

Campaign gifts help build a lively, challenging and exciting intellectual climate

Donors have supported residential education with Campaign gifts and commitments of \$157 million as of March 2011. Their support is already raising academic challenge and enhancing our historic campus. Here are just a few examples:

- Additional endowment for interdisciplinary academic centers, flagship programs that shape intellectual life across the campus
- Grants for ground-breaking interdisciplinary collaboration in the arts and innovation in teaching
- Endowment for four academic positions, supporting excellence in teaching
- New fitness center, artificial turf field and tennis courts, enhancing our education of the whole student — mind, body and spirit
- Complete renovation of two of our largest residence halls
- Thirty-one refurbished common rooms, including 12 where first-year seminars are now taught
- “Faculty fellows” who help shape intellectual life in the residence halls with activities and talks that range from cooking a special supper to debating presidential politics
- Fourteen fully renovated classrooms
- New center for special collections and archives



YOUR LEGACY
OUR FUTURE

ENDOWED AND CAPITAL GIVING OPPORTUNITIES

Support one of the academic centers	\$500,000-\$2.5 million
Endow the residential education program	\$2 million
Endow a professorship	\$1 million-\$2 million
Renovate a classroom	\$250,000
Underwrite faculty research	\$250,000
Bring a visiting scholar or lecturer to campus	\$100,000-\$250,000
Endow an annual internship	\$100,000
Endow a Residential Education Fellow	\$100,000
Create opportunities for student research and travel	\$60,000



THE CAMPAIGN FOR
CONNECTICUT
COLLEGE

The Campaign supports excellence in education with four major initiatives: residential education, financial aid, internationalization and science education. Our goal is to raise \$200 million by 2013. As of March 2011 we reached \$157 million. For more, visit:

<http://campaign.conncoll.edu>

YOU CAN HELP

Contact us at 1-800-888-7549 or giving@conncoll.edu.

The Campaign for Connecticut College

Residential Education

YOUR LEGACY
OUR FUTURE



THE CAMPAIGN FOR CONNECTICUT COLLEGE

Residential Education

A rising reputation for academic challenge

What do dance, neuroscience, filmmaking and creative writing have in common? Everything, when you're exploring the physiology and expression of creativity.

And that's just what students and professors from each of the four disciplines did one recent semester when they took on the theme of “falling and flying.” They capped the experience with a trip to Trapeze School New York.

The collaboration was funded with a Sherman Fairchild Foundation grant that is fostering creative thinking about curriculum and teaching. “By the end of the course I realized scientific genius is just like artistic genius,” one student said.

Challenging intellectual discussions among faculty and students are at the heart of a Connecticut College education. This kind of learning makes liberal arts education more relevant, more practical and more important than ever before. Today, we are introducing new programs that expand learning in every aspect of the residential experience.

FIRST-YEAR SEMINARS are one part of the story. Every freshman is enrolled in one of these seminars, each limited to 15 students. Professors design the courses around their latest research and greatest interests, and classes are often held in a residence common room. Topics range

from Socrates to the Cold War to the inner workings of the brain. The neuroscience class was one of the four in the “falling and flying” collaboration.

Another new initiative has created **RESIDENTIAL EDUCATION FELLOWS**, a group of 11 faculty who work with students to bring intellectual programming into the residences. Each of the fellows — known as REFs — is connected with a specific residential house. Today, you can go to into a newly



renovated common room and join a student-faculty conversation about the artistic process or a heated debate about the war in Afghanistan. Or you might meet a climate change skeptic who will challenge your assumptions about the future of the planet.

Our new **STUDENT ENGAGEMENT FUND** provides resources for off-campus research and travel, visiting experts and new teaching materials. The fund has taken American studies students to Queens to visit a neighborhood of newly arrived immigrants, supported the purchase of fossil replicas for archaeology classes, and brought a Shakespeare professional to campus to work with students on their monologues.

Campaign gifts are also endowing professorships and other positions, developing new courses, and giving students and faculty new research opportunities. The Campaign is ensuring, too, that our historic campus is more beautiful than ever and supports the needs of today's students. Renovated classrooms and residences, new outdoor gathering places, a center for special collections and archives, renovated language facilities, and a new fitness center have all been supported by Campaign gifts. In 2011, we will break ground on an expansion and renovation of the New London Hall that will provide a modern home for the life sciences in our oldest building.

With these investments, our reputation for academic excellence and student achievement continues to rise. In 2010 we attracted the highest pool of freshman applicants in the history of the College. Two of our students won Goldwater scholarships and one was awarded a National Science Foundation fellowship. This year, one is a finalist for the Harry S. Truman Scholarship and another has won a multi-year fellowship from the Institute for International Public Policy. We are a national leader in the number of students and alumni serving in the Peace Corps and winning Fulbright fellowships.

The student-faculty relationship is central to a Connecticut College education. Residential education supports that relationship in new ways.



First Person

Transforming the lives of students

LAURA CHRISINGER '13

Home: Weathersfield, Vt.

"Adele Myers taught my freshman seminar — 'Movement through Gender and Race' — and she didn't beat around the bush about the material we were going to engage with. This pushed us into conversations where we analyzed not just the material, but ourselves. She made us question our own ideologies about racism and gender roles. Adele takes her teaching seriously and expects me to take hold of my education the same way."



CAMERON RUSCITI '13

Home: Milford, Mass.

"From study away programs to internship experience to faculty members who happily encourage pursuit of extracurricular interests, the College is extremely supportive of anything that stimulates me intellectually. I have enthusiastically taken advantage of these opportunities. With any luck I will be enrolling in the Toor Cummings Center for International Studies and the Liberal Arts next year to pursue an internship abroad and do research in China on the history and development of Chinese rock music. The small student population here cultivates an almost familial atmosphere, both between students and among students and faculty members."



WILLIAM TARIMO '12

Home: Kilimanjaro, Tanzania

"I'm doing research with Professor Parker and am close to developing an algorithm for quadruped servo-robots to learn optimal walking gaits. The algorithm uses the adapted theories of genetic evolution to help robots 'learn' progressively more effective solutions to problems. Only a few students get the opportunity to do this type of serious research at an undergraduate



level. I am looking forward to getting my work published and presenting my findings at computer science conferences."

ABIGAIL VAN SLYCK

Dayton Professor of Art History

Teaches: *New London: A Cultural Landscape Approach; Race and Space; Architecture of Connecticut College*

Mentoring: *Recently advised a student whose historical research resulted in publication of a guide to campus architecture. Worked with students on "Factory: Manufacturing in the Whaling City," an exhibition at the Lyman Allyn Art Museum.*

"I find the academic culture here extraordinary and particularly the sense on campus that faculty and students are working in a close partnership to reach our shared goal: the best education possible for each student."



CRYSTAL GARCIA '12

Home: Ontario, Calif.

"Being able to have intellectual conversations with my fellow students about many subjects, including quantum physics, environmental issues, race and religion is a wonderful experience. It allows for a variety of perspectives to be heard, and for the formation of strong relationships based on trust. I am an environmental leader on campus and this past year worked with students at Yale and Wesleyan to form Students for a Just and Sustainable Future in Connecticut. I plan to get a PhD in fluvial geomorphology and become a college professor and an environmental activist."

JOHN KELLY '13

Home: Bronx, N.Y.

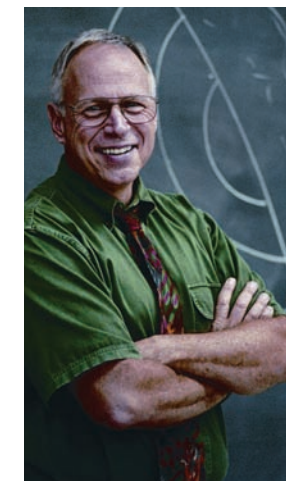
"My very first day of class as a freshman in introductory German, Professor Atherton just strode into the classroom in Fanning and introduced himself in German without speaking a word of English. I learned so much. He constantly challenged us with fun, interactive and mildly silly stand-up activities that would force us to speak all the unfamiliar sentence structures that German entails. I think back to the difficulty I had with those constructions — which I now speak with ease — and I am very grateful for his engaging teaching method."



CATHARINA DAMRELL '11

Home: Georgetown, Maine

"Connecticut College is home to so many unique, determined and brilliant students. I love how the faculty really encourage going above and beyond what may be familiar to us. The faculty create a dynamic of individuality, and the creativity of ideas is really inspiring."



DON PEPPARD

Professor of Economics; leading a study-away group to Vietnam in spring 2011

Teaches: *Political Economy of Postwar Vietnam, Public Finance, Urban and Regional Economics*

"While I've enjoyed new research projects and new courses, year-in and year-out it's students who keep me engaged and energized. The connections that I've made with students are the most rewarding part of this job."