her experience on the board and studies at Wells have given her excellent preparation," President Ryerson said. "We have benefited from her perspective as a recent graduate."

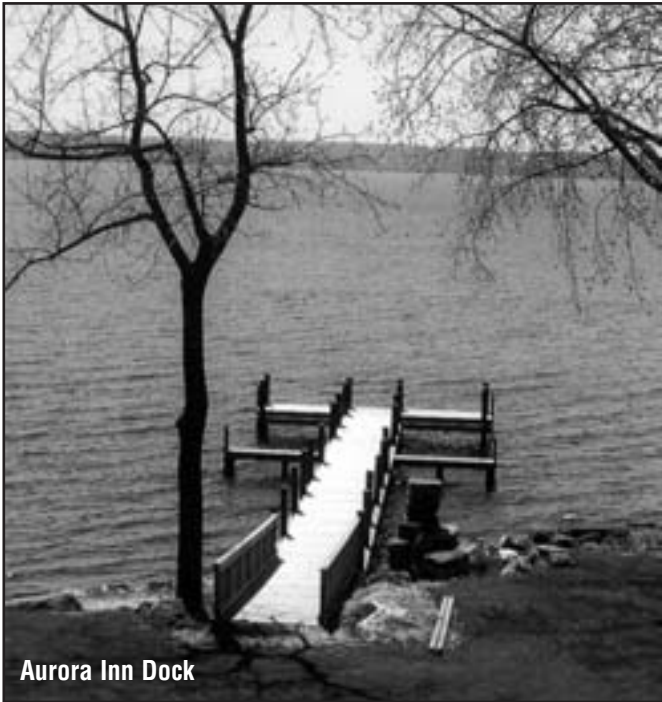
John (Jay) R. Woolford III of Swarthmore, Pennsylvania, was honored for three terms of service to Wells. He currently serves as a principal with Third Age, Inc. in Philadelphia and is president of Springton Development Services, LLC.

Jay's expertise as an architect was highly valued by the board. As chair of the board's Physical Plant Committee, he made important contributions to the development of a campus facilities plan.

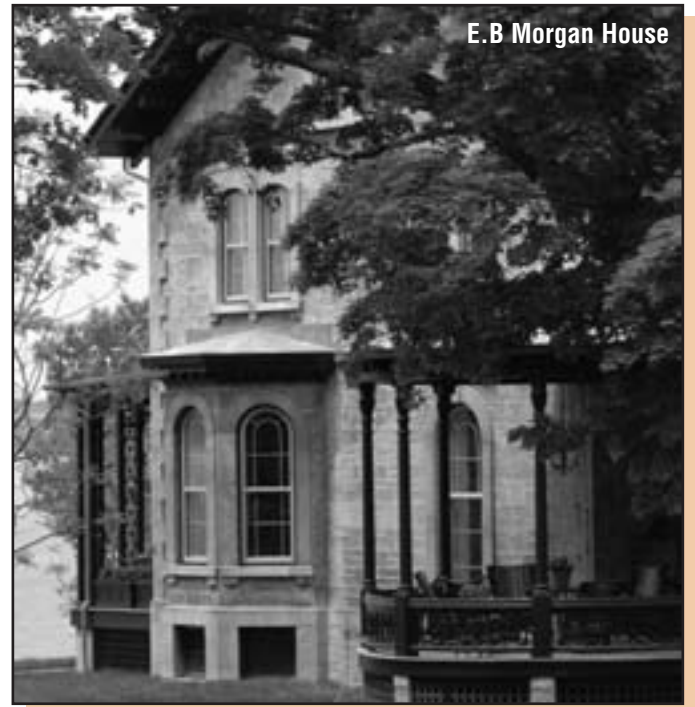
Ryerson honored Jay by saying, "Jay is an ideal person to have provided leadership in campus planning because he is a talented and accomplished architect. We are especially grateful for his tireless work with the village renovations and planning for the new science building."

WELLS AND THE AURORA FOUNDATION

A NEW MODEL OF PHILANTHROPY



Aurora Inn Dock



E.B Morgan House

Thanks to Wells' unique partnership with Pleasant Theile Rowland '62, the Aurora Foundation has revitalized half a dozen college properties in the village of Aurora. In this new model of philanthropy, Wells shares the benefits of benevolence with our village. As President Ryerson noted in her Alumnae Address, Pleasant provides the renovation capital and the management expertise; she capitalizes all losses and will contribute any profits to the College.

Over the past four years, Pleasant — with her commitment to Wells, business acumen, sense of place, and philanthropic spirit — has invested millions of dollars in the College's village properties. Already completed and open for business are the Aurora Inn, the Village Market, Posies, the Fargo Bar & Grill, and Pizzaurora. The Foundation has created the equivalent of 90 new full-time jobs, and these businesses are a welcome addition to the community.

Other work has been accomplished this past year as well. The exterior of the public school building, also known as the Old Post Office or the Heary Building, has been restored to its 1902 appearance. For a number of years the post office was located in this building. The village of Aurora is in discussion with the United States Postal Service about moving mail operations back into space on the first floor. Interior renovations of this area are on hold awaiting word from the USPS regarding its interest in relocating the post office, with all expenses paid by the Aurora Foundation.

There is a need for additional parking in the village. The College owns the municipal parking lot, and the Foundation has offered to pay for an expanded tiered-parking lot that would increase capacity from 26 to 38 cars, provide access to the village park, and improve the lake view from Main Street. If approved by the village board, the current post office building would be torn down and the entrance to the parking lot relocated across from Cherry Avenue.

The Foundation has constructed a dock behind the Aurora Inn. A dock was the number one request of participants in the village focus group meetings held in 2001. The dock has already seen much use this summer, bringing people by boat to enjoy all the Inn and Aurora have to offer.

The newest Foundation project has just been completed — the renovation of "French House," now known as the E.B. Morgan House. Originally, the College's lakeside guesthouse was the home of Edwin B. Morgan, Henry Wells' friend and business partner. It remained in the Morgan-Zabriskie family until 1961, when it was given to the College by John and Lesley Wead Zabriskie. Exclusive rates for alumnae are offered from November through April. In addition, special Big Chill Weekend packages are available (see page 46). Call 866.364.8808 for more information or to make reservations.

Expressly WONDERFUL

The *Express* received an honorable mention award from the Council for Advancement and Support of Education. The CASE District II Accolades Award program hosted a gala event in Philadelphia last winter where awards were made in 23 categories. The *Express* received honorable mention specifically for the summer 2003 issue, which examined women in philanthropy.

This is the first time the *Express* has received a CASE award.



A New Associate Dean



Dr. Carolyn Coleman Denard joined the Wells community last fall as associate dean of the College. She reports to Dean of the College Ellen Hall, and

is responsible for academic program planning and assessment, the first-year seminar program, and experiential and service learning programs. Carolyn also plays a lead role on the College's Strategic Planning Committee.

Carolyn received her Ph.D. in American Studies from Emory University, her M.A.T. in English from Indiana University, and her B.A. in English from Jackson State University. She was awarded post-doctoral fellowships by the W.E.B. Du Bois Institute for Afro-American Research at Harvard University, the Institute for Women's

Studies at Emory University, and the American Association of University Women Educational Foundation.

Before coming to Wells, Carolyn was a tenured professor in the English Department at Georgia State University in Atlanta where she taught 20th Century American literature. She was also a member of GSU's Women's Studies and African American Studies departments, where she taught women's literature and theory courses and survey courses in African American literature. Previous to joining the GSU faculty, she taught at Kennesaw State College and Agnes Scott College. Her writing has been published in numerous journals and books.

Carolyn is the founder and director of the Toni Morrison Society, headquartered in Washington, D.C. For more information on Carolyn's professional background, please go to www.wells.edu/whatsnew/wnnwar48.htm

Vice president of CBS News

Marcy McGinnis, senior vice president of CBS News, visited campus on May 4. As part of the annual Arts & Lecture Series, she held a roundtable discussion with students in the afternoon, and spoke on "She Leads Just Like a Woman: How Women Are Changing the Rules so Everyone Wins" later that evening.

Her address focused on how effective leaders use four E's to guide them — excellence, enthusiasm, expectations, and empathy. "We are not judged just by the results we achieve, but also by *how* we achieve them," said McGinnis. "Leaders can no longer demand respect based on their title; they must command it by their actions and lead by example."

McGinnis oversees worldwide news-gathering, breaking news, and crisis coverage, as well as the operation of all national and international bureaus. She was at the helm during the tragic events of September 11 and the subsequent war in Afghanistan. She oversees coverage of the war with Iraq, and the 2004 presidential campaign also fell under her direction.

Ms. McGinnis received three Emmy Awards for CBS News' coverage of the death of Princess Diana.

Following her talk, she spoke candidly about her personal experiences covering 9/11 and the death of Pope John Paul II, and shared stories about her own climb up the media corporate ladder.



Women Changing the Rules...



Coaching Excellence



Coach Lyn LaBar has been named 2004 Atlantic Women's Colleges Conference Coach of the Year. This is Lyn's 16th season as the head coach of Wells' field hockey program.

Prior to coaching at Wells, she was the head field hockey coach at Montclair State College. Lyn is a 1984 graduate of Syracuse University where she played field hockey and served as captain her senior year. She earned her master's degree in physical education from Montclair State, specializing in coaching and sports administration.

Under Lyn's direction, the field hockey team made College history in the 2004 season, earning second place in the AWCC. This is the highest level the team has attained since joining the conference in 1996.

Athletics Awards

At the annual athletics banquet each spring, student athletes vie for three top awards. This year's recipients are:

Ariel Merkel '05

Kathryn S. Maloney Scholar Athlete Award

This award is bestowed on a member of the senior class who has participated on a varsity team for a minimum of three seasons, and has exemplified academic excellence throughout her career at Wells. Ariel was selected for her competitive skill on the lacrosse field and for her exemplary academics, maintaining a GPA of 3.756. She majors in sociology/anthropology with a concentration in anthropology and a minor in book arts.



Lila Gasink '05

Distinguished Athlete Award

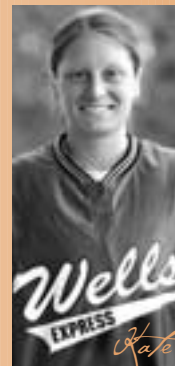


The Distinguished Athlete Award is given annually to a sophomore, junior, or senior who has brought distinction to Wells athletics and who exemplifies excellence through her athletic ability, dedication, intensity, and commitment. During her four years as a starter on the soccer and lacrosse teams, and one season on the field hockey team, Lila exhibited quiet leadership and versatility. She is a Psychology major.

Katherine McLaren '05

John D. Wilson-Ralph H. Poole Jr. Cup Award

The Wilson-Poole Cup is awarded annually to a member of the senior class who, in the spirit of liberal arts education, has made a distinguished contribution during her four years to the athletic program at Wells. Kate is one of the most decorated multi-sport athletes to ever play for the Express, earning accolades in the pool and on the field hockey and softball fields. Kate is a psychology major who carries a 3.6 GPA, was named Phi Beta Kappa, and is an AWCC Scholar-Athlete. She was recently chosen as the 2005 Donna Ledwin Most Outstanding Scholar-Athlete, the Atlantic Women's Colleges Conference's most prestigious award.



Also at the banquet, Dean Karen Green presented the Team Achievement Award to the tennis team for carrying the highest combined GPA of all the athletic squads.

Preparing For More Athletes



The athletics staff is actively engaged in developing plans that are inclusive of both women and men. These plans enhance student recruitment efforts, which will contribute to overall enrollment growth. Student-athletes have a higher retention rate than the general student body, and evidence reveals that athletics will be an important recruitment tool as Wells transitions to coeducation.

In order to make the most effective investment possible into the athletics program, Wells has hired Alden & Associates, Inc., a national consultant of collegiate athletics, to assist in developing a plan to guide introduction of new sports, growth of the athletics staff, and upgrade of facilities. Alden has been working with administrators and the athletics staff to create a five-year strategic plan for the College's intercollegiate athletics program. Alden & Associates and architectural firm Beardsley Design Associates have completed a needs assessment of Wells' facilities and developed plans for the first round of renovations and additions, which are already underway. Go to www.wells.edu/slife/student-union.htm to see the latest construction updates

After a review of sports offerings, Wells will introduce men's soccer and swimming teams this fall. The teams will play at the club level for the first year, then elevate to varsity status in 2006. Also this fall, cross-country will be offered for both women and men at the intercollegiate level. The team will compete at away meets and invitationals during the first year of the program. Plans are underway to develop running courses on campus. A search for coaches is in progress; see separate article introducing new soccer coach Michael Paolini.

To ensure that Wells is ready to accommodate more athletes, the College was awarded a \$25,000 grant from the Earl Knudsen Charitable Foundation toward improving athletics facilities. This grant will support facility renovations including additional office space for an increased coaching staff, a new locker room for men, and a new training room where students may receive pre- and post-practice therapy, physical therapy, and attendance to injuries. The current training room is at the end of the women's locker room and thus inaccessible to male athletes.

The improved athletics facilities will be available to student-athletes arriving on campus for the Fall 2005 semester.

For the latest in sports at Wells, go to www.wells.edu/slife/sl2c.htm

AWCC Softball Championships HELD IN AURORA

Wells hosted the 2005 Atlantic Women's Colleges Conference (AWCC) Softball Championship in late April. Participating teams were Chatham College (Pittsburgh, PA), Mary Baldwin College (Staunton, VA), Hood College (Frederick, MD), Wilson College (Chambersburg, PA), Chestnut Hill College (Philadelphia, PA), Trinity University (Washington, D.C.) and the Wells Express. Wells finished in seventh place. Mary Baldwin was the tournament champ, earning automatic qualification to the NCAA Division III softball championship.

New Coaching Staff



Recognizing the importance of athletics in the transition to coeducation, Athletic Director Lyn LaBar is hiring new coaches this year. Searches are underway for men's swimming and cross-country for women and men. In addition to coaching, the new staff will be

responsible for recruiting prospective student athletes to Wells' new programs.

Michael Paolini is the College's new men's soccer coach. Paolini will oversee coordination of spring sporting events, assist with management of athletic and physical education facilities, and teach a course within the department of physical education.

Mike comes to Wells from LeMoyne College in Syracuse, where he was the assistant soccer coach. He helped lead the Dolphins to playoff berths in each of his four seasons there. Paolini was an All-American at Plattsburgh State, completing a B.S. in 1999. Since graduation, he has served as the soccer director at the Central New York Family Sports Center in Baldwinsville, New York, and is owner and director of Pao's Soccer School in Syracuse. Mike has played professionally with the New Hampshire Phantoms.

Of Prose and Poetry

Eight poetry readings were sponsored by the Visiting Writers Series this spring. One of the featured artists was Ithaca writer, performer, and poet Katharyn Howd Machan, who read from her new book of poetry *Redwing: Voices from 1888*.

Machan's other publications include *Sleeping with the Dead* (Finishing Line Press, 2004; winner of national competition); *Greatest Hits* (Pudding House Publications, 2004); *Wise Woman* (Anabiosis Press, 2003; winner of national competition); *Dreaming How the House of Love Begins* (Pudding House Publications, 2002); *Skyros* (FootHills Publishing, 2001), and many more.



She is currently an associate professor of writing at Ithaca College. She serves as director of Feminist Women's Writing Workshops, Inc.; is the coordinator for Ithaca Community Poets; and was named the first

Poet Laureate of Tompkins (NY) County in 2002. She is the recipient of several artistic awards.

More information on Katharyn Howd Machan and other readings in the Visiting Writer Series may be found at www.wells.edu/whatsnew

The Art of Translation

The Wells Book Arts Center has been given a treasure — but with the requirement not to keep it.

Fine press publisher Vincent FitzGerald & Company recently donated a copy of their 1996 production of the *Divan-E-Shams*, by 13th century poet Jalaluddin Mohammad Rumi. The book, a masterpiece of collaboration, features 15 of Rumi's poems selected and translated from the Persian by Zahra Partovi and interpreted by 15 noted visual artists. Luxurious and stunningly complex, the book required three years to create using the talents of artists, calligraphers, letterpress printers, bookbinders, papermakers, and printmakers. Everything was done by hand, and the entire edition numbers only 50 copies. A single copy is worth \$10,000.

FitzGerald donated the *Divan-E-Shams* after he and Partovi came to Wells last April to speak about the experience of making the book during the book art symposium, *Matter & Spirit: The Genesis and Evolution of the Book*. The gift requires that the Book Arts Center sell the *Divan-E-Shams* and use the proceeds to benefit the Center's programs.

Wells is seeking a buyer for the *Divan-E-Shams*, currently on display in Morgan Hall. For more information, contact Book Arts Center director Terrence Chouinard at 315.364.3420 or email tchouinard@wells.edu.

WELLS PARTICIPATES IN *Diversity Consortium*

Funded by a grant from the Teagle Foundation, Wells is participating in a consortium of institutions working toward ways to eliminate racial and ethnic disparities in college completion and achievement. Wells, along with Cornell, Colgate, Hamilton, and Hobart and William Smith, are coming together to examine the details, philosophy, and effectiveness of various diversity-related programs. They will explore arguments for and against specific approaches, and develop detailed best practices for managing a racially and ethnically diverse campus, as well as guidelines for how to evaluate the effectiveness of specific programs. The consortium project will take place from January 2005 through July 2006.

Anticipated outcomes of this effort include enhanced connections between partner institutions and a report that will serve as an important resource for faculty and administrators. Consortium members hope that this project will also lead to a series of future collaborations on campus racial, ethnic and economic diversity.

New Faculty:

Great Teachers Supporting our Mission



Raúl Delgado-Rodriguez, visiting assistant professor of foreign languages, literatures and cultures, earned his B.A. from Brandeis University and M.A. and Ph.D. from Harvard University (in comparative literature).



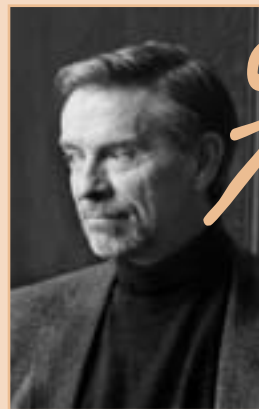
Deborah A. Gagnon, visiting assistant professor of psychology, received her B.A., M.A., and Ph.D. from the University of Buffalo (SUNY).



Ethel King-McKenzie, assistant professor of education (tenure track), earned her B.Ed. from the University of the West Indies (Jamaica) and her M.A. and Ph.D. from Louisiana State University.



Jill S.H. Hill, assistant professor of psychology (tenure track), earned her B.A. and M.A. from Loyola College in Maryland and is completing her Ph.D., which will be awarded by the University of Oklahoma.



Raymond Joseph Hoffmann is the College's Robert D. and Henrietta T. Campbell '12 Professor of Religion. He earned his B.A. and M.A. from Florida State University, M.T.S. from Harvard University, Th.M. from the Harvard Divinity School, and D.Phil. from the University of Oxford. He was selected to receive the 2005 Excellence in Teaching Award.



Jeffrey Michael Rebudal, visiting assistant professor of dance, earned his B.A. from the University of Hawaii-Manoa and his M.A. from American University.



Jaclyn L. Schnurr, assistant professor of biology (tenure track), earned her B.S. from Cornell University and Ph.D. from Idaho State University (biology with a concentration in ecology).

Celebrating Civil Rights

For the second year in a row, members of the Wells community celebrated Martin Luther King Day with a community service event. This year, eight Wells folks joined ranks with the people at the Greater Ithaca Activities Center (GIAC) for their 11th annual MLK Day celebration. The theme was “A Day On, Not a Day Off.” Dr. Jeffrey Lehman, president of Cornell, gave the keynote address.

“The folks at GIAC were delighted to have us participate,” noted Wells chaplain, J.K. Boodley, who was instrumental in coordinating Wells’ participation in the event. “I think everyone from the Wells crew felt the same about helping, even if it meant braving a snowstorm that morning to get there!”

Director of Major Gifts Amy Robinson and Nancy Baidon of Wells’ financial aid office also participated and were pleased that there was such a good turn out. “It was a great experience to see so many different groups become involved with such a celebratory event,” said Amy.

The afternoon involved several children’s activities (based on King’s famous “I Have a Dream” speech), and a collection taken for the tsunami effort raised just over \$500. The day wrapped up with a civil rights presentation and various performances.



Marcia Fort of GIAC, Karen Stangl '05, Amy Robinson, Nancy Baidon, daughter Katie Baidon and friends Justine Platt and Elisabeth Rollo, and J.K. Boodley celebrate Martin Luther King Day in Ithaca.

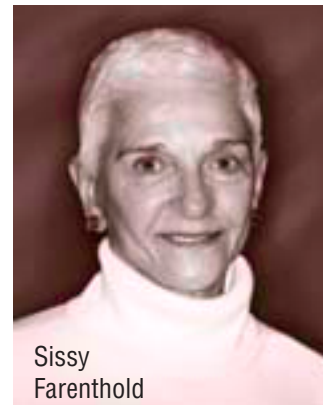
Spring Convocation Celebrates Women’s Education

The spring 2005 semester opened with a convocation ceremony “Celebrating 136 Years of Women’s Education at Wells.”

“To put it simply, many of us realize how lucky we are to be members of such an amazing community,” said Patricia Castro-Vega ’05, president of Collegiate Cabinet. “The Wells environment groomed us to be independent, critical thinkers and vocal activists — true Wells women. It seemed crucial to acknowledge that at this point in Wells’ history.”

Collegiate invited former Wells President Frances “Sissy” Farenthold to give the convocation address.

In her address to the students, Sissy said: “During the time I was at Wells, I continued to believe the College would remain a single-sex institution. The issue has remained a focus of my thinking for all these many years. Gradually, ever so gradually, I came to the realization that to maintain a critical mass of students, which in and of itself is a vital



Sissy Farenthold

part of any college, that change in our admission policy was necessary. Change always is accompanied by an element of apprehension... From my viewpoint today, Wells College has over met the challenge of viability. Wells is an institution of strong women and academic rigor and these characteristics will continue.”

THE LECTURE CIRCUIT

Each semester, faculty and staff invite thought-provoking speakers to campus to challenge us and encourage us to think about larger issues outside of Aurora.

Phi Beta Kappa visiting scholar Stanley L. Engerman delivered an address entitled “Slavery and Its Aftermath in the United States” last fall. Engerman is the John H. Munro Professor of Economics and Professor of History at the University of Rochester.

Dr. Virginia M. Scott, a leader in foreign language methodology and second language acquisition, spoke in September on “From Foreign Language Education to the Trenches: Theories and Realities.” Her discussion addressed second language acquisition theories and how they may or may not play themselves out in the classroom setting.

Pulitzer Prize nominee Susan Jacoby’s talk, “The ‘Values Issue’ vs. Real Values: A Skeptical Look at Faith-Based America,” addressed the separation of church and state in America today, and why she believes preserving the sanctity of American secularism is fundamental to democracy and to the benefit of both religion and government.

For details on these and other lectures, click on News & Events at www.wells.edu

Welcome New Book Arts Staff Members



Margot Ecke

Margot Ecke has been named to a two-year term as Victor Hammer Fellow. During her residency at Wells, Margot will teach book arts classes, continue work on her own art work, and hold an apprenticeship at the Bixler Press and letter foundry in Skaneateles, New York.

Margot received her B.F.A. from Cornell and her M.F.A. from the Rhode Island

School of Design. She most recently completed the book conservation program at the North Bennet Street School in Boston, the only full-time hand bookbinding program in the U.S. She spent a year in the Tamarind Master Printing Program at the University of New Mexico and held a residency last summer at the Carolina Rediviva Library in Uppsala, Sweden.

She has taught at the Rhode Island School of Design, the North Bennet Street School, and the Ink Shop in Ithaca, New York.

Sarah Roberts has been appointed director of book arts initiatives. Last spring Sarah completed her term as the College's third Victor Hammer Fellow. In her new position, she developed and directed the inaugural Wells book arts summer institute this past June, seek new grant opportunities for the center, and continue to teach.

Sarah earned her M.F.A. in English from the University of Iowa Writers' Workshop, gained extensive training at Iowa's Center for the Book, and received her B.A. in English from the University of Washington, Seattle. While at Wells, Sarah's book-length poetry manuscript, *Blue Ground*, was selected as finalist in the National Poetry Series.

SURFING THE STACKS

Last fall, the Louis Jefferson Long Library became a participating JSTOR library, giving the campus easy access to scholarly journals, many of which could not be obtained at Wells previously. Users now have access to over 107,000 digitized publications and nearly 16 million pages of information in a searchable database; they can access JSTOR from library terminals or office and residence hall computers.

"JSTOR widens our reach tremendously," says Head Librarian Jeri Vargo '70. "You can print the articles on your own computer, and it alleviates library storage issues."

The JSTOR database is unique because the complete archives of these scholarly journals have been digitized, starting with the very first issues, many of which date from the 1800s. New titles and fields are being added regularly, and issues are never "out."

JSTOR was originally conceived and funded by The Andrew W. Mellon Foundation and in 1995 became an independent, not-for-profit organization. Its servers are located at Princeton University, the University of Michigan, and in Manchester, UK.

Quality & Value That's Wells!

Wells is one of only four New York State private colleges and universities named among the nation's top liberal arts schools that offer quality education at an affordable price in the 2005 edition of U.S. News & World Report's *America's Best Colleges*.

This year Wells is ranked #25 on the U.S. News list of the top 40 liberal arts colleges that offer the best value. The other New York schools named are Colgate (#8), Vassar (#23), and Hamilton (#28).

Additionally, *America's Best Colleges* ranks Wells in the 109th position in its "National Liberal Arts College" list.

Wells also scored national rankings in the 2005 edition of the Princeton Review's *The 357 Best Colleges*. The College was named #15 in the nation for being best at encouraging class discussion and #20 on the list of most beautiful campuses.

Unlike U.S. News & World Report that uses statistical formulas to compute rankings, the Princeton Review surveys college students to determine which schools offer the best in a wide variety of categories. More than 110,000 college students were surveyed to determine this year's rankings.

Activism Symposium

Wells continued its tradition of academic excellence and student leadership this spring by presenting the 4th annual Activism in the Academy symposium. Under the direction of Assistant Professor of Sociology Laura McClusky, students took the lead in organizing “The Activist’s Toolkit,” which featured a keynote address, more than 20 workshops and break-out sessions, and a lunchtime speaker.

The day began with a keynote talk by human rights activist and writer Marjorie Agosin, who spoke on “Threads of Memory: Women and Resistance Movements in Latin America.” A professor of Spanish at Wellesley College, Ms. Agosin lived in Santiago, Chile until age 16, when she came to the United States to escape the military coup that overthrew the Socialist government of Salvador Allende.

Following Agosin’s talk, participants chose from a variety of workshops offered throughout the day on such topics as nuclear power, transgender rights, responsible consumerism, pro-choice activism, art and activism, non-violence training, media activism, and more. Ron Casanova of the National Union of the Homeless in New York City gave a luncheon address in the dining hall.

Started by the Collegiate Association in 2002, the symposium strives to empower community members to use the College as a resource for advancing social justice and community development through interdisciplinary study.

For a full list of the workshops that were offered go to <http://aurora.wells.edu/~symposium>.

Trustee Honored by NYS Education Association



Wendy Baker

Winifred “Wendy” Baker ’75 has been selected by the Commission on Independent Colleges and Universities (cIcu) for their 2005 Alumni Hall of Distinction. Twelve graduates were

honored for their achievements this year. She was nominated by President Lisa Marsh Ryerson, who is board chair of cIcu.

Each year, cIcu recognizes graduates who have made extraordinary contributions through their careers and civic service. This year, cIcu specifically honored a group of individuals who came to New York State to attend college and then decided to make New York their home following graduation.

Originally from Englewood, Colorado, Wendy graduated from Wells *cum laude* with distinction in European History.

While a student, she served as the captain of the tennis team and was on the semi-pro tennis circuit after college.

Following graduation, Wendy pursued her interest in corporate America by moving to New York City. She is now president of Lloyd’s America, Inc., a wholly owned subsidiary of Lloyd’s of London, the world’s leading specialist insurance market. Wendy manages six offices — New York, Chicago, Los Angeles, Kentucky, the Virgin Islands and Montreal.

Wendy has long been an active volunteer for Wells. In addition to serving on the Nucleus Fund Committee of the *Campaign for Wells College*, she has participated in numerous career services activities for alumnae and students, presented Alumnae College sessions during Reunion weekend, and assisted with development projects. In 2003, she was appointed to the Board of Trustees.

Now that the College’s lakefront guesthouse has been beautifully renovated by the Aurora Foundation, special packages are available to Wells alumnae and their guests.

Big Chill WEEKENDS

\$250 per person inclusive
(offered November through April)

Two nights stay at E.B. Morgan House (French House)

Dinner at the Aurora Inn

Continental breakfast

MacKenzie-Childs farmhouse tour

Lunch at Dorie’s

Dinner at the Fargo

Sunday Brunch at the Aurora Inn

A Wells alumna must be present and in residence at the guest house to receive this special rate. Please call 866.364.8808 for more information.



Food for Thought

Niamh O'Leary, associate professor of environmental studies, was a featured speaker at Case Western Reserve University's annual Grazella Shepherd Lecture Day in October. She was invited to speak by Lynn Reboul '60 of Chagrin Falls, Ohio, who is one of the event's organizers.

Held in Cleveland, the theme of this year's event was "Food: Think Globally, Act Locally." Professor O'Leary's topic was "Food for the Future: Developing Crops for a New, More Sustainable Agriculture."

She described the tremendous productivity of industrialized agriculture as well as its negative environmental effects. In particular, she talked about dependence on fossil fuels, genetic modification of crops to increase their adaptation to sustainable environments, and the need for a new, shared vision for the future of agriculture.

More about Wells' participation in Lecture Day at Case Western may be found at: www.wells.edu/whatsnew

Directing Communications

Kelly Tehan was named communications director in March. Kelly was most recently assistant to Ann Rollo, vice president for external relations.

"I am delighted that Kelly Tehan will be Wells' new Communications Director," said Ann. "Her strong writing skills, dedication to quality and timeliness, and professional disposition will serve the College well."

Kelly will share the College's mission and news with internal and external audiences; promote Wells' academic, recruitment, development and alumnae relations programs; manage publications; and continue to oversee cultural enrichment event publicity.

"I am pleased to be serving Wells College in this new role," says Kelly. "I had been handling some of the responsibilities since the College began the transition to coeducation. It is gratifying that my work was recognized, and I am excited to be given the chance to step up and help guide Wells into a new time in her history."

She holds an A.A.S. degree in Hotel Management from Paul Smith's College, and graduated *summa cum laude* from Ithaca College with a B.S. in Corporate Communication. At the time, she worked in the School of Business at Ithaca College.

Kelly is also active in the community. She currently represents Wells in the Leadership Cayuga class of 2005; serves on the executive board of the Aurora Arts & Merchants Association; directs the King Ferry Presbyterian Church youth group; was elected vice chair of Wells' Staff Forum; is a member of the American Association of University Women, and is a class agent for Paul Smith's College.



PSYCHED UP

ABOUT A GRANT

The Psychology Department has been awarded a \$2,575 grant from the American Psychological Association (APA). The grant represents one part of a plan recommended by the APA's Commission on Ethnic Minority Recruitment, Retention and Training in Psychology (CEMRRAT).

Psychology faculty Deborah Gagnon, Jill Hill, Milene Morfei, and Victoria Muñoz have made a departmental commitment to diversify the psychology curriculum to be more relevant and welcoming to ethnic minority students. This effort is central to the recruitment and retention of all students, and especially students of color.

With the CEMRRAT funds, they hope to bring Dr. Janet Helms, an expert in multicultural competence, to campus this Fall for two days. The department also plans to launch a Spring 2006 colloquia series that will explore issues of diversity within psychology from multiple perspectives. The campus community will be invited to participate.

FUNDING NEW SCIENCE OPPORTUNITIES



Fundraising for the College's first new building in 30 years — the science center — is progressing. Led by the Board of Trustees, many alumnae and friends of the College have given generously to this exciting new facility.

Margie Matthews Filter Hostetter '62's brother, Ed Matthews, and his wife, Marie, of New Jersey, have made a significant commitment of \$500,000 to name the lecture hall in Margie's memory. Margie

was one of the highest-ranking women in corporate America, serving as treasurer of Xerox for a number of years. She also was the chairperson of the College's Board of Trustees; under her leadership, the science campaign was launched. The lecture hall is designed to serve the entire college community.

During Reunion 2005, John Rodewig, husband of Ann Taylor Rodewig '55, shared their intention to make a gift to name a 12-seat advanced chemistry lab in honor of

Ann's 50th Reunion.

The Class of 1955 also contributed a portion of their 50th Reunion gift to name a faculty office.

The Class of 1965 designated their \$125,000 40th Reunion gift to name a 16-seat teaching lab specifically for organic chemistry. They also wish to recognize the loss of beloved classmates, including the untimely passing of Susan Getzendanner '65 in the World Trade Center attacks.

The Class of 1980 used Reunion weekend to reach the \$25,000 naming level for a student/faculty research lab. This gift will be dedicated in honor of their 25th Reunion.

The architects are finalizing design plans, and to date, we have raised nearly \$11 million toward the project. An additional \$8 million in pledges will allow construction to begin immediately. In completing this decade-long effort, we will open the door to new learning opportunities for our students, and provide state of the art teaching and research space for faculty.



ART FOR ART'S SAKE

Amy Morris '06 and Yuko Nishide '06 attended the Art Students League in Manhattan over the January intersession. Wells students have been attending The League, the oldest art school in the nation, since 1972. Over the years, the venerable institution has hosted an impressive list of celebrated artists, including Georgia O'Keefe, Robert Henri, Jackson Pollack, Dore Ashton, Nell Blaine, Louise Bourgeois, Duke Ellington, Peter Falk, Jane Fonda, and more.

Both students commuted every day from their homes into Manhattan to attend morning classes. Each afternoon, the group visited selected museums and galleries, including the newly reopened Museum of Modern Art. The students were required to write brief reports on each exhibition.

POLITICAL DEBATE

In preparation for the presidential election last fall, the Wells College Republicans sponsored a political debate. Professor Emeritus Arthur Bellinzoni and Auburn *Citizen* columnist Roger Hare faced off and presented opposing viewpoints on the topic “Who’s Better for the Job?: Bush vs. Kerry.”

Bellinzoni is a member of the Democratic Party, a board member of People for the American Way, and vice chair of the Rothko Chapel in Houston. Hare is a political columnist for the *Citizen*, a Pearl Harbor historian, and a board member of the Cayuga County Republican Party. Kristy Lee Hochenberger '05, chair of the College Republicans group, moderated the debate, which was followed by a question and answer period. This was the third time in recent years that Hare and Bellinzoni debated politics on campus.

it's all about...

THE RESEARCH

For the 17th year, Professor of Chemistry Christopher Bailey escorted Wells students to the National Conference on Undergraduate Research. Professor Bailey and seven scholars represented the College and presented their work at the 19th NCUR meeting in April at Washington and Lee University in Lexington, Virginia.

NCUR participants come from over 300 colleges and universities representing almost every state in the nation. Since its inception in 1987, NCUR has

become a major annual event drawing over 2,000 undergraduates, faculty, and administrators to hear and discuss undergraduate creative and scholarly work.

Student participants this year were:

- Kathryn Fong '06
- Katherine Gero '05
- Sabrina Johnston '05
- Melissa Patterson '05
- Nicole Pellegrino '05
- Karen Stangl '05
- Jin Joo Yun '05

Go to www.wells.edu for the titles of their respective research presentations and their faculty sponsor(s).

CHANGING THE WORLD, ONE STORY AT A TIME



Author Dorothy Allison comes to town

With the help of visiting Professor of Women’s Studies Ednie Kaeh Garrison, Southern novelist and feminist Dorothy Allison was this year’s Mildred Walker ’26 Visiting Fiction Writer. Allison visited campus in October, met with students and faculty several times over a two-day period, and presented a public lecture entitled “Changing the World, One Story at a Time.”

Dorothy grew up in Greenville, South Carolina, where she endured poverty, sexual abuse, and domestic violence yet excelled in school. She left the south to study anthropology at the New School for Social Research in New York City. Membership in a radical feminist collective in the early 1970s gave her the support she needed to come to terms with the brutality she had known and begin writing seriously. Ultimately, she re-connected with her family.

Mainstream attention came with the publication of her semi-autobiographical novel, *Bastard Out of Carolina*, which was a finalist for the 1992 National Book Award, among other honors. The book was made into a Showtime movie produced by Angelica Huston.

The Book Arts Center has created a hand-printed keepsake in honor of Dorothy Allison’s visit to Wells. Copies are available for sale, and all proceeds benefit the Women’s Studies department. Find out how to order at www.wells.edu/bookarts

SENIOR THESIS ART EXHIBIT

Photo by Angelique Rabus '05, Painting by Janina Fisher '05



The Art Department presented the annual senior thesis art exhibit May 16-28 in the String Room Gallery.

Angelique Rabus' digital photographs are "...a collection... made to entice the viewer's mind. The pieces are meant to stimulate emotion from the viewer, whether it be for the photograph itself, or how the photograph personally relates to them."

Thirteen abstract oil and acrylic paintings were mounted by Janina Fisher. Janina's work is an "exploration through

pigmented paint mediums in color — oil and acrylic. These canvases symbolize flux, change, and continuity... [They have] the suggestion of two major forces: nature and woman."

Senior theses are the culminating requirement of study at Wells. Art seniors are expected to plan and implement the entire exhibit, including the creation of the artwork to be shown, hanging the pieces and preparing the gallery, and coordinating the reception. Art professor and gallery director William Roberts guides the students' work in the studios and oversees the installation of the show.

In Partnership with Seneca Falls Library

Wells and the Seneca Falls Library have teamed up to create a new Wells Lecture Series:

February 17

"Cultures of Collecting" by Visiting Assistant Professor of Foreign Languages, Literatures, and Cultures Raúl Delgado-Rodríguez.

March 3

"Toni Morrison, Author" by Associate Dean Carolyn Denard.

April 28

"Women's Spaces and Women's Lives in 19th Century America" by Assistant Professor of Art History Sara French.

September 13

Poetry reading by Professor of English Bruce Bennett.

For details about the free talks and the new lecture series, visit the library on-line www.senecafallslibrary.org or go to www.wells.edu.



STORIES TOLD

The Theatre Department presented *Stories Told* as the spring student drama production. *Stories Told* is an enchanting collection of classic and modern folk tales adapted for the stage by renowned author and director Paul Sills, with additional stories adapted by Lynne Sánchez-Fries '06.

Under the direction of Visiting Assistant Professor of Theatre Siouxsie Grady, the eight student actors performed without the use of props or

costumes of any kind, instead relying solely on their bodies to create the reality of the stories.

The production received two merit awards by the Theatre Association of New York State (TANYS): Excellence in Direction to Siouxsie Grady and Excellence in Ensemble Work & Acting to the company.

Full coverage of the production may be found on the College's website: www.wells.edu

To Have And To Share: The Alumnae Connection

by Carrie Bolton '92

Wells is blessed with many alumnae who, because of their affection for the College, are willing to devote time, talent, energy and resources to Wells. In fact, the Alumnae Association bylaws state that the Association "shall be operated exclusively for the educational or charitable purposes that advance the interest of Wells College," especially through recruitment, fundraising, and alumnae involvement.

Alumnae have fulfilled that purpose for a long time, and now with the transition to coeducation, we have opportunities to do even more. Alumnae contributions to Wells are critical, especially unrestricted funds for program and operational expenses. And, as we move forward with the science building campaign, we have a chance to contribute to the first academic building constructed on campus in more than 30 years! Wells has a great need for enhanced athletic facilities also, because athletics are a big draw for students today. How proud we'll be to have a state-of-the-art science building and excellent athletic facilities available to students.

While it's vital for alumnae to contribute financially to Wells, allowing us to lend a hand to current

students as others helped us, there are many other ways that we can continue to help Wells succeed.

Alumnae are a great asset to the College. We can speak about the College to other alumnae, facilitating a wider connection. Alumnae expand the College's sphere of influence, and when we have the right information in a timely manner, we can help to build the credibility of the College. Just by speaking well of the College to others, including prospective students, their parents, teachers, and guidance counselors, we have the ability to impact the future of a high school student who is searching for college options.

And never underestimate the value of setting a good example — when people see Wells alumnae of any age as strong, dedicated, positive citizens contributing to their communities, that speaks volumes about the education and experience that Wells has to offer.

We also take on roles as volunteers at Wells, including serving on the Board of Trustees, where a majority of trustees are alumnae, and on the Alumnae Association Board and Friends and Recent Graduates (FARGO) Board. Many alumnae volunteers help professional College staff to further



"...and now with the transition to coeducation, we have opportunities to do even more"

Carrie Bolton

Wells' goals in admissions by referring students, attending college fairs, and making phone calls to prospective students. Even more alumnae volunteers help to raise money and gather news from their classmates, sponsor interns, help students find jobs, host events, and more.

A strong, healthy Alumnae Association is good for Wells, for all the reasons mentioned above, and it benefits alumnae as well. Each of us, by keeping in touch and attending Reunion and events around the country, keeps the network alive.

So there are two things I want you to do — congratulate yourself on what you've already done for Wells, and consider what you can do to support Wells through this period of change and beyond.



BROOM DRILL SQUAD

— DECEMBER 1882 —

Military drill was a popular form of exercise and entertainment for men in the post-Civil War era, with college battalions performing at judged competitions. In the late 1800s, as exercise and sports for women became more acceptable and commonplace, broom drills were a popular activity for young women as well. Like their male counterparts, each woman carried a broom on her shoulder and performed precise military steps, traditionally taught to them by a soldier.

In addition to providing an enjoyable form of exercise, broom drills were sometimes used to raise funds for favorite charities. Men bought admission tickets to watch as a drill company of 8, 16 or 32 young ladies performed. Many times at the end of the drill, the young ladies added to their fund raising success by selling their brooms to the bachelors in the audience for a high price.

A quick count of the Wells students in the picture reveals 20 members of the team — perhaps to field a squad of sixteen with four alternates?

“TAKIN’ IT TO THE STREETS”

While reading an old issue of the *Express*, Barb Kennedy '64 came across another alumna's idea: a custom vanity license plate that advertised her love of Wells College.

“I think Wells needs all the publicity it can get, and I love to talk to people about the school,” enthused Barb from her home in Mount Vernon, Maine. So she took another's inspiration and had a license plate made for her own vehicle. Now as she travels, Barb has a built-in opportunity to talk with folks about the College.

Many more students and alumnae broadcast their love of Wells on their clothing. Two Januarys ago a group of ten students tutoring children on the Navajo Reservation in Tuba City, Arizona spent a day visiting the Grand Canyon. While descending into the canyon, a woman who had recently passed them came running back down to ask about their Wells sweatshirts. It turned out she was a Wells alumna and a happy conversation ensued.

Another student wearing a Wells sweatshirt on a cable car in San Francisco was approached by a woman with a powerful example of the friendships that are forged at Wells. This woman's best childhood friend had attended Wells and, several decades later, had recently died of cancer. The stranger described the respect she had for the Wells women whose bonds of friendship included providing support and care for her friend at the end of her life. When the woman attended her friend's funeral, she finally met these Wells alumnae whom she would never forget.

Across the country, Wells is takin' it to the streets — keep a look out!



Wells College Express

Wells College

P.O. Box 500

Aurora, New York 13026

Note to parents/relatives: If the addressee has moved, please forward this issue and write or call the Alumnae Office at 315.364.3221 so we can update our records. Visit us on the web at www.wells.edu. Thank you.

WELLS COLLEGE OFFICE OF ALUMNAE RELATIONS

Save The Date
for 2006!

Reunion
June 1-4

Reunion at Wells is more than a weekend party . . .

Regardless of where you are or where you've been, come back to Aurora where your journey began. Enjoy a few late nights, lots of laughter, strolling through the village, watching the sunset and rediscovering a memory or two.

it's a celebration with your Wells sisters.

For more information about Reunion contact:
Alumnae Relations Office: 315.364.3221 or e-mail alumnae@wells.edu.

See highlights from Reunion 2005 on the web: www.wells.edu

everyone is welcome