

#### A VIEW FROM THE TOP

Agnes Scott shares highlights of SUMMIT's first year.

#### HIDDEN AGNES

An overlooked treasure in the library documents the global travels of a faculty member.

#### A SPECIAL BOND

New centers reflect the powerful legacies and friendship of two alumnae.

# AGNES SCOTT

FALL '16

THE MAGAZINE

## SCOTTIE STRONG

Alumnae aim for leadership in the military.





# fall/winter '16

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At right: A student enjoys a relaxing read  
in a hammock on the Woodruff Quad.







ANNE VALENTE  
BY LIGHT WE KNEW OUR NAMES

"The warmth and fluidity of Valente's prose and her eye for the  
detail have genuine resonance." —Publishers Weekly

# BY LIGHT WE KNEW OUR NAMES

stories

ANNE VALENTE

*in*side AGNES SCOTT  
THE MAGAZINE



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## Serving Our Country, Serving the World



Early in the fall of my senior year at Agnes Scott, while I was busy preparing my applications for medical school, I watched on television as the twin towers collapsed in downtown Manhattan. I was a biochemistry and molecular biology major planning for a career in medicine, but as the world shifted beneath our feet on that morning in

September, my priorities shifted as well.

Joining the U.S. Navy offered me both the opportunity to serve my country and to fulfill my goal of attending medical school. Through the Navy's Health Professions Scholarship Program, I received a full scholarship to Emory University School of Medicine, agreeing to an initial four-year commitment following graduation. While a life of military service was not part of my original plan, at each turning point in my career the Navy offered me extraordinary opportunities that I could not easily find in civilian life.

The Navy encourages young physicians to do a general medical tour before starting their residency, and I chose to attend the Naval Aerospace Medicine Institute to become a flight surgeon. As a resident, I specialized in preventive medicine, an area of emerging need for the military, and so I was able to pursue my Ph.D. in global disease epidemiology and control at Johns Hopkins University. I have received a Fulbright and a Fogarty Global Health fellowship, served on the Ebola Rapid Response team during the 2014 outbreak in West Africa, and am now the head of the parasitology department in Lima, Peru, where we are working to eradicate malaria. As a member of the Medical Corps, I have traveled to every corner of the world to treat injuries and study infectious diseases. The experience I have gained as a doctor would be hard to replicate without the backdrop of the military supporting my career.

The liberal arts may not seem like the most traditional foundation for a military career, but the leadership skills and activism that I honed at Agnes Scott translated well to my role as a Navy flight surgeon. The military affords you a great deal of responsibility at a relatively young age, and having

confidence in yourself and trusting your team are vital. As a Navy doctor, I am asked to evaluate and critically analyze situations rapidly and to respond using both my training and my instincts—all skills that are essential parts of a liberal arts education. Coming from a women's college may also seem contradictory to military service, yet it was at Agnes Scott where I developed my voice and the ability to project it, figuratively and literally, across a world historically dominated by men. While there are unique challenges to being female in the military, I learned at Agnes Scott that if a door appears closed to me because I am a woman, I should just keep knocking. As the move to create greater gender equality expands across all branches of the military, I have found that my roots in an all-female liberal arts environment contribute to my success.

The military is not for everyone, but it may be for more people than they think. I learned to embrace the adventure, to say yes to opportunities that pushed me out of my comfort zone and to discover strength and courage I never knew I possessed. In the military and beyond, we need more people who are innovators, who can approach a problem from all sides and strike the most ethical and balanced solution. We need people with strong leadership skills and a call to service, people who strive to make the world a better place. In other words, we need more Scotties.

Sarah-Blythe Ballard '02

*Lt. Cmdr. Sarah-Blythe Ballard '02, M.D., M.P.H., is board-certified in General Preventive Medicine and Aerospace Medicine and currently serves as the head of the Naval Medical Research Unit No. 6 Parasitology Department in Lima, Peru. As a flight surgeon, she completed combat deployments in Iraq and Afghanistan with the Navy and Marine Corps, respectively. Following residency training at Johns Hopkins University, she performed epidemiology field research as an NIH Fogarty Global Health Fellow and Fulbright award recipient in Peru. Her aviation endeavors have been recognized with the Richard E. Luehrs Flight Surgeon of the Year Award, John Stapp Prize in transportation policy and Ashton Graybiel Award in aviation research. Her military honors include two Individual Strike/Flight Air Medals and various individual and unit awards. Ballard received the 2009 Outstanding Young Alumna Award at Agnes Scott.*





**“The liberal arts may not seem like the most traditional foundation for a military career, but the leadership skills and activism that I honed at Agnes Scott translated well to my role as a Navy flight surgeon.”**

**— Sarah-Blythe Ballard '02**

*Sarah-Blythe Ballard '02 stands next to a CH-53D Sea Stallion used for combat missions with the Marine Heavy Helicopter Squadron 362 “Ugly Angels” at Camp Bastion, Afghanistan.  
Photo by Staff Sgt. Derek Carlson, U.S. Marine Corps.*



**“President Kiss is one of the fiercest, bravest, funniest and most compassionate women I know.** Over the years, I have seen these personal characteristics tried and tested during some very stressful times on our campus. But Elizabeth has a way of bringing together all constituencies in a respectful and thoughtful way, especially around the hard and uncomfortable issues. She is definitely someone who has been an inspiration and friend to me and everyone at Agnes Scott College.”

– *Tanzania Nevels, SUMMIT Advisor*

**“The Woodruff Arts Center has been honored to have Dr. Elizabeth Kiss as a member of our board since 2007.** In 2015, she was elected to the Arts Center’s Governing Board and was named co-chair of our Education Board, which supports the extensive education initiatives of the Arts Center. With more than 200,000 students taking part in our education programming each year, Dr. Kiss’ leadership and counsel are tremendous assets to our efforts.

Beyond her well-known accomplishments and credentials, Elizabeth is simply a wonderful person to know and work alongside. She has a great leadership style—she is very inclusive, respectful of ideas and very effectively gets a variety of groups to come to an actionable conclusion. She is warm and articulate, and exudes enthusiasm that is contagious. Elizabeth is a wonderful asset to the Woodruff Arts Center Board, and a marvelous leader and advocate for Agnes Scott College.”

– *Virginia Hepner, President and Chief Executive Officer, Woodruff Arts Center*

**“The hallmark of President Kiss’ tenure is her dynamic leadership and unfailing positivity.** Her enthusiasm for Agnes Scott, our purpose and our future is as infectious as it is authentic. One never needs to second-guess Elizabeth’s zeal or commitment. She cares deeply and it shows.

The grace with which she balances the immediate needs of the community and the long-term priorities of the college is striking. She is a remarkable leader whose seriousness of purpose does not cloud her sense of self or sense of humor. We could not be any luckier to have had her lead the college for a decade.”

– *Lauren Gaia ’14, Special Assistant to Colleen Nunn*

**“President Kiss has been an outstanding leader for Agnes Scott.** The depth of her commitment to this college and its mission is inspiring. I’ve been consistently impressed by her enthusiasm, energy and good cheer as she confronts the serious challenges of higher education in the 21st century while capitalizing on our strengths as a small but mighty college. I believe she has put us on a long overdue, but much deserved, upward trajectory in our national standing, and I’m excited to be a part of it.”

– *Harold Thorsrud, Professor of Philosophy and Co-Director of Environmental and Sustainability Studies*

**“Agnes Scott is blessed to have as its president one of the most dynamic, visionary leaders in higher education today.** Not only is she brilliant, but she is also innovative and inspiring. Her energy is as limitless as her enthusiasm. Where others fear change and challenges, Elizabeth Kiss bravely moves forward because she sees opportunities instead of obstacles. SUMMIT is clearly a result of these wonderful traits. Her many contributions to the college will have a lasting impact, and for that I am very grateful. Congratulations, Elizabeth!”

– *Elizabeth “Beth” Daniel Holder ’82, Chair of the Agnes Scott College Board of Trustees*

**“Congratulations to President Elizabeth Kiss on 10 years of exemplary leadership of Agnes Scott College!** She has been a tireless champion for women’s education worldwide, a powerful voice for sustainability, the embodiment of ethical leadership in a complex world and an inspiration to generations of Scotties! Her thoughtful and energetic contributions to the higher education community in Atlanta and across the nation strengthen all of us. Thank you for the meaningful opportunities we have shared bringing the Spelman and Agnes Scott communities together in common purpose, and most especially for being such a wonderful colleague and friend!”

– *Beverly Daniel Tatum, President Emerita, Spelman College*

*Top right: President Elizabeth Kiss at her inauguration as the eighth president of Agnes Scott, April 20, 2007. Bottom right: Activist and mountaineer Wasfia Nazreen ’06 joins President Kiss for her annual hike with students to the top of Stone Mountain, Oct. 19, 2014.*





*Congratulations*  
to Elizabeth Kiss on 10 Years as  
Agnes Scott's President





# mai<sup>•</sup>News

WHAT'S HAPPENING AT AGNES SCOTT COLLEGE

## Agnes Scott works toward sustainability and climate neutrality

Next year, Agnes Scott will be one-third of the distance toward its goal of climate neutrality by 2037, and the college has some major news to report about how it is working to reach this goal.

President Elizabeth Kiss announced the creation of the Center for Sustainability and named Susan Kidd '78, M.A.T. '07, formerly the director of sustainability, as the new center's executive director. The center has relocated to Campbell Hall, which received LEED Gold certification in 2015.

The Center for Sustainability has two recent alumnae, Elizabeth Rowe '15 and Camille Pham-Lake '16, working as sustainability fellows for the 2016–2017 academic year. These fellows are charged with communicating about climate change and sharing the work of the center with the campus community and beyond.

This year, Gianni Rodriguez '17, a senior majoring in physics, will spend both semesters as an intern in the center updating the college's greenhouse gas inventory, which measures its carbon footprint. Once this work is complete, Agnes Scott will have the basis to reexamine its specific energy reduction goals that will lead it to climate neutrality.



The \$1 million goal for the Green Revolving Fund was met on schedule by the end of 2015. Included are funds from alumnae and their families, along with a major grant from the Community Foundation for Greater Atlanta's Grants to Green program.

During the summer of 2016, the college invested \$1 million from its Green Revolving Fund in energy and water efficiency projects. As a result, about 80 percent of the lights on campus have state-of-the-art LED bulbs, and all toilets and shower heads are low-flow. Retrofits have taken place in the Mary Brown Bullock Science Center so that its exhaust and air conditioning systems run as efficiently as possible. Projected annual savings from these projects is \$250,000, and the carbon reductions are critical to implementing the college's climate action plan.

Since reopening two years ago, Campbell Hall, with its hybrid geothermal HVAC system, has used minimal electricity and no natural gas. This system allowed the college to add 55,000 square feet of space with almost no additional carbon footprint.

Agnes Scott also published "Harnessing the Sun," a case study done in partnership with Southface Energy Institute on how the college overcame challenges to deploy five solar arrays on its campus. Renewable energy credits were retained by the college, which will benefit our carbon footprint. Solar power generated at the Bradley Observatory is used in that building, making a direct reduction to the college's electricity use.

And while all these accomplishments are important, Kidd seeks to remind the Agnes Scott community that making the campus more efficient is only half of the equation—teaching students how to work toward sustainability is the other half. Currently, Agnes Scott has more students than ever pursuing the environmental and sustainability studies minor, and the college has two students with self-designed majors in the subject area.

"It's our obligation to not only do what we can physically and operationally on campus but also to teach students what the issues are and how they can address them once they leave here," says Kidd.

## Two Alumnae Awarded Fulbright Grants

The U.S. Department of State and the J. William Fulbright Foreign Scholarship Board awarded Alena Ja '16 and Katie Rose Criscuolo '14 Fulbright U.S. Student Program grants. Ja and Criscuolo received Fulbright English Teaching Assistant Program grants to Malaysia and Argentina, respectively.

Ja designed her own major, sustainability and human rights, to explore the intersection of environmental studies and social justice, with a particular emphasis on global women's rights. She plans to dedicate her career to finding holistic and interdisciplinary solutions to issues of environmental justice and their impact on women. As a Fulbright English teaching assistant in Malaysia, Ja hopes to expand her understanding of Malaysian culture, communities and environment, and to use that knowledge to promote sustainability in her classes and community projects.

Criscuolo was an English literature and creative writing major while at Agnes Scott, and she is drawn to Argentina for the range of stories that arise from its diverse population. Argentina is one of several South American nations accepting Syrian refugees, and Criscuolo plans to volunteer with a refugee development center so that she can learn more about the individual stories within that community. Her goal is to collaborate with local writers and translators to compile an anthology of works to be published both in their native languages and in English, creating an emblem of the multiculturalism that is uniquely Argentine.

The Fulbright Program is the flagship international educational exchange program sponsored by the U.S. government and is designed to increase mutual understanding between the people of the United States and the people of other countries. The Fulbright Program operates in more than 160 countries worldwide. Students accepted into the English Teaching Assistant Program are placed as English teaching assistants in primary and secondary schools or universities overseas—improving foreign students' English language abilities and knowledge of the United States while increasing the U.S. student's own language skills and knowledge of the host country. English teaching assistants may also pursue individual study and research plans in addition to their teaching responsibilities.







# Five new members

## *join Board of Trustees*

*From left to right:*

*Quinton R. Martin,  
Elizabeth "Beth" Adcock  
Shiroishi '97, Tony  
Sundermeier, Pam Tipton '86  
and Adrian J. Cronje.*

Five new members joined Agnes Scott College's Board of Trustees, effective July 1: Adrian J. Cronje, Quinton R. Martin, Elizabeth "Beth" Adcock Shiroishi '97, Tony Sundermeier and Pam Tipton '86.

Adrian J. Cronje is chief investment officer and a founding partner of Balentine, a wealth-management investment firm headquartered in Atlanta. He is a Chartered Financial Analyst and an active member of the CFA Institute. In 2010, the *Atlanta Business Chronicle* named him one of Atlanta's Top 40 under 40. Cronje holds a Ph.D. in macroeconomics and econometrics and a master's in economics and finance from Cambridge University. He earned his bachelor's degree with honors in economics from the University of Cape Town. His wife, Eve, is a 1992 graduate of Agnes Scott.

Quinton R. Martin is executive assistant and vice president of community marketing for the Office of the President, Coca-Cola North America. Martin began his career with The Coca-Cola Company in 1988 as a market development manager. In the following years, Martin went on to hold roles in the company including region director of North Central

Region and vice president and region manager for the Independent Region. As vice president for community marketing, he led the planning and execution of the company's involvement with the 2002 Salt Lake City Olympic Games. Prior to joining The Coca-Cola Company, he worked in sales at The Procter & Gamble Company and as an officer in the U.S. Army. Martin holds a bachelor's degree in applied engineering from the United States Military Academy and an MBA from Emory University's Goizueta Business School.

Elizabeth "Beth" Adcock Shiroishi '97 is vice president of global corporate social responsibility in strategy and insights at AT&T. A 17-year veteran with AT&T and its predecessor companies, she began her career in wholesale and moved through positions of increasing responsibility, including serving as vice president for sustainability and philanthropy and as president of the AT&T Foundation. Prior to her current role, she was president of AT&T Georgia. Shiroishi holds a bachelor's degree in classical languages and literatures from Agnes Scott.





Tony Sundermeier is senior pastor of the First Presbyterian Church of Atlanta. Prior to his pastoral appointment in Atlanta in 2014, he served as associate pastor for preaching and teaching at the Westminster Presbyterian Church in West Chester, Pennsylvania, and was later lead pastor for the First Presbyterian Church of Allentown, Pennsylvania. Sundermeier earned his bachelor's degree in theology and philosophy from Eastern University, his Master of Divinity from Princeton Theological Seminary and his doctorate in missional leadership from Biblical Theological Seminary.

Also joining the board is the president of the Agnes Scott Alumnae Association, Pam Tipton '86, who is director of executive programs at Emory University's Goizueta Business School. Previously, Tipton served as executive director of consulting at Pathbuilders and in a number of leadership roles for BellSouth/AT&T Corporation. Tipton is a Phi Beta Kappa graduate of Agnes Scott with a bachelor's degree in economics and a Beta Gamma Sigma MBA graduate of Emory University's Goizueta Business School.

In addition, Danita V. Knight, motivational speaker and event, public relations and fundraising consultant, has been elected as a trustee of the college. Knight, who was part of the original group responsible for bringing the WNBA's Atlanta Dream to the city, will officially begin her term of board service on July 1, 2017.

"I am excited to welcome these new members to our Board of Trustees. As outstanding leaders in their fields, they bring an impressive wealth of experience and diversity of perspectives that further strengthen the board," says President Elizabeth Kiss. "Last fall our college launched SUMMIT, an innovative approach to a liberal arts education that provides every student with a focus on global learning and leadership development. I anticipate that the new trustees' contributions will be valuable in supporting our mission and guiding our strategic direction as we move forward in shaping the college's future."

"I am delighted to have these new trustees join our board. We are a committed and passionate group, charged with charting the course for the college's continuing growth. The high level of expertise, leadership and excellence the new members offer will be integral in this endeavor," says Elizabeth "Beth" Daniel Holder '82, chair of the Board of Trustees. "With SUMMIT and other groundbreaking initiatives, it is an incredible time for them to come on board and to be a part of a transformation story happening at Agnes Scott. The other trustees and I are greatly looking forward to working with them."

Trustees whose service on the board ended as of June 30 are outgoing chair Clyde C. Tuggle, Stacey Y. Abrams, Mary G. Bankston '74, Elizabeth R. Jones '73, Dennis P. Lockhart, Tawana L. Ware '96 and David D. Weitnauer.

## U.S. News Ranks Agnes Scott College One of the Most Innovative Schools in the Country

Agnes Scott College is ranked No. 4 in the country among national liberal arts colleges in the Most Innovative Schools category in *U.S. News & World Report's* 2017 edition of Best Colleges.

According to *U.S. News*, the Most Innovative Schools ranking identifies "schools the public should be watching because of the cutting-edge changes being made on their campuses." It is based on a peer assessment survey in which "college presidents, provosts and admissions deans nominate up to 10 colleges or universities that are making the most innovative improvements in terms of curriculum, faculty, students, campus life, technology or facilities."

Agnes Scott made its innovative mark in higher education with its groundbreaking SUMMIT initiative launched in fall 2015. SUMMIT reinvents the liberal arts for the 21st century, offering a unique core curriculum designed to prepare students to be effective change agents in a complex global society. Every student completes coursework focused on global learning and leadership development, and builds a personal board of advisors, including a career mentor. As part of a signature course, Global Journeys, the entire first-year class embarks on weeklong faculty-led immersion experiences to diverse destinations such as Cuba, Bolivia, Croatia, New York and Morocco.

"We are thrilled to be recognized by our higher education peers as one of the most innovative schools in the country," says President Elizabeth Kiss. "Our faculty, staff and trustees brought incredible creativity and commitment to SUMMIT, and it is exciting to see the results. Already we have been able to attract the two largest first-year classes in Agnes Scott history, with 76 percent of incoming students this fall reporting that SUMMIT played an important role in their decision to choose Agnes Scott."

Agnes Scott's overall Best Colleges ranking was No. 70 among national liberal arts colleges, and the college was also included on the "Great Schools, Great Prices" list, ranking No. 23 among liberal arts schools. In addition, the college was recognized for its diverse student body, with *U.S. News* naming Agnes Scott to its list of liberal arts colleges with the greatest ethnic diversity. It was also recognized as an "A-Plus School for B Students," where applicants who demonstrate "spirit and hard work" can gain admission and succeed.

main news  
cont.







Allison Kern



Bailey Thornton



Kerry Busby

## Athletics Welcomes Head Coaches

Agnes Scott College's Department of Athletics has named new head coaches to its basketball, volleyball and softball programs.

Allison Kern has joined the basketball program as head coach. Kern is succeeding Trish Roberts in the role. She has previous experience coaching at a women's college, having served as assistant coach at New York's William Smith College from 2008 to 2012. She went on to become the head coach at Misericordia University from 2012 until her appointment at Agnes Scott.

Kern, who played for NCAA Division III John Carroll in Ohio, is a native of southwestern Ohio. Prior to her time at William Smith College and Misericordia University, she was an assistant coach at Hiram College. She inherited a Scottie team that did not have a senior last season, so she will have the opportunity to come into a program with experienced players like All-Great South Athletic Conference players Kisha Simpson '18 and Laniqua Collins '18.

Bailey Thornton is the new head volleyball coach. She succeeds former longtime head coach Catherine Geerlings, for whom she served as assistant coach last season.

Thornton, who was a two-sport standout at South Carolina's Erskine College in both softball and volleyball, inherits a team that graduated only two players last spring. Key returners will include GSAC Player of the Year Anna Tomkins '18 as well as GSAC Freshman of the Year Paige Heck '19. Kayleigh McCrary '17 and Bonnie Derks '18 will also return after being named to the All-Conference Team last fall.

Thornton was formerly a graduate assistant for Georgia State's softball program. She also has extensive experience coaching at the volleyball club level in her home state of South Carolina.

Kerry Busby is the head coach of the Agnes Scott softball program. She was assistant coach for the past two seasons under former head coach Talya DiGirolamo.

The softball team, coming off a season that saw them pull off a shocking run to the NCAA tournament, returns with a robust roster.

Busby, a former collegiate player at Mary Washington, helped bring in the largest recruiting class in Agnes Scott softball history last year, adding 13 new faces to the roster when the team was left with a huge void after a large graduating class in 2015. In the upcoming season, Agnes Scott will once again have a large class, as six new players join the Scotties as they go into the USA South Athletic Conference for the first time.

"This is an exciting time for the athletics department, and we're happy to have Allison Kern, Bailey Thornton and Kerry Busby on board. We are enjoying full membership in the USA South Athletic Conference this year, and we look forward to making an impact from day one," says Beth Vansant, director of athletics. "We have a full staff committed to moving forward, providing an exceptional experience for our scholar athletes and making our Scottie mark. We're hoping everyone in the Agnes Scott community will show their Scottie pride, wear purple and join us at one of our home events this year!"



# EVERY SCOTTIE EVERY YEAR

Your gift to The Fund for Agnes Scott makes a transformative difference in the lives of countless young women. Annual donors sustain and strengthen the Agnes Scott experience, supporting financial aid, faculty, academic programs, and emerging needs and opportunities. Everyone can participate, no matter how much you have to contribute.

Make your gift to The Fund for Agnes Scott today at [give.agnesscott.edu](https://give.agnesscott.edu).

Questions? Contact Robyn Dunn,  
interim director, The Fund for Agnes Scott,  
at 404.471.5343 or [rdunn@agnesscott.edu](mailto:rdunn@agnesscott.edu).

THE FUND FOR  
AGNES SCOTT



# *faculty* focus

A COLLECTION OF NEWS ABOUT AGNES SCOTT FACULTY

## *Spiritual* SCIENCE:

### **Agnes Scott Physics Professors Teach Tibetan Monks**

Agnes Scott College faculty members Nicole Ackerman and Amy Lovell '90 had the unique opportunity to travel to India in June to teach physics to Tibetan Buddhist monks as part of the Emory-Tibet Science Initiative. The program's objective is to introduce monastics to new concepts to advance their understanding of the world.

Ackerman is an assistant professor in Agnes Scott's Department of Physics and Astronomy, and this was her second time participating in the program. For Lovell, professor of astronomy, it was her first. Ackerman taught 90 monks at Drepung Loseling Monastery near Mundgod in Karnataka State while Lovell instructed a class of 30 at Gaden

Jangtse Monastery a few miles away.

"These are people who are at graduate level in terms of their learning who have been trained in deep thinking from a young age," says Lovell. "However, they have never been exposed to the discipline of physics at all, so it was fun to teach advanced learners who are new to the topic."

According to Ackerman, the monks' minimal math background presented a challenge when introducing a two-week physics course.

"To teach physics, you need algebra, so we were showing the monks algebra for the first time and asking them to apply it," she says. "I think the experience teaching at the monastery has hopefully made me a



better instructor, since I was working with monks who don't think about math the same way I do. I had to think of ways to explain mathematical ideas better."

Despite the lack of advanced mathematical knowledge, Ackerman notes the monks frequently found better ways to conduct the lab experiments after reading through their instructions. "They would find ways to simplify it. They really have a great intuition for experimental science," she says.

In the classroom, Lovell and Ackerman found they connected well with the monks, who were eager students.

"I didn't know what to expect, but they were incredibly welcoming, kind and respectful," Lovell says. "Except for the fact I was clearly not dressed as a monk, I didn't feel out of place."

Teaching these engaged, curious learners is an experience both Ackerman and Lovell hope to participate in again. They are studying the Tibetan language to make their teaching more effective in future years with the program. It has also impacted their lesson plans at home.

"Working to present my class to monks has made me stop and reflect on the material in a way I haven't before," says Ackerman. "Introductory Physics is a very standard class across the entire country, and my class fits into a very specific structure. Working with the monks, who are completely free of that structure, made me ask questions such as how do we present the material from the ground up, what are the important takeaways from 'physics,' and why teach certain topics

in specific order or teach certain topics at all? Given the opportunity to completely reframe an entire—otherwise standard—course, I certainly want to change how I present the course at Agnes Scott."



*Left: On the steps of Drepung Loseling Monastery near Mundgod in Karnataka State, India, Nicole Ackerman assists the Tibetan Buddhist monks with analyzing data after a hands-on activity. Photo by Lauren Ball.*

*Right: Amy Lovell '90 (right) with Laura Woody (left), professor of physics at California State University-San Bernardino, in a pavilion with Tibetan Buddhist prayer flags near Mundgod in Karnataka State, India. Photo by David Smith.*



*Drepung Loseling Monastery  
Photo by Justin Pye.*







# WHY WE USE A VOTING METHOD THAT + DOESN'T ADD UP

Every Agnes Scott student taking Math 101 this fall received an education in voting methods, and one member of the college's mathematics department was particularly thrilled. Since graduate school, when Jim Wiseman, professor of mathematics, studied under a professor who had authored several books on voting theory, he has been intrigued with how mathematics and the voting process used determines the outcomes of elections.

"The way we vote doesn't work very well if there are more than two candidates," says Wiseman. "For example, if 10 people are trying to decide what to get for lunch, you might have three votes for Domino's Pizza, three for Pizza Hut and four for Panda Express. Then Panda Express would win, even though a clear majority (six out of 10) wanted pizza. That's not the best outcome for the group, and there are other voting methods that work better, because they take into account people's second and third choices."

A conversation last summer with his brother, an economics professor at The University of Texas at Austin, led Wiseman to look for answers to this question: Why have we not switched to a better method? Their article on their findings will be published in *Math Horizons* this fall. "The short answer is that there are several choices for a better method, and people can't agree," says Wiseman.

Wiseman has also studied one of the other voting methods, approval voting, which requires the voter to vote Yes or No on every candidate, and the candidate with the most Yes votes wins.

"I showed that if A, B and C are running and A would win, but C drops out, so it's just A running against B, then it's possible that B would win," he says. "That seems paradoxical."

Despite all the thinking and studies that have been applied to this question of what the best way to vote is, Wiseman admits that mathematically there is no perfect answer.

"You have to decide as a society what's really important to you," he says. "Mathematically, you can't have everything. There is no perfect voting method. My professional opinion is that we need to examine the methods and pick the one that most closely aligns to our values."

So why does the current voting method continue to be the primary way of voting in the U.S. despite the problems with it?

"Democracy doesn't work unless people accept and understand your voting system, and U.S. voters wouldn't accept any remotely complicated mathematical system," he explains. "I go back and forth between being an optimist and being discouraged. Different countries around the world have tried different voting methods, and there are some signs of encouragement. But it's hard to change people's minds, and they don't realize they are making a choice by the process used to vote. That's why we are studying the mathematics of voting in our finite math courses. With education, maybe at some point things will change."



# LEADING IN EDUCATION: GLADDEN AWARD RECIPIENT LESLEY COIA



Education is Professor Lesley Coia's passion, and her dedication to this field has earned her a special distinction. She is this year's recipient of the Joseph R. Gladden Jr. Public Lecture Award, given each year to a member of the Agnes Scott faculty whose scholarly activities are especially noteworthy. The award was established by the Board of Trustees to honor Joseph R. Gladden Jr., who served as chair of the Agnes Scott board for 10 years before stepping down in 2002. As part of the recognition, she will receive an honorarium and will give a public lecture to the Agnes Scott community on March 1, 2017.

Coia began her Agnes Scott career as the director of teacher education programs in the summer of 2002. She is now chair of the Department of Education and teaches a number of courses, including Comparative Education; Understanding Learners; and Diversity, Democracy and Education. She continually works to improve her teaching through innovative means, such as using a research method known as autoethnography.

"Autoethnography uses autobiographical methods to understand experience," Coia says. "I don't just look at my experience in abstract, I look at it in the context of my identity. It's always looking backward to understand my present so that I can improve my future practice, using not just myself but all the events and influences that make me who I am."

Coia engages in autoethnography through journaling, a practice she has kept since she began teaching in 1982.

"I think about my teaching all the time, and I write about it all the time even though I've only been using autoethnography for the past 15 years," says Coia. "Understanding your own actions is absolutely crucial to being a teacher. Teaching is not just applying a recipe—it's not like baking a cake. You have to understand yourself in relationship to your students and your situation."

Coia's Gladden Lecture will focus on the role of trust in education, her other area of expertise, and she will address the topic specifically in relation to Agnes Scott and her experience.

"Trust is so crucial to education. Relationships of trust are fundamental to teaching and learning. Students take on trust much of what we teach, and teaching requires we trust our students," she says. "The lecture will be an exploration of what the reciprocal nature of trust means in our context."

Coia has enjoyed building a culture of trust in the classrooms at Agnes Scott.

"Agnes Scott students are responsive to new challenges, are willing to take intellectual risks and are genuinely interested in building respectful and caring communities of learning," she says. "These communities live on. Many students keep in contact long after they graduate, which is extremely helpful to me as I plan my classes, work on my research and think about my work at Agnes Scott."

"I don't just look at my experience in abstract, I look at it in the context of my identity. It's always looking backward to understand my present so that I can improve my future practice, using not just myself but all the events and influences that make me who I am."

— Lesley Coia









# SCOTTIE STRONG

## ALUMNAE LEADING IN THE MILITARY

by Osayi Endolyn

During her sophomore year at Agnes Scott, Carolyn Mahoney '12 saw a medical evacuation helicopter in action near campus. Like most gut feelings, it is hard for her to explain, but she knew almost immediately that she wanted to learn to fly. Even more specifically, she wanted to do that job. She knew that she wanted to fly the ambulance of the sky, as some people term it, getting those in harm's way to safety.



*Right: After the completion of her first solo flight, Carolyn Mahoney '12 sits atop a T-6B Texan II at Naval Air Station Whiting Field. Photo by Lt. Arthur Frooks.*

*Below: Mahoney with Flat Agnes in the Arctic Circle. Photo by HSC Erin Hunter, Coast Guard.*



**CAROLYN MAHONEY**

**2012**

**MILITARY BRANCH: COAST GUARD**

Even though Mahoney had family members who served in the Navy, Army and Air Force, she had not settled on a career in the service. But now she wanted to fly. Mahoney researched the necessary training. "The military was the best way for me to get the flight experience," she says. Six years later, Mahoney, who earned a bachelor's degree in neuroscience at Agnes Scott, is now a lieutenant junior grade in the Coast Guard. She spent two years driving a 420-foot polar ice-breaking scientific research ship on deployments to the Arctic before receiving the numerous recommendations required to attend flight school. She is now more than halfway through the

program and on her way to becoming a Coast Guard aviator.

Mahoney's story of drive and focus is one that many alumnae share. For some women, their interpretation of the Agnes Scott path to leadership includes a commitment to military service, where the number of active-duty female members is higher than it has ever been. For at least three Scotties, the seeds of service were planted long before they arrived on campus. But all agree that the challenging and supportive environment of the college helped buoy them to their current roles, where they work to meet the considerable expectations that face them each day.





PILAR NEAL

2012

MILITARY BRANCH: COAST GUARD



### Make it happen

Since she was young, Pilar Neal '12 says she knew she wanted to serve in the military. "I admired the structure," she says. "I like the clear-cut rules, how it's supportive and can feel like a family." Neal, who received a bachelor's degree in psychology from Agnes Scott, commissioned in the Coast Guard Reserve as an ensign. She is also one year away from completing a master's degree in applied experimental psychology at Augusta University, where she is a full-time student. Neal travels to Charleston, South Carolina, once each month to satisfy her reservist duties. She manages more than 200 service members and helps ensure that they meet specific readiness standards. Depending on a person's training, reservists can be called upon for a number of missions, such as search and rescue during Hurricane Sandy or after the earthquake in Haiti, or to investigate and provide support during incidents like the Deepwater Horizon explosion and oil spill.

Before joining the Coast Guard, Neal enlisted in the Air Force shortly after graduating from Agnes Scott. She spent three years at Fort Bragg in North Carolina working in a mental health clinic. Her work was demanding and fulfilling, but she wanted a change and a bigger challenge. The inner calling to attend graduate school was growing louder. And the Air Force seemed to no longer be the best fit.

"It was a little like, 'keep the women safe' and 'we can't let them get their hands dirty,'" she says of her time there. She pondered her next move, knowing that she wanted to attend school full time and also she wanted to do more during her military service. She sought advice from her close friend, Mahoney.



*Above: Pilar Neal '12 on a recent visit to the Agnes Scott campus.*

*Right: Neal on her graduation day from Tech School at Fort Sam Houston in San Antonio, Texas.  
Photo by Alexis Younger.*



Though other military branches had recently loosened restrictions on women in combat roles, the Coast Guard remains the only military service where women are eligible for any job class. Neal liked that. After two rounds of applications, she was commissioned. She wants to use her understanding of human psychology to improve safety standards and training methodologies.



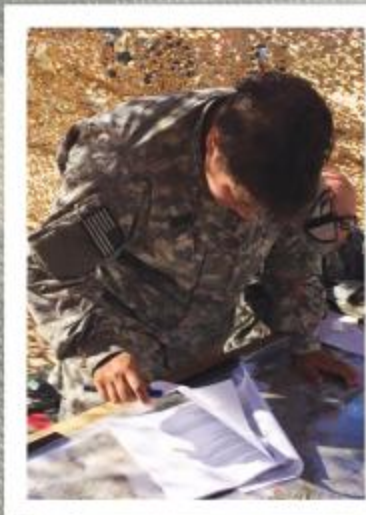




CAROLINE RECIO

**2014**

MILITARY BRANCH: ARMY



Top: Caroline Recio '14 wearing the Cavalry Stetson at Fort Hood, Texas.

Above: Recio preparing a terrain model at the National Training Center in Fort Irwin, California. Photos by 2nd Lt. Gabriel Jenko, U.S. Army.

### At the helm

Her grandfather served in the Coast Guard for 20 years, but it was the Army that spoke to the interests of Caroline Recio '14. Today, after earning a bachelor's degree in history at Agnes Scott, Recio is a fire directions officer and first lieutenant currently on a rotational deployment to Camp Casey in South Korea. Field artillery is one of three combat arms in which women are permitted to serve. Recio says that she and a colleague are the first women to be named fire directions officers in the history of the 1st Battalion 82nd Field Artillery. Day to day, she works within a platoon of 35 men. Of the 170 soldiers in her battalion, only four are women.

"I am responsible for the safe and accurate firing of 155mm rounds," Recio says. "It is a heavy unit and we fire Paladins." Paladins are known as distance weapons. They are self-propelled tanks weighing around 32 tons, or 63,000 pounds. Depending on the specifications, ammunition fired from this kind of artillery can reach distances of up to 30 miles. A significant part of Recio's job is monitoring the welfare of soldiers under her care.

Recio was an ROTC scholarship recipient. Following her sophomore year at Agnes Scott, she entered a four-week leadership course at Fort Knox in Kentucky. Her performance in the intensive training earned her the scholarship award. Upon graduation and fulfillment of the requirements, Recio would commission as an officer with an eight-year commitment to the Army. So Recio joined cadets from smaller Atlanta-area colleges and universities and cross-registered at Georgia Tech for

courses in military science, in addition to her class load at Agnes Scott. She was also required to "PT" three days per week. She completed those grueling team workouts before class at 6 a.m.

### Stay the course

Now several years into their service commitments, these alumnae continue making inroads in their respective careers. Down in Pensacola, Florida, Mahoney is learning what it means to be an aviator at Naval Air Station Whiting Field, alongside sailors and Marines. She flies the same training platform as her Navy counterparts, a T-6B Texan turboprop aircraft. She is thankful for the road that led her to days in the air, even when the road was tough.

After graduating from Agnes Scott, Mahoney recalls how she went through the 17-week Officer Candidate School located at the Coast Guard Academy. When she commissioned as an officer, she immediately found herself leading a team of mid-career Coast Guardsmen in their mid-30s to 40s, service members who had to report to her. "I had to be humble," she says. "We worked within the chain of command, but I also had a lot to learn. It was a delicate balance." Mahoney acknowledges that the "deeply embedded" values that she learned at Agnes Scott, where she says the sky is the limit for women, helped her prepare for a successful military career.

All three alumnae share the sentiment. "The environment at Agnes Scott allowed me to refine my skills as a leader," Recio says. "The Army always says that we are 'Army Strong,' but because of my education, I am also Scottie Strong."

"Agnes Scott taught me to engage in difficult conversations," Neal says. "I learned how to respectfully assert myself." Her goal is to design aircraft that are safer for pilots to navigate. If that job does not pan out in the Coast Guard, she might pursue the same work in the private sector.

Recio is enjoying her current job overseeing those 155mm rounds, even though it was not her first pick. "Not even in the top five," she says. But the challenge has been exciting for her. Living in Korea, she still has not embraced kimchi, a traditional, spicy dish that has experienced a burst of stateside popularity in recent years. Served cold, it packs the strong flavor of fermented Napa cabbage and savory seasonings. She has come around to the milder cucumber version. Still, when she rotates back to Fort Hood, Texas, she already knows what to eat first. "I miss steak," she says, laughing.

Mahoney hopes to graduate as a winged aviator in the coming months and get assigned to an air station flying helicopters on search and rescue and law enforcement missions within the Coast Guard. During training exercises, when Mahoney is aloft in that turboprop plane, she wears her class ring underneath her flight gloves. She says the ring gives her "strength and courage" from her Agnes Scott sisters. She knows that whether up in the air or out at sea, Scotties share a way of looking at the world and it takes them wherever they wish to go.



# LEADING

## *from the front*

The varied contributions of active-duty and veteran Scotties are so broad it is impossible to quantify. Agnes Scott military service members travel the world, endure intense training and become experts in their fields, all while answering a greater call of service. They are passionate about their work and determined to make a difference, both in the smaller communities they serve and within the armed forces as a whole. Highlighted here are several recent graduates who have become leaders in their respective fields.

### **ALICIA LOGAN '13**

*B.A. in Psychology*

**Branch and base:** Air Force, Hurlburt Field, Florida

**Rank and title:** Second lieutenant, combat systems officer

**Day to day:** I am a combat systems officer on the U-28. The U-28 is an intelligence, surveillance and reconnaissance platform. I will be responsible for navigation, electronic protection or weapons deployment.

**How you lead:** You have to be a team player first. You have to earn respect from those around you and specifically those who are under your command. I have seen many officers and noncommissioned officers who have earned the respect and trust of their subordinates—these people will go to the end of the earth for their commanding officer. I have also seen those who have demanded that respect and it generally doesn't produce a healthy work environment. I believe that you have to lead from the front.

### **CHELSEA PERDUE '12**

*B.A. in Music*

**Branch and base:** Air Force, Ramstein Air Base, Germany

**Rank and title:** Captain, judge advocate general

**Day to day:** Being a judge advocate general entails everything from prosecution to providing emergency legal advice to any commander who calls at any time they wish.

#### **The meaning of leadership:**

Being a leader in the Air Force means living by the core values: integrity first, service before self, excellence in all we do. The foundation of leadership is a priority on moral decision-making. This priority means two important things. First, doing the right thing when no one is looking. Second, doing the right thing when everyone is looking and they do not agree with you. Finally, being a leader means striving to be the best at what you do. It is continued education, fighting for training opportunities and being open to criticism.

### **KAITLYN McCUNE '12**

*B.A. in Public Health*

**Branch and base:** Air Force.

On civilian deferment until I finish my medical residency at Wake Forest University in Winston-Salem, North Carolina.

**Rank and title:** Captain, M.D., medical corps officer

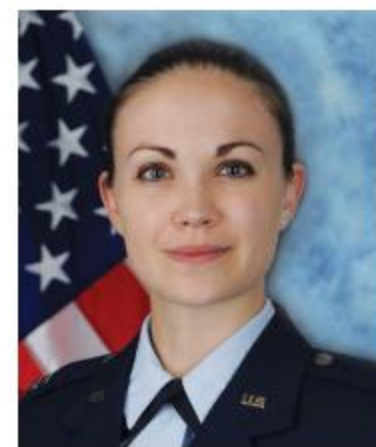
**Day to day:** It is my duty to keep military members and their families healthy and to treat them when they fall ill. It is incredibly important to keep family members healthy while service members are deployed, alleviating some worry when these service members are keeping our country safe. As an OB/GYN, I am lucky to have the opportunity to help bring new life into the world.

#### **On being a woman in the military:**

I entered the military as a Health Professions Scholarship Program recipient and did a stint at Portsmouth Medical Naval Center. In both of these environments, my fellow female officers and I were respected and encouraged. However, these groups are somewhat protected within the military. Military sexual trauma and the fight for women's equality and for other minorities is still a real battle. Progress is being made. But it is important for every officer, enlisted member and family member to be an advocate against inequality, discrimination and violence against women, racial minorities and the LGBTQ community.



*Alicia Logan '13*



*Chelsea Perdue '12*



*Kaitlyn McCune '12*







# HIDDEN AGNES



## A WELL-TRAVELED SUITCASE

Sometimes we unknowingly pass treasures that are in plain sight on Agnes Scott College's campus, like the small well-traveled suitcase in a glass display on the second floor of McCain Library. Found a step away from the elevator and near the archives' entrance, this suitcase on exhibit belonged to Leslie J. Gaylord, a beloved mathematics professor who taught at Agnes Scott for 47 years after joining the college's faculty in 1921.





Passionate both about learning and travel, Gaylord was one of the earliest champions of and participants in faculty-led journeys abroad. This interest was inspired by her own experience studying abroad when she took a leave of absence from the college to study in Italy at the University of Rome in 1925.

She became enamored with the city, and upon her return to Agnes Scott, she began encouraging students to travel overseas to study European art, culture and history. Gaylord took her first trip to Europe with several Scotties in 1927. Over the following years, she led study abroad journeys to countries such as England, Scotland, Italy, France, Switzerland, Germany and Belgium.

Decorated with a colorful patchwork of travel stickers, the outside of the suitcase reflects some of her destinations, while the inside stores a treasure trove of mementos of the day. Items include her stamped passport, black-and-white photographs documenting her trips, beautifully handwritten journal pages, white traveling gloves and a Bible printed in Italian that she used to learn how to read and speak the language.

The suitcase, which is on loan to the college from the Gaylord family, is a part of Gaylord's fascinating life and a piece of Agnes Scott history that almost would have never been seen. After Gaylord's death in 1991, her namesake and great-niece, Leslie Gaylord Thompson,

kept the beloved family keepsake in a closet for many years, until she realized she was holding onto a remarkable legacy that should be shared.

"The suitcase tells a story, and I thought it would be a shame for it to stay tucked away in a closet," says Thompson. "My great-aunt helped so many students write the stories of their experiences, and I hope the suitcase helps spark new stories."

As today's Scotties embark upon their own global journeys, these new stories will be told on digital platforms. Still, the value of physical historical documents remains immeasurable, and McCain Library visitors should take a moment to travel back into a rich part of the college's history and view the Leslie J. Gaylord exhibit.



*Leslie J. Gaylord, kneeling, second from left, on board the ocean liner Berengaria (formerly known as the USS Imperator), which sailed from homeport Liverpool, England, in the 1920s and '30s. Photo courtesy of Leslie Gaylord Thompson.*





A SPECIAL BOND:

# TWO EXTRAORDINARY WOMEN AND TWO NEW CENTERS

by Echo Montgomery Garrett

Other than the fact that their first names are pronounced the same way, few knew the remarkable connection between the two women honored when the **Gay Johnson McDougall** Center for Global Diversity and Inclusion and the **Gué Pardue Hudson** Center for Leadership and Service were both dedicated in April 2016. McDougall '69x, H '10, from Atlanta, was the first African American to integrate Agnes Scott's campus, and Hudson '68, a white student from Kingsport, Tennessee, lived down the hall in the dormitory where McDougall was assigned. McDougall was the only first-year student on her floor to be without a roommate.



## A global change agent

After two years of isolation at a place she has said was not ready for her, McDougall transferred to Bennington College, graduated from Yale Law School with the Clintons and devoted her life to global human rights, especially the issue of apartheid. She became director of the Southern African Project of the Lawyers' Committee for Civil Rights Under Law, and was one of five international members and the only American on South Africa's 16-member Independent Electoral Commission that organized the country's first nonracial elections. She served as the executive director of Global Rights: Partners for Justice for a dozen years and was named the first United Nations Independent Expert on Minority Issues. Awarded a MacArthur Fellowship for her "innovative and highly effective" work on behalf of international human rights, she was Special Rapporteur on the issue of systematic rape, sexual slavery and slavery-like practices in armed conflict, and she presented a study to the United Nations Sub-Commission on the Promotion and Protection of Human Rights that called for international legal standards for prosecuting such heinous acts.

"Gay Johnson McDougall is remarkable for her understanding of our interconnectedness," says Kijua Sanders-McMurtry, associate vice president and dean for community diversity.

## A passion for justice and diversity

Meanwhile, Hudson stayed at her alma mater and eventually became dean of students at Agnes Scott, where she was known for her inclusive leadership and encouraging Scotties to get involved and make a difference. Hudson's personal passions are restorative justice and equal opportunities for people with disabilities. Proudly Southern, Hudson was also intentional about hiring a diverse staff and promoting a diverse student body. Her legacy is evident by the fact that *Time* recently named Agnes Scott the No. 2 most diversified campus in the nation.

"Gué Pardue Hudson is my mentor and a wonderful example of an inclusive leader as a white female," says Sanders-McMurtry, noting that she was one of Hudson's hires. "As a young black woman, the fact that she would talk openly about being a white woman and how watching the racism and isolation Gay Johnson McDougall experienced informed her decision to be the inclusive leader she is made a big impression on me. Gué is always the first person to have lunch with me when there is a racial incident."



Hudson's sensitivity and understanding have deep roots. She was haunted by the memory of McDougall's experiences, such as when no one would sit with her in the dining hall and when Hudson and Helen Roach Rentch '68 invited her to attend the Kentucky Derby, where she faced discrimination in seating. After her sophomore year, McDougall left the college.

In May 2010, McDougall returned to Agnes Scott, at which time she was awarded an honorary degree, received her college ring and participated in a special panel on reconciliation. Her return marked the first time she and Hudson had seen each other in more than 40 years.

Hudson offered an apology, telling McDougall that she wished she had done more to help her at the time.

"You don't owe me an apology," replied McDougall. "You were my only friend."

McDougall recalled how Hudson and Rentch were the only people who talked to her as friends on the campus and thought to invite her on the trip to Kentucky. She remembered their kindness rather than the ill treatment she received by others.

*Clockwise from top:  
Gué Pardue Hudson '68,  
sophomore class president,  
1966 Silhouette;  
Gay Johnson McDougall  
'69x, H '10, 1967 Silhouette;  
and McDougall and Hudson  
class photos, 1966 Silhouette.*







*Kijua Sanders-McMurtry, associate vice president and dean for community diversity, addresses Agnes Scott community members at “A Call-In and Solidarity Gathering for Racial Justice,” hosted this fall by the Gay Johnson McDougall Center for Global Diversity and Inclusion.*

**“We want to cultivate women leaders who have the self-efficacy to lead in our global community, and the programs available to our students through these centers are teaching students what it means to accomplish that.”**

**— Kijua Sanders-McMurtry**

### **Honoring a beautiful legacy**

“That day was about reconciliation, and there were a lot of tears in the room,” says Sanders-McMurtry. “It was a special moment when Gay was honored for her beautiful legacy here, and Gué showed her heart, never forgetting the student who was isolated and alone. These two extraordinary women both represent the best of what Agnes Scott cultivates in our students—diversity and leadership—and now these twin pillars of the Agnes Scott experience each have centers named for them.”

Just like the women who share a bond, the two centers are closely aligned to ensure Agnes Scott students are equipped to lead, whether on a global scale or in their own backyards. The Gué Pardue Hudson Center for Leadership and Service reflects Hudson’s deep commitment to building strongly principled servant leaders with an inclusive, globally diverse approach. The Center for Leadership and Service’s extensive programming is designed to deliver a plethora of learning opportunities for students. It works with new students via its Emerging Leaders program, as well





*Gay Johnson McDougall '69x, H '10 (top), and Gué Pardue Hudson '68 (middle) speak to guests attending the special dedication ceremony held for the centers during Alumnae Weekend 2016.*

as older students who have shown exceptional promise, through its Dana Scholars' leadership lessons sessions.

The Gay Johnson McDougall Center for Global Diversity and Inclusion opened in August 2015, and its mission is to foster a community where intersections of identity are appreciated, celebrated and honored. In January, the center will host the Martin Luther King Jr. and Coretta Scott King Commemorative Week of Human Rights and Social Justice, sponsored by the MLK Convocation subcommittee of the President's Committee on Community Diversity, which continues the dialogue around social justice and community change. In addition, the center's annual Think, Live, Engage Dialogue Series has been embraced among students, faculty and staff. Over the course of four weeks, participants explore intercultural connections and needs and engage in discussions about social identities like gender, class, faith, politics, sexuality, race and more.

"You can't be successful as a CEO in today's world if you are not an inclusive leader who values diverse perspectives and recognizes the value of different people," says Sanders-McMurtry. "If you respect and appreciate differences and know about cultures that are different from your own, you are much more likely to lead with a servant's heart and be able to serve people globally. We want to cultivate women leaders who have the self-efficacy to lead in our global community, and the programs available to our students through these centers are teaching students what it means to accomplish that."

### **The power of voice**

This past August, the Gay Johnson McDougall Center for Global Diversity and Inclusion sponsored a special program called It's Time: A Social Justice and Healing Retreat.

"When you turn on the news and see things like the officers being killed in Baton Rouge or people being killed because of the color of their skin while they are celebrating a cultural tradition, these are all assaults on the human spirit that can lead to disillusionment," says Sanders-McMurtry. "We want our students to understand how you have dialogues across differences. You have a sphere of influence, and by learning more about yourself and others, you can help bring peace and justice to our world. These two women have made a significant difference. That is what is powerful about how you use your voice to speak up for other people."

## **CENTER FOR GLOBAL DIVERSITY AND INCLUSION**



*After not having seen each other for more than 40 years, Gay Johnson McDougall '69x, H '10 (left) and Gué Pardue Hudson '68 (right) reconnected at Agnes Scott's 121st commencement ceremony in May 2010, when Johnson McDougall received an honorary degree.*





# A VIEW FROM THE TOP

by Leslie Dunn



***SUMMIT's  
First Year***



The fall of 2015 marked a significant transformational moment in the 127-year history of Agnes Scott College—the launch of SUMMIT, an innovative reimagining of a liberal arts education with global learning and leadership development threaded throughout the educational experience of each student.







Through a unique core curriculum and related cocurricular activities, a customized board of advisors, faculty-led global immersion experiences and digital portfolios documenting their learning, Agnes Scott students are building the critical expertise to be strategic leaders and effective change agents in an increasingly complex global society.

Launching SUMMIT was a high-profile, high-stakes endeavor. With hard work and collaboration, the Agnes Scott community rose to the occasion. To be a game changer means to be willing to take risks, to take a leap. With SUMMIT, the college has leapt, and a year later, it is soaring, with overwhelmingly positive results across all areas of SUMMIT.

### **A stronger advising model**

Machamma Quinichett, director of SUMMIT advisors, is excited by the success of the college's new advising model. Each new student is assigned

a SUMMIT advisor, who is a professionally trained academic advisor, as well as a peer advisor who is an Agnes Scott upperclass student. Later, students will add a faculty advisor in their major and a career mentor. The SUMMIT advising model, which is team-based, has had an immediate impact on the student experience.

"In the past, students would meet with their advisors once or twice a semester to discuss course selection and registration," Quinichett says. "With this new model, I was able to watch students meet with their SUMMIT advisors multiple times throughout the semester and have really deep, meaningful conversations, not just about course selection but about themselves, what they were interested in, what they learned in their classes and what they plan to do with that information outside of class."

Results from the college's annual Student Satisfaction Survey underscore the value of the

*SUMMIT Advisors  
Director Machamma  
Quinichett (far left) and  
Professor of Education  
Toby Emert (far right)  
visit Nathan Phillips  
Square with first-year  
Scotties during the  
Toronto global journeys  
cultural immersion  
experience.*





SUMMIT advising model. Last year, 57 percent of first-year students—compared to 31 percent the previous year—“agreed strongly” that their advisors were helpful to them. An additional 35 percent “agreed,” demonstrating high levels of satisfaction with their SUMMIT advisors among members of the class of 2019.

### Leading, learning and refining

Faculty and staff relied on student feedback in designing and refining SUMMIT, which made students more invested and engaged participants in its programs. For example, the inaugural Peak Week, which took place last March and included panels, excursions and workshops focused on postgraduate life and professional development, was a highlight of the first year that was heavily influenced by upperclass students’ interests.



“We started off by brainstorming some broad ideas about the program, then we administered an online survey, and the students provided us really great feedback,” says Honi Migdol, associate dean of students for leadership and engagement. “After getting additional feedback from them in a town hall open forum, we began crafting the schedule.”

The popularity of Peak Week exceeded expectations, with 283 students participating in one or more of the 75 sessions, which focused on everything from networking with alumnae to digital literacy and from graduate school boot camp to car maintenance.

“We were just floored by the number of sessions we were able to offer and the number of people who wanted to participate in the week,” Migdol says.

Like all startups and innovative ventures, SUMMIT experienced some implementation challenges in its first year that have led to changes to improve and strengthen the program in its current second year. Student insight played a major role in these shifts. For example, based on student feedback, the college revised the connection between first-year orientation and Legacy: The Goizueta Foundation Leadership Immersion. In its first year, the two were seamlessly combined and held off campus at Camp Twin Lakes.

“We took a step back and realized combining orientation and leadership development is too much, too complex, and we want to be sure that students are able to get the resources they need to successfully transition to campus first,” Migdol says. “As a result, we decided to do orientation the first two days, and then switch gears and segue into Legacy: The Goizueta Foundation Leadership Immersion.” Instead of taking students off campus overnight, Legacy now includes a field trip to the National Center for Civil and Human Rights and The World of Coca-Cola in downtown Atlanta.

The SUMMIT first-year leadership curriculum will also undergo some changes to make it more integrated, according to Katherine Smith, associate professor of art history, who taught sections of SUMMIT’s Leadership 101 and 102 courses, Prologue and Dialogue.

“We refined the learning objectives for the Leadership 101 course for this year to make them clearer for ourselves and for our students,” she says. “We will also be able to integrate the two courses. Last year, as we were teaching 101 and developing Leadership 102, we didn’t know then as well as we do now how one course would lead to the other. We can be much clearer now about how Prologue and Dialogue connect.”

Smith believes in the importance of self-reflection as a tool for leadership development, and the leadership courses she taught emphasized that theme.





“Self-reflection is a big opportunity for learning. Students can ask themselves questions such as where do my interests and perspectives fit into the material we are collectively looking at,” she says. “That is what we are requiring students to do with their digital portfolios. I think we will increasingly build specific assignments to help students envision how the digital portfolio can function. They can post assignments and gather materials there so that when they are doing their senior-level work, they can reflect on four years of experience and materials. To me, that’s a really exciting part of this project.”

### Going global

These opportunities for improvement notwithstanding, the initial year was a resounding success for the Agnes Scott community, with innovations in faculty and staff collaboration, learning, and advising. The new global curriculum, with an immersion experience embedded in an academic course, was an especially big achievement.

The first iteration of the fall foundational class, Global 101, the one-credit Gateways course, introduced the inaugural SUMMIT class to fundamental questions and issues such as “What Is Global?” “Why Travel?” and “Global Challenges.” Students explored these through interactive lectures, plenary panel discussions, films and excursions designed to connect them to Atlanta’s global identity. They evaluated competing narratives and reflected on how global issues affect their personal lives. For fall of 2016, the faculty decided to also pick one global issue to examine from multiple disciplinary perspectives, leading interactive sessions organized around the topic of food. A highlight for students was having two of the authors they read visit campus to engage with them.

In the spring of 2016, all the first-year students took Global 102, Journeys, and traveled with their faculty as part of the course. According to Elaine Meyer-Lee, associate vice president for global learning and leadership development, the lessons learned in the classroom in conjunction with the faculty-led global journeys had a profound impact on students.

“Hearing the returned students talk to prospective students about how they were putting pieces together, understanding what it means to be a leader in a global society, was incredible,” she says.

Students returned to campus after traveling to places such as Bolivia, Cuba, Dominican Republic, Canada and New York City with broadened perspectives and memories to last a lifetime. Julie Champlin, the faculty-led programs coordinator in the Center for Global Learning, worked to implement and facilitate the global journeys.

“These programs realized for students what the objectives of SUMMIT actually are and



*Elaine Meyer-Lee, associate vice president for global learning and leadership development, hands out a Global 101 assignment on the cultural psychology of food.*

hopefully created for them the outcome that experiential learning should create—this sense of engagement with what you’ve learned but also, more importantly, engagement with other human beings, which is the greatest learning tool we can have,” says Champlin. “I think for students it was very effective.”

During the New York City trip, students met alumna Jordan Casteel ’11, who was an artist-in-residence at the Studio Museum in Harlem.

“When the students navigated New York on their own and really sought out things they were particularly interested in, it was a powerful experience,” notes Smith, who co-led the New York City trip. “It made them feel like this is something within their grasp. It made them think, I just met this alumna from five years ago, she is doing this. . . I could do this too. It was incredibly impactful to watch this empowering experience for them, especially as first-years.”

A group of students who traveled to Toronto, Canada, on a Journeys trip with a focus on digital storytelling, also had a transformative experience interacting with senior Japanese Canadians. Many students went into the journey with fears and negative expectations about finding common ground with their storytelling subjects who were all over the age of 65.

“Listening to students talk about how their perceptions of seniors or people in other countries





changed as a result of interacting with them on a daily basis was pretty powerful,” says Quinichett, who co-led the Toronto Journeys trip. “When we debriefed afterward, those negative stereotypes and fears were totally transformed into positive memories and experiences. Many of the students talked about how they felt like their lives had been changed for the better after listening to people who had endured and experienced so much throughout their lives and remained positive.”

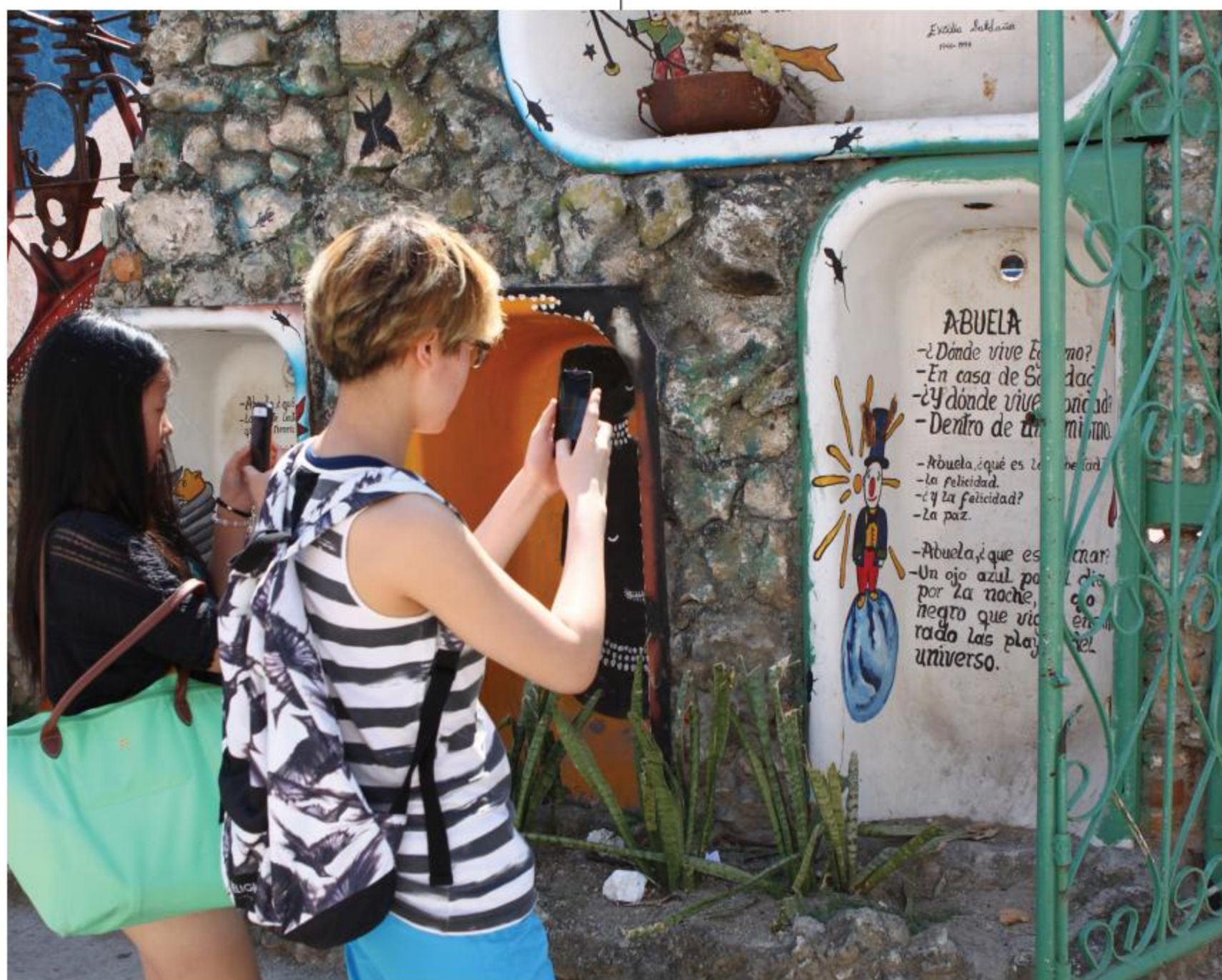
This year, the Journeys immersion experiences will take members of the class of 2020 to an even wider range of destinations. Students will once again have an opportunity to go to Bolivia, Cuba, Jamaica, Nicaragua and Trinidad. New destinations will include Manitoba in northern Canada, Central Europe, Croatia, Morocco, the Navajo Nation and Northern Ireland. Students will also prepare for their destinations in their fall Gateways common assignments this year.

As SUMMIT enters its second year, faculty and staff are eager to sustain its positive momentum and contribute to Agnes Scott’s legacy. The college’s Admitted Student Survey once again demonstrated the appeal of SUMMIT to prospective students, with 76 percent of members of the class of 2020 reporting that SUMMIT was “very important” or

“important” to their decision to enroll.

“It’s been a great honor to be able to be part of such a bold initiative in this wonderfully creative, diverse, dedicated community, and to have so many people putting their oars in the water in the same direction,” says Meyer-Lee. “Good things happen when that’s the case. I knew when I came to Agnes Scott that we had a whole lot of work to do, and we have certainly far exceeded my expectations of where we would be after just this first year.”

President Elizabeth Kiss adds, “Our theme for this second year of SUMMIT is ‘We’re Still Climbing!’ This year, we will pilot our SUMMIT career mentor program with 60 upperclass students, teach the core upper-level leadership class for the first time, further develop our capstone digital portfolio course and run Team Global Challenge during Peak Week. It is so exciting listening to staff and faculty all across the curriculum embrace this program and bring their insights and creativity to it. Every week I get a call from someone around the country asking how Agnes Scott accomplished something so ambitious and innovative. I tell them it takes a village—a village of faculty, staff, trustees, alumnae and friends willing to lead and commit to a vision. The entire Agnes Scott family has played a critical role in SUMMIT’s success.”



*Angela Hong '19 (left) and Levi Wang '19 (right) at Callejón de Hamel, a cultural center in central Havana for Afro-Cuban religion, art and dance, where students learned about Santería and other Cuban religions with African roots during their visit.*





# SUMMIT Student Profiles

## Mallika Balakrishnan '19

Hometown: Marietta, Georgia

Major: Political Science

Minor: Philosophy



### SUMMIT 101

I find that SUMMIT is best described through its overarching vision—leadership experience and global competency for every student. My peers and I have grown up in the midst of unparalleled academic and professional competition, and we've also grown up with globalizing technology in a way no other generation has. We've come to know global communication and awareness in a unique fashion. Students of my generation, no matter the institution they attend, therefore understand that leadership and global learning skills are increasingly important in order to successfully achieve their goals, no matter what those goals may be. I like to explain SUMMIT as the program that intentionally recognizes this and tackles the challenge of turning the abstract into the curricular and experiential. Do I tend to emphasize first-year travel when I talk about SUMMIT to non-Scotties? Sure. It's very cool and worth bragging about. But that's just one part of a program that I think has broad potential.

### Most Memorable Course in Global Learning or Leadership Development

Each class I took during my first year ended up teaching me something new, and especially demonstrating the dedication of Agnes Scott's excellent faculty members across all departments. I was thrilled to study familiar disciplines like Latin while exploring new forms of expression in classes like Comparative Ethnic American Literature. The range of choices I had was wonderfully refreshing, and two classes stand out as particularly memorable: Modern Political Thought and Problems of Philosophy. I enjoyed Modern Political Thought because I was able to dive headfirst into the works of still-relevant authors from Hobbes to Marx, contextualizing and organizing ideas through direct reading and fascinating discussion. Problems of Philosophy, which grazed the surfaces of epistemology, metaphysics and a bit of logic, was a great first experience studying philosophy inside the classroom—the rush of such mental exercise is incomparable.

### Lessons From Cuba Global Journeys

I learned that history has consequences. The actions of long-dead men still echo in the overworked soil, restored fortresses and diverse faces of Cuba. Every piece of Cuba's history has played a role in constructing the juxtapositions of the present. Gorgeous restored cars carry tourists next to crammed public buses. Half of the doctors in Cuba are women, but catcalling is rampant. The biotechnology industry burgeons, but the economy suffers from lack of innovation. Seeing Cuban citizens navigate these complex political, social and economic structures taught me to value my access to transparent information, to listen for voices of change in every environment and to analyze as many perspectives as possible when thinking about international issues. I was amazed by the hospitality and generosity we were shown, but even more amazed by the intelligence, resilience and creativity of Cubans who see their country at a great crossroads.

### Looking Back on My First Year

As with any period of change, my first year at Agnes Scott was dynamic. While I love having small classes, I prefer a very extroverted social environment. I certainly faced challenges adjusting to a small campus, but I soon found that Decatur and Atlanta are full of new adventures to anyone who chooses to explore them. I think one of Agnes Scott's most valuable strengths is its community; this year introduced me to a diverse body of students, activists, musicians and brilliant, strong women, each making her own voice heard in a unique way. I have learned so much from each Scottie with whom I have interacted. I would consider that my greatest success for the year.





## Amanda Vasi '18

Hometown: Burleson, Texas

Major: Public Health

### SUMMIT 101

SUMMIT, a global leadership initiative, unique to only the Agnes Scott campus, was created in the belief that all students have the capability to become strong leaders and change-makers in our world. It not only prepares students to become world leaders but also provides them an opportunity to travel to a foreign country their first year of college. In addition to the travel and leadership components, students are assigned to an academic advisor, career mentor and peer advisor, who is a trained upperclass student, to support and guide each student's leadership journey. With SUMMIT, I think students are able to grow into the people they were always meant to become and pave their own paths to their success.

### Most Memorable Course in Global Learning or Leadership Development

My most memorable course related to leadership is my First-Year Seminar course titled What to Do With Disagreement. In this course, we discussed multiple crucial and relevant topics concerning different ideologies, religions, cultures and modern-day practices. I enjoyed how the course challenged me to think critically and to keep an open mind when it came to discussion time. As one of the leaders on campus, I have found that these two skills are the most fundamental when it comes to effective leadership, both within our own lives and around the world. I am glad that my FYS gave me the opportunity to gather the building blocks necessary for establishing my leadership journey throughout my time at Agnes Scott.

### My Peak Week Experience

As an active participant of Peak Week, I had the privilege to attend informative and skill-building sessions instead of my usual classes. During the week, I learned about a variety of topics, such as budgeting, programming and emergency interventions. I also had the opportunity to attend an exclusive alumnae LeaderStories panel and to volunteer with Trees Atlanta. Given all these activities, I cannot say what experience I found the most valuable or informative; however, I can say that I enjoyed every moment of Peak Week and bonding with my fellow Scotties.



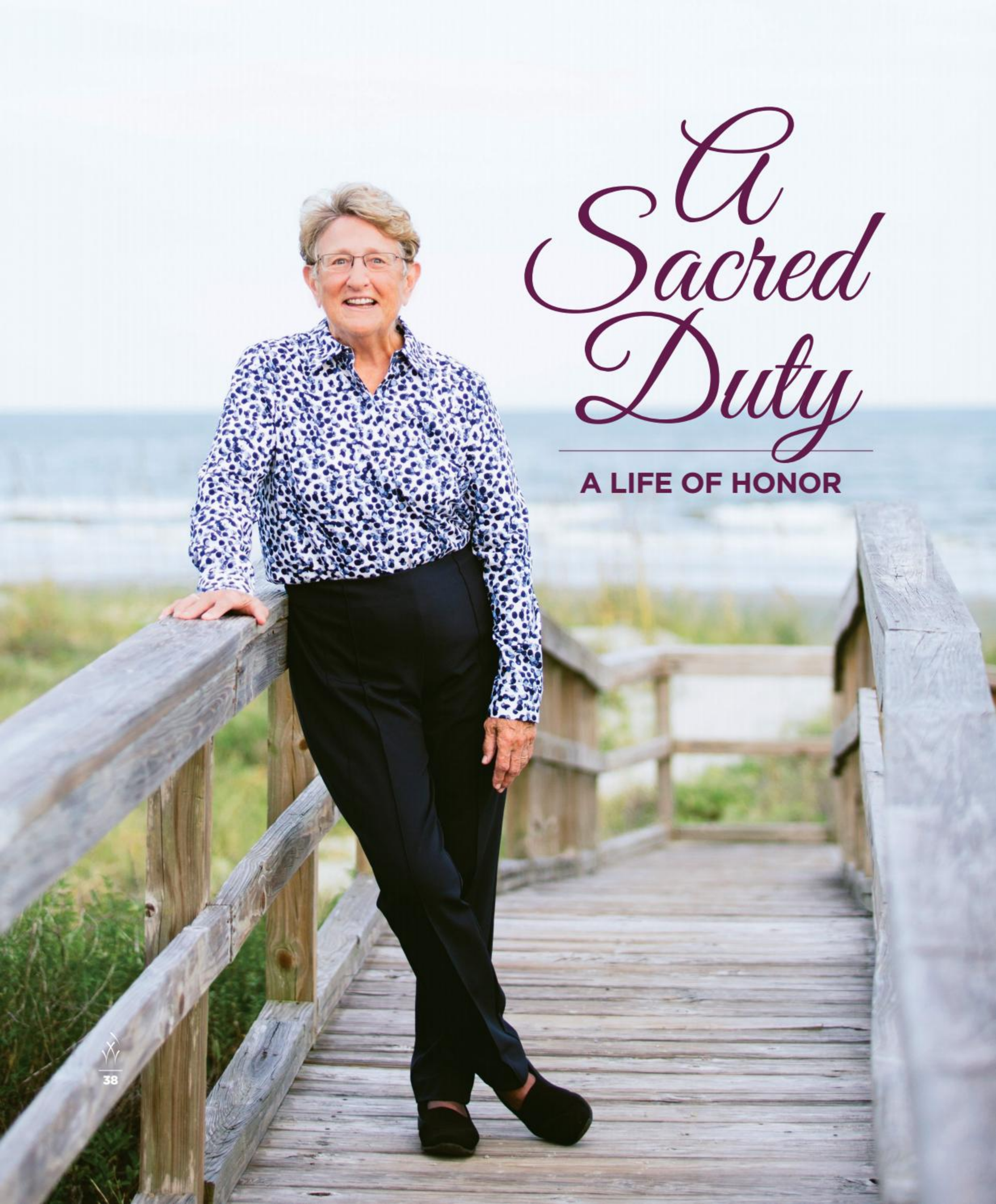
Peak Week gave me a unique opportunity to examine my life goals a bit closer, which I think is important for everyone to do in order to stay on the track to success.

### An Education to Make a Difference

I am currently in my third year in the public health program, and I have to say that I have had a great educational experience so far. The majority of professors want students to succeed and are willing to work with you personally in order to help you as much as possible. Students are also dedicated and eager to learn, giving the classroom an energetic, intellectual vibe that complements the academic environment here at Agnes Scott. Overall, thanks to the help of my professors and support from my peers, I feel that I am well-prepared to enter the thriving field of public health, and I look forward to using my education to make a much-needed difference in the world as quickly as I can.





A woman with short blonde hair and glasses stands on a wooden boardwalk, leaning on a wooden railing. She is wearing a blue and white patterned long-sleeved shirt and black trousers. The background shows a beach and the ocean under a cloudy sky.

# *A Sacred Duty*

A LIFE OF HONOR



In January 2016, Chief Justice Jean Hoefer Toal '65 retired from South Carolina's Supreme Court, on which she had served for 27 years and presided over for almost 16 years.

At Agnes Scott College, Toal earned a degree in philosophy and later graduated from law school at the University of South Carolina in 1968. She then went on to join the illustrious Haynsworth law firm in Greenville, where she argued cases at a time when only 10 women were actively practicing law in South Carolina. She became a state legislator in 1975 and the first female justice on the state's supreme court in March 1988. In March 2000, she was elected as the first female chief justice of South Carolina.

Reflecting on her impressive career, Toal says, "I'm certainly proud of what influence I've been able to bring to this state's conversation about difference and diversity and opportunities for all people. I'm proud that in my time as a lawyer, a judge and a chief justice, I was able to persuade a lot of different voices to speak up on behalf of the legal system and the courts.

"It wasn't just lawyers. It was the business community, people of color, people in the faith community," she continues. "So many different groups of people

that I felt it was important to reach out to and really involve them in understanding the importance of the rule of law and of this third branch of government in the life of this country and this state. So I'm real proud of being able to make a little difference in how the people I touch look at the importance of the rule of law to our society."

### **The necessity of being involved**

In the current environment, Toal says, "We are at a tipping point in American history now, where the bullies are beginning to be heard all out of relationship to their importance or value, because good people just don't get involved. Places like Agnes Scott are where so much of the crucible of democracy really hangs in the balance."

Growing up in Columbia, South Carolina, in the 1950s and 1960s, with a front-row seat to many key moments in the civil rights movement, shaped Toal's thinking. For more than four decades, she served as a revolutionary champion for civil rights, women's rights,

children's education, freedom of information and a host of other critically important issues in her home state, which ranked dead last at one point during her career for the number of women holding elected office.

"We had a strong feeling about the necessity of being involved in civil rights activity, in governmental activity and in our community that was just as important to us as family life, business life and everything else. I am praying that our young women, as they graduate from Agnes Scott, will see life in that way," notes Toal.

Her own life is chronicled in a new book about her remarkable career titled *Madam Chief Justice*, published by the University of South Carolina Press. Two of Toal's friends, retired U.S. Supreme Court Associate Justice Sandra Day O'Connor and current Associate Justice Ruth Bader Ginsburg, wrote the foreword and introduction, respectively, and the book is composed of numerous essays written by colleagues and Toal's children.





*Previous page: Jean Hoefer Toal '65 at her family vacation home off South Carolina's coast.*

*Above: Toal and her husband, Bill Toal. Photos by Bette Walker Bohler.*

### Radical advances

One of the most radical advances that Toal championed in her state was one that has now become standard in most states across the nation.

"As chief justice, I brought a modern technology platform to the management of the court's business," she says. "Platforming our communication with each other and our keeping of court records on an internet-based platform was thought to be one of the most radical things in the world when I came up with it 15 years ago. Now, it's the way everybody wants to do business. I led the charge there, and I'm really proud of the impact of my voice in the state and nationally in encouraging the use of internet-based technology to manage court business process."

That step not only changed the way business process worked from the standpoint of the court system, observes Toal, "It modernized it, made records

accessible to the participants, made communication much more of an accessible tool, put small counties and small practitioners and big counties and big practitioners on a level playing field by the use of technology."

### Knowledge is power

Always a maverick, Toal ignored those who told her that those in rural communities would never understand how to use the new technology. She started with those communities first.

"It taught me not to ever measure anybody by their degree of formal education," she remembers. "I started automation in the most rural places in the state with this system, not in the big counties and not in the higher levels of the courts. Those users were those people with GEDs and modest education who were laboring in the vineyards in these very

small rural counties where they were so isolated that they had no modern tools. What I did was give them and their communities access to government records and court business process that they had never had before."

It is her belief that greater access—to information, to different people and to new ideas—is the solution to so much of what ails society.

"Exposure to a more diverse group of folks than the narrow band of culture in which you're raised is one of the best disinfectants of the problems," says Toal. "Knowledge is power. We believe that at Agnes Scott, to the absolute core of our being, and much of what I became as a person was platformed on what I learned at Agnes Scott about people who were not all the same as I was."

### Navigating your own path

As she looks back at her early beginnings, Toal advises Agnes Scott students to take counsel when warranted yet to navigate their own paths. She recalls how she might have lost her footing in pursuing her own career if she did not stand firm.

A guidance counselor warned her, "You may be headed for a life of disappointment in trying to knock your head up against the wall in law, which is kind of a closed profession for us right now."

"Yes ma'am, well that might be something worth thinking about, but I'm determined I'm going to at least try it," Toal replied.

With that determination, Toal became a trailblazing history-maker who was driven by purpose. As a result, she built an extraordinary legacy of leadership and service.

"I hope students are aspiring to do whatever they want to and are not held back by gender in any way," she says. "I hope they approach life after Agnes Scott with a sense of public service that I think many of us had as we graduated from college."







# SCOTTIE CAREER CONNECT PROGRAM

## Are you interested in:

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- Sharing information about your career in an informational interview?
- Attending career development networking events with students and alumnae?
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- Conducting a practice interview with a student?
- Serving as a career mentor for a student?

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For more information, contact Kendra Strickland, career mentor program coordinator, at [kstrickland@agnesscott.edu](mailto:kstrickland@agnesscott.edu).



# 2016 *Outstanding Alumnae*







### Service to the Community: Jane Alsobrook Miller '48

When Jane Alsobrook Miller '48 expressed an interest in going to medical school, her father, a physician, said that while he would support her, he did not

think it was a great idea. "In the 1940s in the South, married women simply did not practice medicine," Miller says, "and so I decided to go to graduate school for chemistry instead." The medical profession's loss proved a tremendous gain for women in science and academia. Throughout her career and her many volunteer activities, Miller has been a tireless advocate for equal treatment of women and minorities in academia and for better access to science education for girls and women.

In 1965, Miller became the first female faculty member in the University of Missouri-St. Louis' chemistry department, and she soon observed the disparate treatment of women throughout the university system. Women and minorities earned less money than their white male counterparts, they were asked to carry heavier course loads and they were barred from serving on all faculty committees except the hospitality committee, which was responsible for hosting events. Miller helped found the UMSL Women's Group, and together with fellow female colleagues, she lobbied the administration to address these inequalities. After she received tenure, Miller filed a complaint with the Equal Employment Opportunity Commission, a move that proved effective at getting the university to remedy many of the discrepancies in pay and workload.

"After I filed the complaint, several male colleagues told me I would never be made full professor, that was my punishment," Miller says. "It didn't make a difference to me—I was finally being paid fairly and getting raises I deserved, and that's what mattered."

In addition to fighting for equality in the workplace, Miller also dedicated herself to expanding opportunities for girls and women through better access to science and math education. In 1978, she helped found the Math Science Network of Greater

St. Louis, an organization of women teachers, engineers and other professionals intent on encouraging more girls to study science and math. The group hosts an annual conference for girls in grades 7 through 12, introducing them to professionals in a variety of STEM-related fields. They also work with school counselors throughout the region to ensure they are steering female students toward math and science.

Miller believes that education remains the key to furthering equal opportunity for women in the sciences, and she continues to participate in groups to encourage girls to pursue careers in STEM fields.

"The climate for women is better today than when I began, but it's not where it needs to be, especially at the top universities," she says. "Unfortunately, there are still some men who believe that women can't 'do' chemistry."

Agnes Scott and other women's colleges play an important part in breaking barriers in academia.

"Agnes Scott gave me the feeling that I could do anything, that women could do anything," Miller says. "I hope that we will continue to encourage women to go into science and math, and to tell them that they can do it."



### Distinguished Career: Mary Brown Bullock '66

When Mary Brown Bullock '66 reflects on her distinguished career in international policy and education, she modestly describes it as "nontraditional."

Her friends and colleagues are more apt to highlight her renowned scholarship in Chinese history and U.S.-China relations and her extraordinary leadership as an academic administrator, including 11 years as president of Agnes Scott and an appointment as the inaugural vice chancellor of Duke-Kunshan University in China. The recipient of this year's award for Distinguished Career, Bullock is the embodiment of the Agnes Scott mission statement that she helped write during her presidency. She thinks deeply in her scholarly pursuits, lives honorably in both her professional and personal lives, and has contributed greatly to the intellectual and social challenges of the past 50 years.



The daughter of Presbyterian missionaries from the United States, Bullock grew up in Korea and Japan, and she developed an interest in China and its history from her father and his experiences living there. As a student at Agnes Scott, she studied European history, fostering her curiosity about China through independent reading. "At that time, there were few formal courses available in Asian studies, and I certainly never imagined that it would be possible to go to China," Bullock says. She earned her Ph.D. from Stanford in Chinese history in 1973, one year after President Richard Nixon became the first U.S. president to visit the People's Republic of China, and she has visited the country almost every year since.

Bullock dedicated much of her career to exploring and improving intellectual exchanges between the United States and China. She has made significant contributions to the dialogue between the two nations while holding positions at the National Academy of Sciences and the Woodrow Wilson International Center for Scholars, and as the author of several publications. Her most recent book, *The Oil Prince's Legacy: Rockefeller Philanthropy in China*, was translated and published in China in 2014. She served as founding executive vice chancellor of Duke-Kunshan University from 2012 to 2015, a joint partnership between Duke University and Wuhan University in China that offers a global liberal arts education to Chinese and international students.

Bullock's career took an unexpected and fortuitous detour when she returned to Agnes Scott to serve as president of the college in 1995. "It was a big decision for both me and the college," Bullock says, citing her background in policy rather than academia. "However, I believe that I received an outstanding education here, and I saw this as a tremendous opportunity to give back to my alma mater and to a new generation of students."

Bullock's tenure began during a time when the college, like many women's institutions, faced an identity crisis. Enrollment was down, the physical structures on campus needed updating and morale among the faculty was wavering. Bullock implemented a strategic plan to increase the student body, bringing enrollment from just under 600 in the mid-1990s to nearly 1,000 students. She recruited new faculty, and notes that many of the professors she brought to campus have become the academic leaders of Agnes Scott today. She undertook a \$125 million infrastructure improvement program, renovating and restoring several of the school's iconic buildings and adding new facilities to meet students' evolving needs. "There was a time when it felt like the

entire campus was under construction," Bullock says. "But I believe that through our efforts, Agnes Scott became a livelier place."

Gué Pardue Hudson '68, who served as dean of students during Bullock's tenure, put it more succinctly: "She made us, as a college community, believe in ourselves again."

Bullock asserts that of all her many achievements in her lifetime so far, she is most proud of her family, especially her two children and two grandchildren, and she looks forward to spending more time with them as she scales back some of her professional pursuits. She is also proud of the contributions she has made to U.S.-China relations. "I believe that I've addressed some central questions that remain as relevant today as they were when I began my work," she says, "and that gives me an enormous sense of accomplishment."



### Service to the College: Linda Lael '66

For the past 40 years, Linda Lael '66 has been an indispensable and unwavering champion for Agnes Scott. While living and teaching high school in Pensacola, she served as the Alumnae

Admissions representative for the Florida Panhandle, recruiting gifted students from across the region. After moving to Decatur in 2001, she joined the "Greater Decatur" alumnae chapter, served three terms on the Alumnae Board and even gave up retirement to work as the coordinator for the Woodruff Scholars Program. Lael's friends remark that she responds to every volunteer call the college puts out, and no task is too small for her to lend a hand.

Lael's dedicated volunteer service to her alma mater was anything but inevitable. As a high school senior in North Carolina, she was determined to attend a coed college, but agreed to consider women's colleges to appease her mother. She visited Agnes Scott on a Georgia Tech football game day, and the entire city was alive with excitement and camaraderie. "It was an amazing day on campus," Lael says. "I decided that I had to go there—and of course I pretended it was my



idea all along.” As a student, Lael took in all that the city had to offer, and while she enjoyed her time in college, she did not expect to stay connected after graduation.

Ten years later, in 1976, several of Lael’s high school students expressed interest in applying to Agnes Scott, so she drove them from Pensacola to Decatur for a campus visit. The trip opened Lael’s eyes to the opportunities Agnes Scott offered to young women. “It took a decade for me to realize what I had while I was there,” Lael says. “And while I knew that I could not go back in time, I could give that wonderful experience to other people.”

Lael not only recruited many gifted students over the years, she also brought her fellow alumnae back into the Agnes Scott community. As an agent for the class of 1966, Lael helped organize reunion activities, relishing the chance to spend time with her former classmates. One year, as another reunion weekend came to a close, Lael and her friends lamented the fact that they only got together once every five years. Lael took it upon herself to begin organizing and hosting annual luncheons at Wahoo! Grill in Decatur, drawing alumnae from across the Southeast and fostering deeper connections among her classmates.

Lael and her friends just celebrated their 50th reunion, which included their induction into the Anna Young Club. “We can’t believe we’re that old,” she says with a laugh. She remains committed to the college after so many years, because of both the community it provides for her and for the education it offers its students. “Young women today are exposed to so many more and varied ideas than we were,” she says. “These students will have absolutely amazing opportunities because of Agnes Scott.”



**Young Alumnae  
Award:  
Wasfia Nazreen '06**

When Wasfia Nazreen was a child, a Western family visited the small town in Bangladesh where she lived. Their daughter had a hula-hoop, and Nazreen asked to play

with it. A woman in her neighborhood admonished her, telling her that good girls did not shake their hips like that. “This right to play as a little girl was taken from my life,” Nazreen says. The memory, and many more incidents like it, have stayed with Nazreen, inspiring her to dedicate her life to fighting for girls and women in her home country.

In 2011, the year Bangladesh celebrated its 40th year of independence, Nazreen launched the “Bangladesh on Seven Summits” campaign to raise awareness of the progress Bangladeshi women have made and the many battles that remain in the march to equality. As part of the campaign, she set out to climb the highest peak on each of the seven continents, a mission she completed with her ascent of the Carstensz Pyramid, the highest peak in Oceania, last November. On each climb, she brought with her a hula-hoop decorated in the colors of the Bangladeshi flag, in defiance of those who seek to limit the potential of young girls and women.

This year, Nazreen is set to launch Ösel Bangladesh, a foundation committed to providing outdoor education opportunities to marginalized young women. “Bangladesh is a deeply patriarchal society, and girls are discouraged from participating in sports,” she says. The feedback within her own country has been mostly positive. Men and women who once criticized her now view her as a national hero for becoming one of a handful of women in the world to climb the seven summits. Fathers approach her at events to inquire how to get their own daughters involved in her program.

Nazreen is the first woman in the history of National Geographic to be awarded both the Adventurer and Emerging Explorer awards by the society. Earlier this year, she was voted as the Most Inspiring Explorer of the 2016 Explorers Symposium held at National Geographic headquarters in Washington, D.C. A documentary on her journey titled “Wasfia” is now showing as part of the Shortfilm Showcase at National Geographic. Nazreen credits Agnes Scott with providing her an eclectic liberal arts environment where she could learn, grow and take risks. She derives her innate courage from her own upbringing, her work with stateless people and her strong desire to effect change.



# AGNES IN IRELAND



In the summer of 2016, 27 alumnae representing 19 classes and their guests (43 total) took a literary tour of Ireland led by Charles A. Dana Professor of English and Director, Center for Writing and Speaking, Christine Cozzens. The visit to Dublin focused on the Easter Rising of 1916 and poetry by W. B. Yeats and others. The group saw the home of the Blasket Island writers on the Dingle Peninsula, studied Yeats' early poetry on location in Galway and Sligo, and learned about "The Troubles" in politics and literature in Derry/Londonderry, Northern Ireland.





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# GLACIAL ADVENTURES OF ALASKA







*Classes from 1946 to 2011*

# *Stepped Back*

*to where it all began ...*



Last April, alumnae gathered to celebrate their very special reunions. There were lunches, dinners and parties, and there was singing, laughing and talking ... lots of talking! It was a fun weekend of fellowship among friends.









# giving

## highlights



## Lee Davis Named Director of Planned Giving

Lee Davis, previously the director of The Fund for Agnes Scott, moved into the position of director of planned giving on Sept. 1, 2016. In this role, she works with donors who wish to recognize the college in their estate plans.

Davis began her Agnes Scott career in 2001, at the start of the *Bold Aspirations* campaign, as administrative assistant to the vice president for institutional advancement and secretary to the campaign. For more than three years she managed the meetings of the National Campaign Steering Committee, prepared meeting materials and presentations, monitored the campaign budget, wrote the *Bold Aspirations* quarterly campaign newsletter, and managed the vice president's

schedule, travel arrangements and correspondence.

At the end of the campaign she was promoted to associate director of the annual fund and held the position for more than four years, managing fund chairs and creating data for mass appeals. She served as director of development services for two years, preparing early reports for *The Greatness Before Us* campaign, managing the records and gift entry staff members, interfacing with accounting and budgeting processes, and preparing weekly gift reports, donor report data and audit reports. Since becoming director of the annual fund in July 2011, she has hired and trained an entirely new staff, incorporated face-to-face visits and digital/social media fundraising into the annual fund program, and helped the college attain two record-breaking years of annual fund giving (\$2.8 million in 2012-2013 and \$2.96 million in 2015-2016).

Prior to her work at Agnes Scott, Davis was vice president for membership at the Clayton County Chamber of Commerce and executive director of the Clayton County Convention and Visitors Bureau, and she served as president of the Atlanta Metro Travel Association. Davis earned a B.A. in English Literature from the College of William & Mary in Virginia.

To learn more about how you can create your legacy at Agnes Scott through a planned gift, contact Davis at 404.471.5448 or [ldavis@agnesscott.edu](mailto:ldavis@agnesscott.edu).



# THE FUND FOR AGNES SCOTT

## Annual Fund Reaches Record-Breaking Total

The Fund for Agnes Scott, the college's annual fund, celebrated a historic year in 2015-2016, reaching more than \$2.96 million in total annual fund giving. Agnes Scott's generous alumnae accounted for \$2.2 million of that total, reaching 40 percent alumnae participation.

A large part of this success was due to extraordinary commitment from the class of 1966, who celebrated their 50th reunion at Alumnae Weekend 2016. The Madelines raised \$366,000 for The Fund for Agnes Scott, the highest 50th reunion gift to the annual fund

in college history, achieving an astounding 97 percent participation.

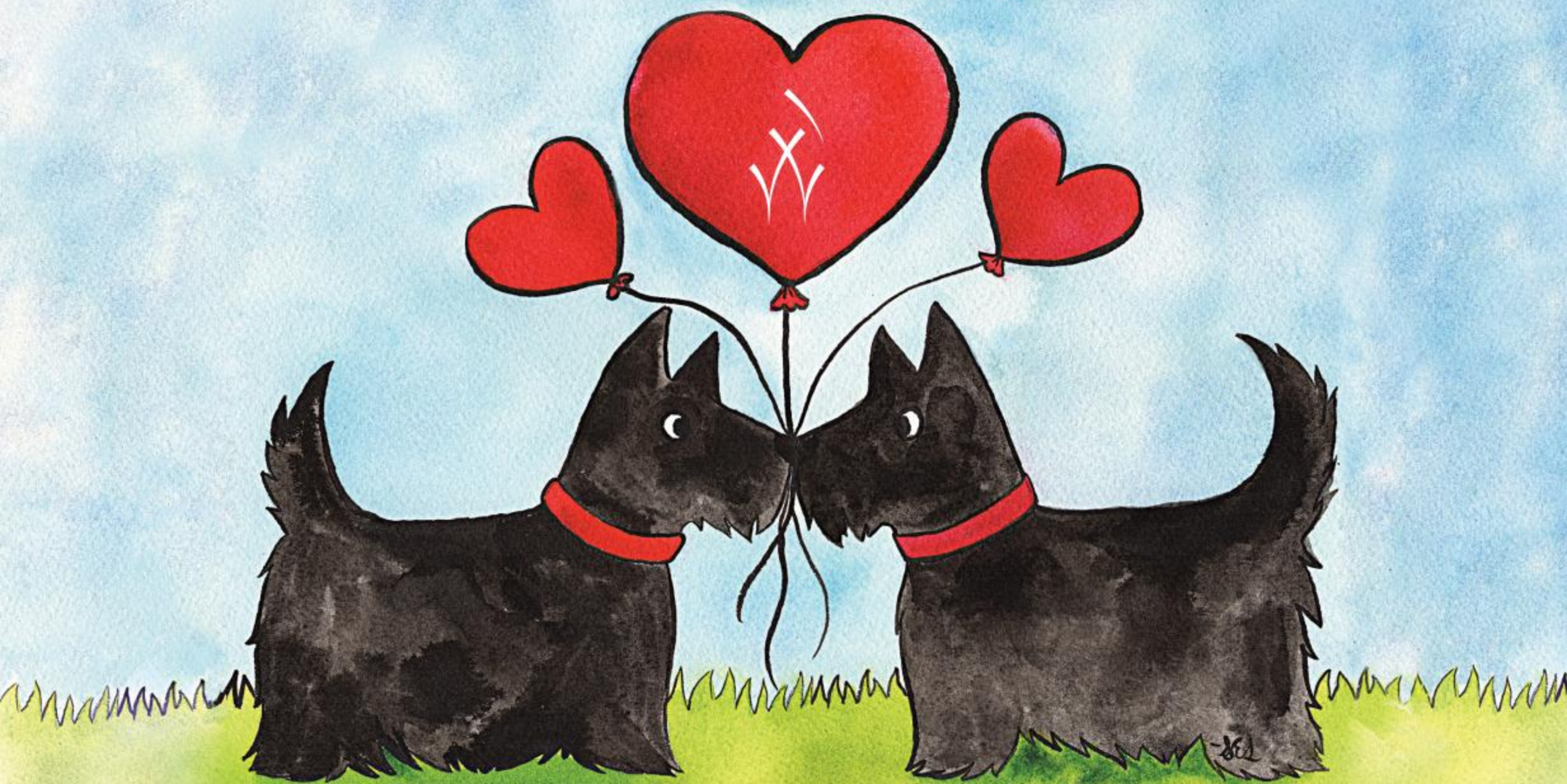
Thank you to everyone who made this past year a resounding success!



*The class of 1966 raised a record-setting \$366,000 for The Fund for Agnes Scott.*



# Scotties Give Back



More than 300 Agnes Scott alumnae and 60 current students participated in a variety of public service projects during October as part of the first Scotties Give Back initiative. The Atlanta area was the site for nine of the projects, with others organized by alumnae from Baltimore to Dallas to Seattle. There are plans to continue the program on an annual basis.

During October, Scotties packed 20,000 meals in less than two hours, helped renovate a Habitat for Humanity home, packed tote bags with school supplies, assisted with maintenance at three community parks, helped girls create jewelry, created origami artwork to support clean water projects, and made fleece blankets for children in a hospital, among other opportunities.

"Scotties Give Back was created to focus on all the good we can do for each other and celebrate the role that community plays in the mission of our

college," says President Elizabeth Kiss. "Community engagement is one of the many ways we achieve our mission of educating students to 'think deeply, live honorably and engage the intellectual and social challenges of their times.'"

"We see this monthlong commitment to community service as an extension of SUMMIT," says Kim Vickers '87, senior director of alumnae relations. "Agnes Scott alumnae are leaders wherever they are and they make a difference in their communities and the world."



# Scotties Give Back

Agnes Scott alumnae and students served local communities across the country. Following is just a snapshot of their efforts:

**30,000**

meals made



**50**

school totes made



**86**

blankets made



**3 tons**

of food sorted



**81,189**

People Served

**300**

books donated



**5,500**

diapers packaged



**3 parks**

cleaned and maintained

**387**

art projects created



For more information on Scotties Give Back or to see our impact video, go to [www.tinyurl.com/scottiesgiveback](http://www.tinyurl.com/scottiesgiveback).

To see more photos, search for **#Scottiesgiveback** on social media.

During Scotties Give Back Month (October) we were able to impact **81,189** people through **27** group service projects in **13** states.





# alumnae

## news



*Pam Tipton '86  
President*

### MESSAGE FROM THE PRESIDENT OF THE ALUMNAE ASSOCIATION

## A SEASON OF GREAT ANTICIPATION

I hope you had a wonderful fall season. Hello, my name is Pam Tipton, class of 1986—the mighty Highlanders—and I am honored to be your Alumnae Association president and your representative to the college for the next two years.

For me, fall is a time of great anticipation: the start of a new school year, the excitement of college football season (Agnes Scott—still undefeated!), the transition of the lush green trees to brilliant fall colors, and the promise of cooler days and crisp star-filled nights. Growing up in Bristol, Tennessee, nestled in the foothills of the Appalachian Mountains, fall was—and continues to be—my favorite time of year!

There are many exciting ways each one of us can anticipate the amazing impact we can make for Agnes Scott. Whether you engage regularly or have not engaged in years, this fall brings new opportunities to further the mission of the college from wherever you are! New tools make it easier, right from your computer, your home or within your own community.

- Refer smart young women as prospective students through our brand new online referral system ([agnesscott.edu/alumnae/student-referral.html](http://agnesscott.edu/alumnae/student-referral.html)). Your story about your Agnes Scott experience may be the tipping point for that special young woman, paving the way to our 1,100 student enrollment goal.
- Participate in our Scottie Career Connect program, where you can help students by conducting practice interviews, attending career panels and networking receptions, or connecting virtually via phone ([agnesscott.edu/summit/summit-mentors.html](http://agnesscott.edu/summit/summit-mentors.html)). You will be moved by the gratitude students express for sharing your time and experiences with them and surprised by what you learn in the process!

- Connect your company or firm to the Office of Internship and Career Development to expand the career possibilities of current students, enabling more choices in more fields for internships and employment ([agnesscott.edu/internship-and-career-development/employers/index.html](http://agnesscott.edu/internship-and-career-development/employers/index.html)).
- If you are close by, consider a campus visit to meet Karen Goff, our new dean of students, attend a cultural event or simply stroll our beautiful campus.
- Give toward one of the many great initiatives underway that may align to your passion: Rebekah Scott Hall renovation, student scholarships, faculty advancement, innovative programming or The Fund for Agnes Scott. Help us finish strong in our current capital campaign ([www.agnesscott.edu/giving/index.html](http://www.agnesscott.edu/giving/index.html)).

Each opportunity represents an important contribution to the success of Agnes Scott, her graduates and her future.

I hope that many of you joined in our fall alumnae program called Scotties Give Back: An Agnes Scott Alumnae Day of Service. We had more than 25 group projects and many individual projects completed by alumnae across the country to celebrate the good that we can do for each other and the role that community service plays in the mission of our college. To see what we accomplished together, go to [www.tinyurl.com/scottiesgiveback](http://www.tinyurl.com/scottiesgiveback) or search for #ScottiesGiveBack on social media.

So as we begin thinking about the new year, will you join me with great anticipation for the future of our distinguished alma mater, powered by the energetic engagement of the Scottie Alumnae Sisterhood? In which ways will you engage? I look forward to hearing from you soon!

With warmest greetings,

*Pam Tipton '86  
President, Agnes Scott Alumnae Association*



# Agnes Scott College Alumnae Board 2016–2017

Returning members and newly elected members as of April 16, 2016

**Meredith Goodman Ash '10**  
Menlo Park, Calif.

**Jane Bigham '06**  
Arlington, Va.

**Nancy Brock Blake '57**  
Griffin, Ga.

**Sarah Bowen '11**  
Bothell, Wash.

**Whitney Brown '07**  
Decatur, Ga.

**Sharon Jones Cole '72**  
Atlanta, Ga.

**Sarah Eiler '17**  
Decatur, Ga.  
Student member

**Ellen Parker Gaffney '87**  
Atlanta, Ga.

**Sally Bynum Gladden '65**  
Afton, Va.

**Vivian Hays Guthrie '55**  
Avondale Estates, Ga.

**Helen Davis Hatch '65**  
Atlanta, Ga.

**Lora Hawk '04**  
Atlanta, Ga.

**Susan Stevens Hitchcock '67**  
Suwanee, Ga.  
Immediate past president

**Nitya Jacob '95**  
Decatur, Ga.

**Miller Lansing '17**  
Decatur, Ga.  
Student Member

**Marianne Lyon '77**  
Sylva, N.C.

**Giselle Fernandez Martin '98**  
Atlanta, Ga.

**Adele Dieckmann McKee '48**  
Decatur, Ga.

**Tiffany McKenzie '07**  
Atlanta, Ga.

**Whitney Miller Ott '03**  
Atlanta, Ga.

**Penny Powell '97**  
Denver, Colo.

**Diane Rickett Sandifer '84**  
Chattahoochee Hills, Ga.  
Secretary

**Kayla Sloan '17**  
Decatur, Ga.  
Student Member

**Pam Tipton '86**  
Decatur, Ga.  
President

**Helen Tzow '10**  
Washington, D.C.

**Kim Vickers '87**  
Decatur, Ga.  
Senior Director of Alumnae  
Relations – Ex-Officio

**Harriett Schneider Williams '73x**  
Greer, S.C.

# Alumnae Association Board Ballot

The Nominating Committee presents the following slate of officers and directors for the Agnes Scott Alumnae Association Board for terms starting in 2017. Additional nominations from the membership must be received in written form by the Office of Alumnae Relations at least two weeks prior to the annual meeting of the membership on Saturday, April 22, 2017, and be approved by a simple majority of the Nominating Committee. Members who are unable to attend the annual meeting when voting occurs may send an absentee ballot to the Office of Alumnae Relations to be received no later than April 8. Graduates and nongraduates who earned at least 12 credit hours at Agnes Scott are members of the Alumnae Association.

## Officer and Directors to be Elected

**Giselle Fernandez Martin '98**  
Atlanta, Ga.  
President-elect

**Sabrina Cintron '08**  
Bethesda, Md.

**Lora Hawk '04\***  
Atlanta, Ga.

**Vernita Bowden Lockhart '76**  
Decatur, Ga.

**Linda Marks '67**  
Memphis, Tenn.

**June Hall McCash '60**  
Murfreesboro, Tenn.

**Adele Dieckmann  
McKee '48\*\***  
Decatur, Ga.

**Penny Powell '97\***  
Denver, Colo.

\* Second term

\*\* Special one-year term







# A GREATNESS *to* SHARE.

## Leave a lasting legacy

The lessons you learned at Agnes Scott helped make you the woman you are today. Your legacy gift to Agnes Scott can help shape the future of the college and generations of Agnes Scott students.

We invite you to join the Frances Winship Walters Society, a special association for those who support the future of the college through their legacy giving plans. Legacy gifts may include bequest plans, charitable gift annuities or other life income gifts, or naming the college among the beneficiaries of retirement or investment accounts.

Legacy gifts enable the college to move boldly into the future, with a greatness to share. What will your legacy be?



AGNES  
SCOTT  
COLLEGE

To learn more about a planned gift to Agnes Scott, please contact Lee Davis, director of planned giving at 404.471.5448 or [ldavis@agnesscott.edu](mailto:ldavis@agnesscott.edu)

[agnesscott.plannedgiving.org](http://agnesscott.plannedgiving.org)





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# *Grow & Bloom*

Alumnae Weekend  
Save the Date  
April 21-22, 2017