From the President

It is difficult to imagine an academic year with starker contrasts than 2019-20. Last fall, we welcomed one of our strongest and most diverse classes in history, selected from a record number of applications. We opened the beautiful new Hale Center for Career Development on the ground floor of Fanning Hall and celebrated a groundbreaking for the renovation of Palmer Auditorium into the Nancy Athey ’72 and Preston Athey Center for Performance and Research. With a generous gift from Agnes Gund ’60, we launched the Gund Dialogue Project, a key initiative of our strategic plan that promotes critical theory and experiential learning to teach students how to broker courageous conversations across political, social, racial, and socioeconomic differences. Finally, we hosted our inaugural All-College Symposium, the culminating event of Connections, where members of the Class of 2020 showcased the impressive results of their work in courses, research, and jobs in the local community and around the world. This annual report offers a closer look at how Connections has transformed teaching and learning for students and faculty over the past four years.

Life on campus, of course, changed abruptly in the spring of 2020, as the U.S. dealt with a global pandemic. At Conn, that meant sending nearly all our students home, while also redirecting faculty and staff resources to shift our semester online, up to and including Commencement. Many of you gave generously to help both the College and our students achieve their goals. Thank you!
But that was only the beginning. Over the summer, faculty, staff, students, and alumni worked even harder to address the triple challenge of an ongoing public health crisis, an economic downturn, and renewed calls for racial justice. To reopen the College safely, we redesigned our academic calendar to offer a flexible mix of in-person, remote, and hybrid classes Monday through Sunday. We created new COVID-19 protocols with the support of alumni experts and opened our own testing center to test everyone on campus twice per week. And, very importantly, we convened a series of online summits for students, faculty, staff, and alumni, led by Dean John McKnight, to advance our commitment to full participation and anti-racist education. In all these ways, the College continued to fulfill its mission of educating students to “put the liberal arts into action as citizens of a global society.”

In short, the past year presented a series of real-world problems that required the same kind of integrative thinking across departments and disciplines that we promote through Connections, our bold new approach to the liberal arts at Conn. Connections takes the traditional academic major and makes it more powerful by linking it to a personally meaningful pathway of interdisciplinary study, off-campus learning, internships, and professional development. The idea is to unleash curiosity, to teach complex thinking, and, ultimately, to ensure successful lives and careers beyond college. The following pages
CONNECTIONS is foundational to our goal of full participation at Conn, with its vision of an environment where all people can thrive, reach their full potential, and contribute to the flourishing of others.

present stories of individual students and faculty mentors who are making the most of this unique four-year program.

In year one, for example, students take specially engineered courses that foreground interdisciplinary ways of thinking. Looking back on his first year at Conn, Admirabilis Kalolella ’23 describes how his first ConnCourse, Power and Inequality, gave him insight into how he can bring new medicines to his home country of Tanzania. Film studies major Bri Goolsby ’22 tells us about her animating question that draws together her interests in animation and the fight for equality.

The critical importance of the Integrative Pathway, the central element of Connections, is made clear by Sarah Van Deusen ’21 as she discusses her own inquiry into the relevance of the liberal arts in contemporary society.

Connections culminates each fall in a major student conference, our All-College Symposium, where seniors present the results of their studies through talks, poster sessions, performances, screenings, and exhibitions. Last year’s inaugural event, held in November, included 160 student presentations, a thrilling display of intellectual and creative energy. It featured students like Ken Colombe ’20, a basketball player who majored in economics, minored in finance, and joined our Entrepreneurship Pathway. He integrated his interest in sports and business, and interned with two professional basketball teams, the Indiana Pacers and the Connecticut Sun, in order to study the entrepreneurial mindset required for robust team rosters. Ken went from Conn into a position at Priority Sports and Entertainment, a top NBA agency in Chicago.

To support Connections, the College has received a total of $3.7 million in grant support since 2016 from The Andrew W. Mellon Foundation, The Christian A. Johnson Endeavor Foundation, The Conservation and Research Foundation, and the National Endowment for the Humanities. We have also seen student interest in the program rise each year. Ninety-two percent of the Class of 2024 cited Connections as one of the main reasons they chose to enroll at Conn.
Central to our strategic priority of enhancing academic excellence, Connections is also foundational to our goal of full participation at Conn, with its vision of an environment where all people can thrive, reach their full potential, and contribute to the flourishing of others. Both are being supported by the most ambitious campaign in the College’s history, a campaign that over the past three years has raised a total of $128 million dollars. Even with the economic stress brought on by COVID-19, and against all odds, your support allowed the College to raise a record $6.4 million for our annual fund last year and $14 million overall in new gifts and commitments.

We include an honor roll of giving at the back of this report. It is another way for us to acknowledge your generosity while also saying thank you. Because of you, Conn was able to weather the trials of this unparalleled year with grace and determination—which, of course, has been our story from the very beginning. I often think about that first year in 1915, when 17 faculty and 125 students gave “all they had of brain and hand and heart,” in the words of the first president Frederick Sykes, to build a new College where there once was none. Our faculty, students, and staff did the same thing this past year as they leveraged new technologies to build a safe, flexible, and effective environment for our current challenging moment. In the process, they, too, created new practices that will transform our future.

Above all, I want to thank you for supporting our students in this time of need and for your desire to make your alma mater always more beautiful, more just, and more excellent. Excellence is a continual striving for greater achievement and impact. You are the embodiment of the excellence that Connecticut College has been committed to for the whole of its hundred-year history. Thank you for helping us carry on with this great unfinished project and for helping our students achieve their dreams.

**Katherine Bergeron**
*President*
CONNECTIONS

- 92 percent of students in the Class of 2024 who said that Connections was one of the main reasons they chose to attend Conn
- 93 percent of the Class of 2024 who said the College’s unique career program, integrated into Connections, was a deciding factor in their choice
- 53 percent of current students who are now enrolled in the innovative pathways and certificate programs that define the Connections program
- 14 number of Integrative Pathways developed by the faculty since 2016, ranging from Public Health to Entrepreneurship to Creativity to Communications
- 160 number of seniors who presented their work in the inaugural All-College Symposium in 2019

CAREER ENGAGEMENT

- 260 number of current sophomores who have already completed the College’s new one-credit career preparation course, introduced in Spring 2020
- 3000 amount of dollars available to students who, having completed the career course, are seeking career-related internships or research opportunities
- 100 number of parents and alumni who contributed to career engagement events in 2019-20
- 95 percent of Conn graduates who are employed or in graduate school within a year of their commencement
- 90 percent of graduates who say Conn’s nationally recognized career program helped them get their first job
FROM THE OUTSET OF THEIR FIRST YEAR, STUDENTS PURSUE INTERDISCIPLINARY COURSEWORK GUIDED BY A TEAM OF ADVISERS DEDICATED TO THEIR SUCCESS.

Admirabilis Kalolella ’23 hopes to one day develop new medicines to treat the diseases that impact his home country of Tanzania. Because of this clear career goal, the promise of an interdisciplinary liberal arts education drew him to Conn.

“Connections appealed to me because of the diverse topics I could study that would prepare me for my career and allow me to make a difference in my community,” he said, while looking back on his first year at Conn.

As it does for all Conn students, Kalolella’s Connections experience began at Orientation, when he met his team of advisers—two student advisers, a faculty adviser, a staff adviser and a career adviser—all of whom work together to support students from the moment they arrive, and throughout the first year.

“We want students to make human connections, to find the people they can go to for help navigating social situations, for advice on classes and career options, or just to have someone to talk to,” said Dean of First-Year Students Emily Morash. “Team advising gives each student multiple connections.”

Kalolella actually had the opportunity to meet one of his student advisers, a fellow international student, in his hometown of Dar es Salaam before he arrived at Conn. Tihut Getabicha ’22, who is from Ethiopia, was completing an internship in Tanzania.

“She was a great resource, especially when it came to helping me select my classes. Tihut, and my other adviser, Eric Huber ’22, fostered a sense of community in my First-Year Seminar, which made all of us very close,” Kalolella said.
Kalolella’s First-Year Seminar was “Robotics and Problem Solving” with Professor of Computer Science Gary Parker, who also served as Kalolella’s faculty adviser on his advising team.

Parker says that his First-Year Seminar is designed to introduce students to computer science, robotics and programming, as well as hands-on problem-solving, teamwork, discussion and presentation skills. Each team builds a kit robot then works with real code to begin programming it. As the course continues, the students begin to modify the robots construction and code, programming the robot to complete various challenges, such as an obstacle course.

“Each thing I ask them to do builds on the last and makes them stretch more and more,” Parker said. “They start with a basic robot, but then they have to figure out how to make it do something it can’t already do.”

The First-Year Seminar is the launching point for Connections, where students find out how to conduct top-notch research, give a persuasive presentation and enhance their writing skills, while exploring a seminar topic from multiple angles and perspectives. In the First-Year Seminar, small classes are key to these introductions.

“In the small-class environment I’m able to get to know each student as they devise creative solutions to customize their robots, discuss and debate strategies, and present their work,” Parker said.

“Knowing them better, I can advise them better,” he said.

Parker helps students consider potential majors, Centers, and Pathways, but he also encourages his advisees to take courses that will broaden their perspectives and help them see connections between disciplines. ConnCourses, interdisciplinary classes students begin taking in the first year, provide a great opportunity to do just that, according to Dean of the College Jefferson Singer.

“ConnCourses are designed to teach integrative thinking and help students...
make linkages to other fields and real-world problems,” said Singer. “They are a stepping stone into the Pathways, which teach students to see even more complex linkages as they develop their own integrative questions that cut across disciplines and shed light on serious contemporary challenges.”

For science-minded Kalolella, his first ConnCourse, “Power and Inequality,” with Assistant Professor of Anthropology Rachel Black, was an eye-opener. The course examines the “mechanisms of power that reproduce inequality in different settings around the world.”

“Some of the topics really hit home,” Kalolella said. “It was interesting to compare and contrast the developing world with the developed world, especially because I come from a developing country and now I’m living in a developed one.”

ConnCourses foreground interdisciplinary ways of thinking, representing a kind of runway for the integrated program. Black and Assistant Professor of Anthropology Joyce Bennett developed their ConnCourse by reimagining “Introduction to Cultural Anthropology” and reframing it to examine issues of power and inequality through an interdisciplinary lens. This ConnCourse is also a designated Social Difference and Power (SDP) course.

“CONNECTIONS allows you to fully develop as an individual.”

Students are required to take at least two SDP courses to develop a more informed understanding of systemic forms of inequality and underlying structures of power and their disproportionate impact on underrepresented and/or marginalized peoples and communities.

“Social justice is central to Connecticut College’s mission. With SDP courses, we are giving students the tools
they need to understand the world around them, no matter what they choose to major in,” Black said.

While not directly related to Kalolella’s intended major of biochemistry, the themes of power, inequality and social justice are at the heart of his career goals.

There are more than 30 First-Year Seminars each year, and 70% of students take a language course in their first year.

“Africa is burdened with so many diseases, many of which don’t get much attention from the drug discovery industry because they don’t impact many people outside of Africa. And when there are drugs, the people who need them often can’t afford them,” he said. “I want to use my skills to develop affordable drugs for people on my home continent.”

At Conn, career advising starts day one, which is why each student has an adviser from the Hale Center for Career Development. Career Adviser Lori Balantic said Kalolella is highly motivated to prepare for his dream career. Over the winter break, he took an accelerated, intensive version of Conn’s Career Preparation Course and began building his ePortfolio, a showcase for his curricular and cocurricular work at Conn, including alumni and employer networking, professional skill development, and campus and community activities.

“The ePortfolio provides a way for students to visualize how they are putting the liberal arts into action. In this digital space, they can reflect on their educational journey, document challenges and progress, archive important work, and connect all of these experiences in a meaningful way, all of which are key to their future aspirations,” Balantic said.

This past summer, Kalolella completed a civic engagement fellowship, working
with New London’s Homeless Hospitality Center to educate people experiencing homelessness on COVID-19 prevention. He also took an edX online course in medicinal chemistry, through which he learned about the drug discovery and development company Novartis.

“Admirabilis is interested in an internship at Novartis. I know at least one Conn alum who works there, so I connected the two of them,” Balantic said.

That connection paid off.

Kalolella says he has enjoyed working with Balantic. She’s been a terrific career coach and mentor. “She’s put me in touch with some great people already. I’m looking forward to my internship.”

This year, Kalolella plans to join the Public Health Pathway. This semester he’s taking organic chemistry; calculus; introduction to computer science, his second ConnCourse; and German, which he chose to study both because of Tanzania’s history as a German colony and because of Germany’s many scientific advances. “I want to read the journal articles and literature in the language they were written in,” he said.

He is also looking forward to conducting research with Jean C. Tempel ’65 Professor of Chemistry Marc Zimmer.

“He does an excellent job preparing students for real-world research,” Kalolella said of Zimmer. “Having this experience as an undergraduate will add more depth to my science education and teach me valuable skills such as critical and independent thinking, creativity, and, most important, discovery. It will definitely give me an advantage when I apply to medical school.”

Kalolella says he is excited about pursuing his passion over the next three years.

“Connections allows you to fully develop as an individual, and I want to take advantage of every opportunity I can at Conn so that I can go out into the world and make people’s lives better.”
The Animating Question

AS PART OF CONNECTIONS, BRI GOOLSBY ’22 EXAMINES HOW ANIMATED FILM REPRESENTS PEOPLE OF COLOR.
Bri Goolsby ’22 credits the integrative learning opportunities Connections provides with helping her bring together two of her interests: animation and the representation of marginalized communities.

“When I arrived at Conn, my interests were all across the board, and I was looking for a way to connect them,” Goolsby recalled. “Connections allowed me to incorporate them into my studies, while focusing on the two that rose to the top.”

Now a junior film studies major, Goolsby has created a cohesive project that builds on her animating question: How do voices in animated films serve to dehumanize people of color?

The process of crafting her animating question began in Goolsby’s first year. She met with Assistant Dean of the College for Connections Libby Friedman ’80, who—based on Goolsby’s interests—directed her to the Ammerman Center for Arts and Technology.

In addition to an introduction to film studies class, Goolsby also focused on how media depicts underrepresented communities. This began with a course on gender, sexuality and intersectionality.

Initially, Goolsby thought she would research how marginalized groups were represented across different media. She was awarded funding from the Hale Center for Career Development, which enabled her to spend several months on a summer research project titled “Animation and Voice Acting: Furthering the Dehumanization and Dismissal of People of Color.” She then narrowed her focus to American animation.

Goolsby explained: “I focused on popular American animation and how people of
color have been represented throughout
the years,” going back to Mickey Mouse’s
origins. “I determined that people of color
were represented as caricatures toward the
beginning, which eventually evolved into
people of color being interpreted as animals
through voice acting.”

Think of Disney’s 1967 adaptation of The
Jungle Book. “The film’s monkey characters,
voiced by people of color, sing songs about
wanting to be like you—wanting to be
human—but they’re in fact subhuman,
because they’re monkeys,” she observed,
describing the proliferation, through
animation, of a centuries-old racist trope.

Has the issue of representation in voice
casting evolved at all? Perhaps a little, Goolsby
said, but it is still a pervasive problem.

Characters of color are being turned into
animals all the time. “Like in The Princess
and the Frog, where the princess spends 40
minutes of the one-hour-and-40-minute
film as a frog instead of a person.” In Soul,
a new Disney Pixar movie slated to open
this winter, Pixar’s first black main character
seems to be depicted as a small blue monster
for most of the film—“once again, it’s a
black character that is not allowed to be
black on screen for very long,” Goolsby
added.

THE ANIMATING QUESTION
helps inform and guide a student’s
intellectual journey at Conn.

One of the issues with combating this
more subtle form of racism is that many
think animation is “just for kids,” and
therefore always lighthearted. “But there’s a
real societal significance and commentary
in these films that should be analyzed critically.”

Goolsby received Sophomore Research Funding, a program supported by Conn alumna and former trustee Susan Lynch ’62, and over the course of the summer sought to further answer her animating question. She met weekly with Associate Professor of Film Studies Nina Martin, who helped guide her research project’s trajectory.

“Bri has always been committed to examining questions of race and identity both in front of and behind the camera, so her animating question arose quite organically,” explained Martin, who has been Goolsby’s Connections adviser since the end of her first year. “This work is crucial for the time in which we are living, and for the future of cinema, as well.”

As Martin steered Goolsby toward putting together a research bibliography that helped her gain important historical and social context, Goolsby in turn influenced her professor: She suggested that Martin include Spider-Man: Into the Spiderverse—which features a Black and Latinx protagonist—in her fall animation class.

This year, Goolsby looks forward to sowing the seeds for her senior year capstone project, which will continue to revolve around representation in animated films, but may also incorporate rotoscope animation. In addition to being an academic endeavor, it is one of personal advocacy, too.

“Representation in animation—and in any kind of media—can help educate people about groups they might not know about, so when they meet these people in real life, they won’t have stereotypes or preconceived notions,” she said. “They have seen media that accurately represented
"The film studies major believes that her animating question will no doubt connect to her professional trajectory."

this person as opposed to stereotypical representations.”

Martin reiterated the importance of the work on this level, adding: “Interrogating systemic racism in representations is an active and exciting way to fight for racial justice and turn a scrutinizing eye on how Whiteness is the default position for so many films, especially animated films.”

Goolsby also has a history of leading on-campus advocacy efforts. In her first year, she called for American Sign Language (ASL) to be added to the College’s curriculum.

“I was really passionate about learning this language and helping people communicate with others, especially those who are differently-abled,” she said. Goolsby spoke to President Katherine Bergeron at a Presidential Scholars event and met with Jefferson Singer, Dean of the College, and they encouraged her to generate a petition that would gauge student interest.

Goolsby did, and two semesters of ASL classes were added to the books.

Although she doesn’t quite know what her future career path holds, the film studies major believes that her animating question will no doubt connect to her professional trajectory.

“I definitely want to be involved in the animation industry in some way, and advocate for representation of underrepresented groups,” she said. And she would not have been able to bring these interests together without Connections.

“There are many people at Conn who are double majors or have a major and a minor that seem completely different from each other, but through a Pathway or a Center, they’re able to combine the two and make them cohesive,” she said “This encompasses the liberal arts philosophy.”
Sara Van Deusen ’21 wanted to start at the beginning. And for the liberal arts, it all began in Greece during the 8th century B.C.

Fascinated by the evolving path and ancient origins of the liberal arts philosophy, Van Deusen has devoted much of her time at Conn to examining the broader context of how a liberal arts education still maintains its relevance in contemporary society while not losing sight of the concepts and philosophies the ancient Greeks originally envisioned.

An English and French double-major, Van Deusen has been able to weave a common thread through all of her studies, in and out of the classroom, with the Eye of the Mind Pathway, one of 14 Integrative Pathways students can pursue as a cornerstone of Connections.

Each Pathway provides a way for students to explore issues they’re passionate about, guided by central themes or “animating questions” that encourage them to approach their subjects from a variety of angles, intertwining coursework and off-campus learning, such as internships and study away, in coordinated ways that result in a more comprehensive, interdisciplinary experience. During the fall semester of their senior year, students present the cumulative results of their integrative work at an All-College Symposium.

Van Deusen chose the Eye of the Mind Pathway because, “I have always been intrigued by both the history and the workings of the liberal arts education, and I wanted to discover how this philosophy continues to be so successful in its implementation today at schools like Conn.”
For her animating question, which has served as the connective tissue across her majors, Pathway studies and personal interests, she has examined centuries of literature involving student-teacher relationships and how the portrayals of those power dynamics have helped shape modern culture and education.

“In addition to analyzing a variety of texts, from the Letters of Abelard and Heloise to Lolita, I’m aiming to connect this historical and literary work to psychological theories of trauma, pedagogical philosophy and the #MeToo movement in order to examine how the nuances of education and relationships either change or perpetuate the ways of our culture,” Van Deusen said, adding that she’s developed such a passion for these issues that she has expanded her initial animating question and will be turning it into an English honors thesis as well.

For Van Deusen, who said her Study Away experience in Paris studying French literature was one way she was able to view her animating question through a global lens, the Pathway experience was a transformative addition to her education.

“The Pathway drove me to look into different fields of study that I had been hesitant to explore in the past and that would have otherwise remained untouched during my college experience,” Van Deusen explained.

“My relationships with material such as the complexities of math and astronomy, for example, flourished once I realized that everything was truly intertwined in some manner or another. I have created a web of interests and studies that will benefit me
"The Pathway is the genius of Connections: a set of interdisciplinary courses and off-campus experiences organized around a central theme."

Kevin Fellows ’21 said that his Pathway is dramatically expanding his outlook by introducing him to new subjects and perspectives. An economics major and finance minor, Fellows is in the Global Capitalism Pathway, which examines the cultural, economic and social impacts of capitalism.

“I chose this Pathway because I wanted to explore the greater context of what I was learning in my economics courses. I viewed the Global Capitalism Pathway as a framework to apply that knowledge while focusing on the value of the interdisciplinary education I wanted from a liberal arts college,” Fellows said, adding that he has relished finding common themes in subjects he once believed were completely unrelated and tying them together in his Pathway.

“My courses in Chinese philosophy and behavioral finance are a good example of this,” Fellows said. “I took both as part of my Pathway, and they’ve had a surprising amount of overlap. The overlap and cumulative knowledge among classes have been a constant theme throughout my time at Conn.”

Both Fellows and Van Deusen plan to attend graduate school after they leave Conn in the spring, and both expressed confidence that the unique qualities of Connections and the broad knowledge they gained from their respective Pathways will give them a huge leg up.

“The Pathway is the genius of Connections: a set of interdisciplinary courses and off-campus experiences
organized around a central theme,” Conn President Katherine Bergeron said. “By definition, it depends on staff from multiple departments and divisions. By design, it combines courses across the curriculum with real-world learning in the workplace, in the community, and across the globe.”

Van Deusen looks forward to pursuing her doctorate either in English or French literature and becoming a professor so she can continue enjoying her love of literary discussion and writing. Fellows will keep building on his academic foundation relating to economics and finance but will also seek out further “real-world learning” opportunities in the workplace.

Last year, Fellows traveled to Florence, Italy, to study away as part of the “global” component in the Global Capitalism Pathway.

“Living abroad undoubtedly broadened my horizons and challenged me to become a better student,” Fellows said. “But it also helped emphasize the importance of being a global citizen, a concept at the core of this Pathway.”

As a global citizen, Fellows is now drawn to venture capital with a social justice component—finding a career where he can disrupt the status quo within this industry.

“My goal is to continue expanding my economic and financial analysis skills, and that, coupled with the strong interdisciplinary training I received at Conn, will help me make a tangible impact within the social venture capital arena. Ultimately, I hope to invest in environmentally and socially responsible companies,” Fellows said.

“Conn put all of this within reach, and I’m grateful.”
Connecting the Dots

Professors Catherine McNicol Stock and Sarah Queen reflect on the integrative pathway
For faculty members like Catherine McNicol Stock, Connections has provided a creative and educationally rewarding place to “completely reimagine, outside of our disciplinary homes, a way of teaching, thinking and exploring ideas.”

As an American studies scholar and the Barbara Zaccheo Kohn ’72 Professor of History, Stock is familiar with interdisciplinary teaching. But helping students investigate their own interests within Connections has been immensely fulfilling in a totally different way.

“I get to connect with, talk to and provide some perspective for students from different majors, and I have interactions with students I would never otherwise have known,” explained Stock, who created and coordinates the Peace and Conflict Pathway, which looks at how states, nations and communities thrive—or fail—in their attempts to resolve conflict and sustain peace.

Connections is an integrative and reflective program that defines a student’s four years at Conn. As part of Connections, undergraduates select one of 14 Pathways (or centers for interdisciplinary scholarship), which are a set of interdisciplinary courses and off-campus experiences organized around a central theme. Through these avenues of inquiry, students draw on their classroom, research and workplace experiences to develop a capstone senior year presentation on that theme.

“While Connections brings each student’s college experience together, the Pathways hold all the different components together,” said Stock.

In the past, “students would have a great study abroad experience, they might have a really great experience with their major and an eye-opening internship, but there was no mechanism to integrate these disparate but wonderful experiences.”
Teaching within the Peace and Conflict Pathway has enabled Stock to think broadly about issues that she’s always cared about, from war to criminal justice to mercy. Bringing multiple perspectives into the classroom, Stock makes sure her students are reading philosophy, the writings of religious thinkers, law or even memoirs.

“Embracing interdisciplinarity is what I’ve always done, and it makes me happy to see that students are choosing to push themselves in this way.”

Stock cites one of her gateway courses, which bring together sophomores from many different majors around a broad topic. This class contains many non-history majors. “Some people haven’t thought across time and space and disciplinary boundaries, and I’ve been doing that for a long time, so I’m happy to be sharing my enthusiasm with a broader group of students so they understand the relevance and value of this perspective.”

“Courses in the Pathway are different from a history department class with only history majors,” Stock said.

For faculty like Stock and Professor of History Sarah Queen, Pathways offer new avenues for collaboration and fellowship. Each Pathway requires the involvement of at least four people—staff, faculty and students—from distinct disciplines who work collaboratively to plan, teach, advise and assess student work. Queen, who coordinates the Global Capitalism Pathway, says this integration provides a generative boost for the intellectual life at Conn.

“Forging bonds beyond departments makes Conn a stronger community,” said Queen, who has been invited by the prestigious Aspen Institute to talk about Connections and the impact of Pathways on integrative education.

Conn’s Pathways and centers for interdisciplinary scholarship offer students a multidisciplinary approach. The Global
Capitalism Pathway examines, for example, capitalism’s role worldwide as a social and cultural form, rather than just as an economic system about numbers and finance.

“Capitalism historically and in the contemporary world shapes so much of our life, whether it’s as consumers, as producers or as students. Offering a Pathway where students can come to understand the historical and social consequences of capitalism as a kind of economic foundation for much of the world gives them an advantage in understanding how the world operates,” she said.

After exploring the topic from a variety of perspectives, students “feel better prepared, as we say in the Pathway, to be conscious capitalists who will contribute to a kinder, gentler form of capitalism.”

Queen and Stock say that Connections brings the “twin pillars of integrative learning and reflective learning into the mix of a liberal arts education. One way in which students can reflect on their path through Connections is by using the program’s ePortfolio tool, which provides an electronic space for them to archive their journey.

They can document their work in and out of the classroom and build a narrative out of their experiences. This consistent and discrete space for thinking about such connections “gives them a benchmark to see the transformation and growth that they have undergone during their four years at Conn,” Queen said.

The culmination of this experience is on full display at the All-College Symposium, a daylong event during which students give presentations on their capstone projects and discuss what they have learned from Connections.

“The Symposium connects the dots and launches students into their postgraduate lives. Because of Connections, they can skillfully articulate to employers the benefits of a liberal arts education and how it has prepared them to help address the world’s most pressing problems,” Stock said.
The All-College Symposium

Seniors who participated in the college’s centers for interdisciplinary scholarship and academic pathways showcased how their coursework and experiences informed their studies and learning at Conn’s first All-College Symposium.
On the crisp, seasonably cool morning of Conn’s inaugural All-College Symposium (ACS), Deanna Zois ’20 was nervous, but ready. She’d been preparing for this moment for nearly four years.

An avid dancer, Zois came to Conn expecting to major in biology. She knew she wanted to take dance classes, because of the superb reputation of Conn’s Dance Department. But a chance psychology class, combined with Connections, transformed her college experience, and set her on a path fit just for her.

“I realized I really liked psychology, and I’ve always loved to dance, so the question became, ‘How do I continue to investigate these two things about which I’m so passionate?’ Connections is exciting, because it allows you to combine your passions in a personal way,” she said.

Zois majored in dance, minored in psychology and joined the Public Health Integrative Pathway, through which she developed a personal animating question to inform and guide her intellectual journey. And this journey really started coming together when Zois, whose grandmother suffered from Parkinson’s disease and dementia, was invited to attend a weekly “Dancing with Parkinson’s” class at Conn.

“My mom would tell me about how my grandmother would have a wonderful time when her therapist brought music or art to a session,” Zois said. “Having that personal element, it was incredible to see the people in the class using movement in a way that was beneficial to them cognitively, physically and socially.”

The experience led Zois to a Dance with Parkinson’s and art administration internship with Boston-based Urbanity Dance, and it all tied together in her animating question, “How is health psychology affected by movement therapy for individuals living with Parkinson’s?” For the ACS, she choreographed and performed a short dance phrase and followed it with a presentation that included photos and firsthand accounts
from people living with Parkinson’s about the benefits of dance.

“I was able to link scientific evidence of the benefits of movement with the reactions of the people who were experiencing it. It drove home that moving together to music is extremely beneficial for the health of people with Parkinson’s,” she said.

“And to be part of the larger experience of the campus coming together through this collective expression of work that has been going on for the past few years was magical.”

Zois was one of 156 seniors who presented at the inaugural ACS, a day-long event last November that highlighted students’ integrative learning through Connections. Through 10-minute talks, poster sessions, performances, screenings and exhibitions, students who participate in the College’s Integrative Pathways and Centers for Interdisciplinary Scholarship showcased how their coursework and experiences had informed their studies and learning over four years.

That inaugural event, which had been years in the making, was a thrilling display of the intellectual and creative energy of the campus.

“The student voice at Connecticut College was never louder, never more creative, never more powerful than I experienced it that day,” President Katherine Bergeron said. “It was such a sharing and such an expression of what this community is about.”

200 senior integrative presentations for the 2020 All-College Symposium

The Class of 2020 was the first to experience all four years of Connections, and their projects, performances and presentations highlighted the ways in which this interdisciplinary education initiative encourages students to create deeper linkages between the work they do in courses, in internships, in the community and around
the globe, to prepare them for leadership in an era of change.

“The All-College Symposium was and will continue to be an extraordinary celebration of our seniors’ passionate engagement with questions that matter to them and to the larger world,” said Dean of the College Jefferson Singer. “Our whole community—faculty, students, staff, alumni and parents—learned so much from this pioneering group of students.”

The student presentations, which took place in multiple locations across campus, covered a diverse range of topics, including the ethics of advertising pharmaceutical drugs, the politics of Black women’s fashion, high-tech innovation in corporations, gender representation in New York City public art and sustainable agriculture in New London.

Ken Colombe ’20 says his Pathway experience and, in turn, his animating question, “wasn’t what I thought it was going to be, in the very best way possible.” An economics major and finance minor with a love of basketball, Colombe joined the Entrepreneurship, Social Innovation, Value and Change Pathway to learn how to apply his liberal arts education to everyday life. When plans to play varsity basketball fell through, Colombe, who had considered a career as a director of basketball operations for a college team, took on the role of team manager.

“I learned that a lot of the people in the NBA’s front offices were former team managers, and I began to set my sights higher—to the NBA.”

Colombe interned in the front office of the NBA’s Indiana Pacers, and for the WNBA’s Connecticut Sun, and noticed that much of what he was learning about entrepreneurialism at Conn also applied to basketball operations. This led him to his animating question, “How is the entrepreneurial mindset and approach used in NBA front offices for the development of team rosters?”
“I can’t talk about my academic background without talking about Connections,” Colombe said. “I was essentially able to major in being an NBA manager, studying statistics and linear progressions, psychology and behavioral economics, in addition to my internships. The Pathway showed me just how intertwined all of those things are, and the Symposium gave me the chance to put it all together and share it with the Conn community.”

The annual Symposium showcases not only the work students have done, but the unique paths they have taken while exploring topics and questions of personal interest. For Juliet LeVesque ’20, it all started with a ConnCourse.

LeVesque was considering majoring in behavioral neuroscience, but ended up taking “Chinese Paths to Happiness” on a recommendation.

“I loved the class; I loved my professor, Sarah Queen [professor of history and the Global Capitalism Pathway Coordinator], and my major ended up being history, with a focus in East Asia,” she said.

LeVesque was particularly interested in the lasting effects of colonialism. She joined the Global Capitalism Pathway, learned about Japanese imperialism in her coursework, visited the nearby Pequot Museum and studied away in New Zealand, where she also completed an internship at the New Zealand Portrait Gallery.

“The mission of the gallery was to display art by New Zealanders. But who counts as a New Zealander? I specifically wanted to study away in a country that has a large indigenous population, like New Zealand. But there is so much institutionalized racism in art spaces, and the collection is largely absent of representations of indigenous New Zealanders,” she said.

“Most indigenous groups across the globe still feel the presence of this dominant white figure, of the colonial gaze of them as ‘the other.’”

LeVesque’s experiences led directly to her animating question and presentation,
“Is it possible for museums honoring indigenous peoples to escape the colonial gaze?”

“It was an enriching experience, and one that prompted so much reflection,” she said. “It helped me apply for jobs, because employers always ask, ‘What are you interested in and how did you get here?’ The Symposium is all about understanding and communicating how much you’ve done and what it means.”

LeVesque now teaches general education philosophy courses at the Chinese University of Hong Kong, where she is a junior fellow. In her classes, she incorporates what she discovered during her Connections journey.

“I’m having the students ask questions and really think about their own lives, regardless of their major. Connections taught me that everything is interrelated and it’s important to see things from different lenses.”

Like LeVesque, Colombe and Zois say their experiences in Connections have significantly shaped their post-graduate lives. Colombe is currently interning at Priority Sports and Entertainment, a top NBA agency in Chicago, while also exploring opportunities with NBA teams and considering a graduate degree in behavioral economics and decision science. Zois is a mental health counselor at Walden Behavioral Care in Dedham, Massachusetts, where she works with patients who have eating disorders. She is also still dancing with Urbanity Underground, Urbanity’s junior apprentice company, and plans to pursue a graduate degree in expressive movement therapy.

“I have found my place with movement therapy. I’m enjoying it, acquiring the skills for it, and believe I can be good at it and grow in it,” Zois said.

“I went into the Pathway not sure where it was going to lead me. I spent four years investigating what was fulfilling for me, and graduated with a plan for a bright future doing something I love.”
Connecticut College continues to see a balanced operating budget thanks to prudent financial planning. The College continues to see strong support from alumni, parents, friends, and foundations thanks to the excitement generated by Connections.

**Revenue Overview**
(fiscal year ending June 30, 2020)

- **Revenue Budget**
  - 79.7% Student Fees (Net of Aid)
  - 12.2% Endowment
  - 5.9% Annual Fund
  - 2.2% Other

**Expense Allocation**
(as of June 30, 2020)

- **Expense by Function**
  - 34% Instruction
  - 22% Institutional
  - 15% Auxiliary
  - 15% Student Services
  - 13% Academic
  - 1% Research and Public Service
ENDOWMENT PORTFOLIO MARKET VALUE
(as of June 30, 2020)

- **Budget:** $101.4 million
- **Comprehensive Fee:** $72,590
- **Endowment Distribution:** $14.5 million
- **Annual Fund:** $6.4 million
- **Financial Aid:** $52.8 million
- **Enrollment:** 1,800 full-time undergraduates
- **Student/Faculty Ratio:** 9:1

**Asset Allocation**
- **Global Public Equity:** 48%
- **Private Investment:** 18%
- **Defensive Equity:** 10%
- **Fixed Income:** 9%
- **Diversifiers:** 13%
- **Other:** 3%

Budget: $101.4 million
Comprehensive Fee: $72,590
Endowment Distribution: $14.5 million
Annual Fund: $6.4 million
Financial Aid: $52.8 million
Enrollment: 1,800 full-time undergraduates
Student/Faculty Ratio: 9:1
“Femtortisks refer to threats that exist beneath the level of formal institutions or operate outside of established governance structures” (Frank et al.)
Honor Roll of Giving

It is with deep appreciation that we present the 2019-2020 Honor Roll of Giving. The generosity of alumni, parents, students, friends, faculty, and staff enables us to offer an exceptional liberal arts education that prepares students for lives of meaning and purpose. And, despite the challenges of COVID-19, our community remained steadfast in their support of the College.

To all those listed in the following pages, please accept our sincere gratitude.

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Annual Giving to the College supports every aspect of a Connecticut College education, impacting financial aid, internships, support for faculty and student research, student life, and more. This year, outright giving to the College totaled $20 million, including a record breaking $6.38 million for the Connecticut College Fund.

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The 1911 Society, whose name honors the College’s founding year, recognizes loyal donors who support Connecticut College generously. The leadership donors who are part of the 1911 Society demonstrate an ongoing commitment to making a difference in the life of every student.

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Gregory Fleischmann ’90
Harris Rosenheim ’09
Heather Morrison ’69 P’95
Ianthe Hensman
Hershberger ’06

Ivan Reynolds ’17
Ivan Tatis ’10
Jermaine Doris ’19
Jonathan Kateman ’90 P’21
Judith Epstein Grollman ’58
Mario Laurenzi ’90
Marta Martinez Fernandez ’18

Peter Bakkala ’87 P’15
Saveena Dhall ’94
Stephen Wilkins ’84
Travis Reid ’03

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