

HIDDEN AGNES

The history of Agnes Scott's beloved bell is told.

CHANGING THE WORLD

A student-led program tackles social issues through community engagement.

THE RIDE TO SUCCESS

Alumna Joy Howard '91 makes her mark in the marketing world.

AGNES SCOTT

THE MAGAZINE

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**AGNES SCOTT
CELEBRATES
THE PRESIDENTIAL
INAUGURATION OF
LEOCADIA I. ZAK**

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Sotto Voce led the audience in singing Agnes Scott's hymn "God of the Marching Centuries" at President Leocadia I. Zak's inauguration. Members pictured from left to right: Maya Gelting '22, Bryn Higdon '16, Ash Adams '22, Yasmin Edwards '19 and Zoe Katz '19

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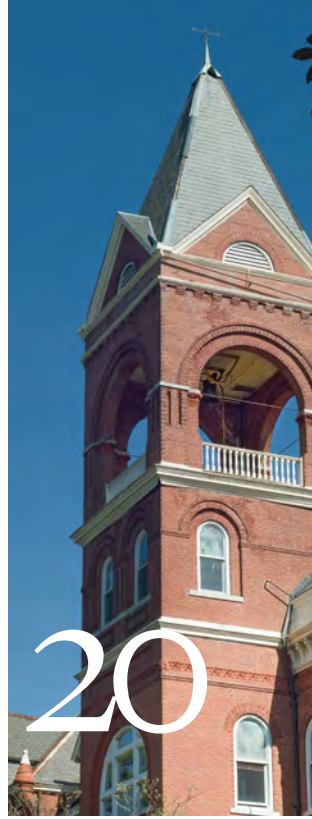
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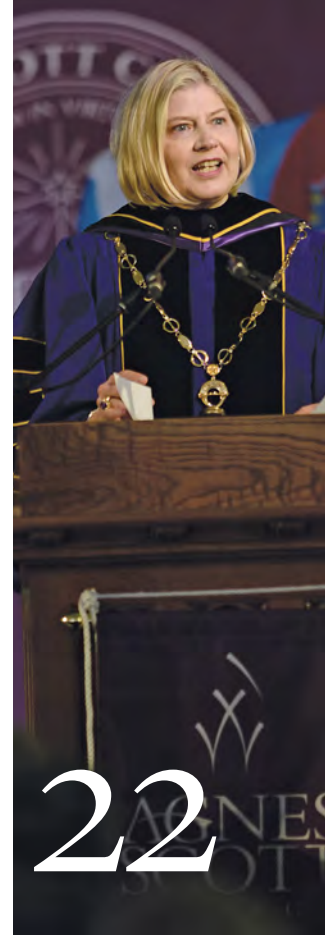


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Cover Photo: Nmesoma Ozougwu '22, a Scottie from Nigeria, participated in the international students and Global Journeys flag procession during inauguration.

Leadership Matters: In Celebration of the Beginning of President Zak's Legacy



I realized early in my career the value of being educated at a liberal arts women's college. I was different from other women who did not have this special experience. In addition to providing me with my undergraduate degree in chemistry, my time at Agnes Scott College prepared me for two

graduate degrees, motherhood, a satisfying career and even a college presidency. This world needs more women in leadership roles in every area of society. Agnes Scott is and has always been more than a place where women are educated. Agnes Scott is a place where women are developed into leaders.

Building on the legacies of each of the prior presidents, President Lee Zak has embraced this important mission of developing women as agents of change for an increasingly complex and interconnected world. She is poised to continue the work of SUMMIT in preparing Agnes Scott students to engage in a global society as lifelong learners, engaged citizens and caretakers of this earth and each other.

A product of a women's liberal arts college herself, President Zak understands the vital role of Agnes Scott in producing the future leaders of our world. Furthermore, she has walked the walk herself and is an excellent role model for us all. Without question, her résumé is stellar. The accomplishments and experiences President Zak brings with her to Agnes Scott will serve her well. She is so much more than an attorney or international economic developer, more than a former member of two White House administrations, more than a Women of Influence award winner and more than a Phi Beta Kappa women's college graduate. She is a trailblazer, a visionary and a hard worker, and she is also a dedicated servant leader who understands the importance of establishing and developing relationships. She has assimilated easily with our students, faculty, staff, alumnae and community because she has the rare combination of skills and experiences, along with the heart for this crucial work she took on when she assumed the presidency of Agnes Scott.

When I had the opportunity to meet President Zak at a recent alumnae gathering, I noted how intently she listened to each graduate as we described what we loved most about our Agnes Scott experiences, what our favorite memories were and how our time as Scotties had

shaped our lives since graduation. Our group spanned several decades, but we bonded instantly that day with each other and with President Zak—with Lee. She did more listening than talking, an uncommon trait for a college president and for someone as talented and capable as she is. I knew that day she was the right person to lead Agnes Scott.

In recent years, Agnes Scott has been recognized nationally for its many outstanding qualities, including being named the No. 1 Most Innovative Liberal Arts College in the country by *U.S. News & World Report*, being recognized as a front-runner in sustainability practices and producing numerous Fulbright, Truman, Marshall and Goldwater scholars within the past decade. With the disposition and qualifications of a seasoned leader, President Zak will no doubt bring new heights of success to Agnes Scott. Her inauguration as the ninth president of the college ushers in a new and exciting era. Along with the other members of the Agnes Scott community, I look forward to witnessing the developing legacy of President Leocadia I. Zak in service to the college and its ongoing mission.

MARGARET HAMM VENABLE '87

Margaret Hamm Venable '87 has served as president of Dalton State College since January 2015. Prior to joining Dalton State, she served as provost and vice president for academic affairs at Gordon State College. She has worked in the University System of Georgia for more than 27 years, serving in various roles at Georgia Perimeter College, Gainesville State College and the University of North Georgia.

Venable earned a bachelor's degree in chemistry at Agnes Scott College, a master's degree in chemistry at the Georgia Institute of Technology and a doctorate in science education at Georgia State University. Venable is active in the Dalton community and is the proud mother of a son, Quentin, who is studying architecture at the Georgia Institute of Technology.



Preparing Agnes Scott Graduates for the Age of AI

The rapid growth and implementation of artificial intelligence, or AI, is having profound, and often unforeseen, effects on the way we live and interact with one another. From driverless cars and robotic caregivers to programs that predict health outcomes, sentencing guidelines and credit risks, these technologies raise a host of ethical issues. To help ensure that new forms of AI are serving society well, industry leaders are realizing that they need to be informed by a variety of perspectives and disciplines. In fact, identifying and solving these new challenges will require the kind of knowledge and skills being fostered by Agnes Scott's SUMMIT.

These sorts of considerations led five faculty members—Charles A. Dana Professor of Astronomy Chris De Pree, Associate Professor of Biology Jennifer Larimore, Assistant Professor of Philosophy Jared Millson, Professor of Philosophy Hal Thorsrud and Professor of Mathematics Jim Wiseman—to establish a new interdisciplinary minor beginning in fall 2019: Foundations of Artificial Intelligence.

“We wanted to build on the fact that Agnes Scott is one of a small number of liberal arts colleges piloting a new two-semester computer science curriculum developed and supported by Google,” says De Pree.

Students minoring in AI can choose courses in three elective categories, depending on their interest: programming, logic and neuroscience. They will also be able to attend live coding sessions hosted by a Google computer scientist and to discuss pressing ethical issues

around big data. Students in these courses are eligible to apply for a new 10-week summer data science “intensive” in machine learning, which will be taught on the college’s campus by both Google and Agnes Scott faculty.

Millson, who will develop and teach one of the required AI courses, observed that there were many connections between the topics in the new programming courses and his logic courses, noting, “We were originally interested in giving students proficiency in dealing with formal systems, program design and general computational literacy, but AI emerged as an orienting concept that cut across all the fields.”

Larimore agrees on the interdisciplinary nature of AI, and notes of her field, “Neuroscience is a rich source of ideas for AI. Drawing on what we know about the human brain can only inspire new algorithms for AI or new outputs to measure. A solid foundation in neuroscience and in AI will equip our students to lead in STEM.”

“By grouping these courses together into a minor,” Thorsrud says, “we hope to provide students the general knowledge that is needed to effectively collaborate with programmers, computer scientists and neuroscientists. Given that we are not yet in a position to offer a full course of study in computer science or artificial intelligence, we’re drawing upon our existing strengths to meet an emerging need in the workplace. Ideally, this new minor will evolve along with SUMMIT and the interests and needs of both our students and the tech industry.”

Agnes Scott College Partners With the City of Decatur for Climate Resilience

Agnes Scott College has taken another bold step in climate leadership by partnering with the city of Decatur to develop a joint climate resilience plan. The scope includes preparedness for weather events and emergencies related to climate change; anticipating possible health effects, especially for vulnerable populations; potential joint energy efficiency initiatives; and possible shared infrastructure for commuting, green space, stormwater management and local food production.

While Agnes Scott and the city of Decatur have long collaborated, the formation of a climate resilience task force adds new dimensions that can benefit the larger community. The task force was established in August 2018, building on work that each partner was already doing to prepare for and respond to various climate change impacts. City members on the task force include representatives

of agencies with infrastructure and public safety responsibilities, while Agnes Scott is represented by staff members from the Department of Public Safety, Information Technology Services, the Office of Human Resources, the Office of the Dean of Students and the Office of Facilities, along with Susan Kidd '78, M.A.T. '07, executive director of the college's Center for Sustainability, and Gianni Rodriguez '17, sustainability fellow. Columbia Theological Seminary has also joined the partnership.

The task force's development began when Kidd reached out to Decatur officials after Agnes Scott expanded its participation in the American College & University Presidents Climate Commitment in 2017 with a pledge to plan for climate resilience, defined as "the ability of a system or community to survive disruption and to anticipate, adapt and flourish in the face of

change." The idea of collaborating on climate resilience appealed to officials like task force member Deputy Fire Chief Vera Morrison.

"We've been working on this in silos, but we're all one community. It's important to come to the table and find out what each is doing and what we want to do to make this a more efficient community," she says.

The task force facilitator is Crystal Jackson, principal sustainability planner for the Atlanta Regional Commission. Resilience collaboration between local governments and academic centers is a productive model, she says, noting, "A college brings data and knowledge and much more. It's a potential community gathering spot for natural disasters, and an effective communicator to educate and create awareness."

Kidd looks forward to the task force publishing a completed plan by summer 2019.



The task force met regularly to work collaboratively on developing the joint climate resilience plan.



Front row, from left to right: Homi Migdol, associate dean for integrative leadership and SUMMIT co-curricular programs, Agnes Scott; Crystal Jackson, principal planner at the Atlanta Regional Commission; Vera Morrison, deputy fire chief, city of Decatur; Codi Norred, associate for programs and policy at Georgia Interfaith Power and Light; Michael Black, chair of the Environmental Sustainability Board, city of Decatur; Jeremy Storey, fire lieutenant, city of Decatur. Middle row, from left to right: Brandon Maxwell, vice president for student affairs and community life/dean of students, Columbia Theological Seminary; David Marder, director of facilities, Agnes Scott; Susan Kidd '78, M.A.T. '07, executive director of the Center for Sustainability, Agnes Scott; Gianni Rodriguez '17, sustainability fellow, Agnes Scott; Mark Ethun, building official, city of Decatur; and Brendan Gardes, vice chair of the Environmental Sustainability Board, city of Decatur. Back, center: Henry C. Hope, director of public safety, Agnes Scott.

Writing and Digital Communication Graduate Program Promotes Ethical Storytelling



Faculty Director of Writing and Digital Communication and Assistant Professor of Women's Studies Shannan Palma teaching a class for the graduate program.

The first year of Agnes Scott College's Writing and Digital Communication graduate program had a remarkable impact that is sure to reach beyond the classroom.

"We dove into what it means to be an inclusive digital communicator," Faculty Director Shannan Palma says. "The way we tell stories either maintains or disrupts systems of power. We discussed what it looks like to create communications that help foster a society where everyone can thrive."

Enrollment in the program itself was diverse, consisting of 43 students that ranged in age from 23 to 70 years old.

"That size is phenomenal for a brand-new program," Palma says. "It just doesn't happen."

Jill Reeves Bassett '87 has loved all her classes, especially Critical Communication with Mina Ivanova, the Dabney Adams Hart Humanities Scholar in Residence.

"It informs your thinking in everything you do," she observes.

As a final work, Bassett chose to write an extensive research paper on the subject of food insecurity.

"I was terribly tempted to write about food insecurity solutions, but instead I needed to focus on the surrounding rhetoric," Bassett says. "Since how we talk about food insecurity applies to the entire topic, it is, in the end, perhaps one of the

most powerful solutions as it changes thinking and, consequently, behavior. That is the power of effective communication."

Isobel Robinson-Ortiz '13 entered the program with a personal and professional desire to be a more active participant in the online ecosystem of social media platforms.

"I knew that Agnes Scott would not develop a program without putting a lot of thought into the material and teaching," she says.

"Beyond that, I was confident they would actively interrogate the social and intellectual issues and challenges that come along with that material."

Through the program's transmedia class, Robinson-Ortiz built a project around a retelling of Homer's *Odyssey* across multiple blogging and social media platforms with a team of eight other students. It included a travel blog for Odysseus, an Instagram account for the new girl group of sirens and a Tumblr for Poseidon.

"My experience with the program has been excellent," Robinson-Ortiz says. "I know this is where I need to be to get to that next step, creatively, personally and professionally.

Everything that I was expecting from Agnes Scott was there: great teachers, stimulating classes and material, critical and rigorous analysis and, most importantly, a constant eye on the horizon."

Agnes Scott's graduate programs continue to grow, with the college launching a graduate certificate in evaluation and assessment methods this spring and three new programs starting fall 2019: a Master of Science and graduate certificate in applied technology, a graduate certificate in data visualization, and Master of Arts in social innovation. All graduate programs are currently open for enrollment.

"Agnes Scott faculty are yet again leading curricular innovation, this time, in offering cutting-edge graduate programs fueled by liberal arts learning and professional practice. We are already seeing the benefits of graduate studies for individual students, and we are on the cusp of realizing bigger institutional benefits," says Kelly Ball, assistant dean of graduate degree and extended programs.

To learn more about Agnes Scott's graduate degree and certificate programs or to apply, visit agnesscott.edu/graduateprograms.



Isobel Robinson-Ortiz '13, a graduate student in the writing and digital communication program at work in the Technology Production Studio in the Center for Digital and Visual Literacy, which is located in McCain Library.



First-year student Lulu Kebede '22 gives a presentation on her home country, Ethiopia, as part of the International Coffeehouse series.

International Coffeehouse Series Sparks Global Learning, Conversations and Connections

In September 2018, more than 50 Agnes Scott College students gathered inside the Gué Pardue Hudson Center for Leadership and Service for a first-of-its-kind, global-themed event in which an international student gave an informal but engaging presentation on their home country. The event formally launched the International Coffeehouse series, a program created to enhance students' global learning while on campus.

Co-hosted by the Gué Pardue Hudson Center for Leadership and Service and the International Student Association, the monthly interactive events attract up to 70 students for coffee, open dialogue and an opportunity to learn about a different country from an international student presenting on their homeland. To date, students from Turkey, Brazil, Rwanda and Ethiopia have led insightful conversations on their home countries, helping peers learn and grow through dialogue.

Preparing students to become purposeful global citizens is a critical component of Agnes Scott's mission. SUMMIT, the college's innovative initiative to infuse global learning and leadership development into the core curriculum, was developed to help shape students into effective global change agents. The college, recognizing

that adding a layer of opportunities for students to participate in nonacademic global learning, supports and reinforces the goals of SUMMIT.

"We want to increase the number of opportunities for students to engage globally on campus," says JLP Prince, director of community, civic and global engagement. "The coffeehouses complement SUMMIT, while offering students an opportunity to draw larger and deeper connections between their own experiences and those of people from other countries."

Prince created the International Coffeehouse series and notes that the events help facilitate dialogue that may not occur in everyday conversations between students from different countries. The coffeehouses provide a specific space for meaningful exchanges about international foods, cultures and customs. Serving culturally based desserts from the country of focus adds another level of authenticity to the events and provides an ideal occasion for students to gain knowledge through organic discussions that evolve during the hour.

"We look for unique opportunities to show students that global isn't just abroad but it is also here at their doorstep," Prince says.



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faculty focus

Saving Lives in Guatemala

Rachel Hall-Clifford, assistant professor of anthropology and public health at Agnes Scott College, went to Guatemala through what she calls a set of “happy coincidences” to do her dissertation work and fell in love with the mountainous highland region. As a result, she has spent the past 15 years trying to improve the health of indigenous Guatemalans through her research and applied projects.

“Guatemala is an incredible place with a huge abundance of natural and human resources, yet inequality and lack of access to good health care are persistent problems,” says Hall-Clifford, who has been teaching at Agnes Scott since 2013. “It’s important to me to be a small part of the solution to these problems.”

She is currently focusing on reducing maternal morbidity rates in the Chimaltenango region of Guatemala, which are among the highest in Latin America. Due to financial, language and cultural barriers, most indigenous women give birth at home with the help of midwives. Hall-Clifford believes it is important to support the cultural preference for home birth when it can be done safely, but also wants to maximize health system resources to make sure complicated cases are cared for in hospitals.

Hall-Clifford, along with her husband, Gari Clifford, chair of the Department of Biomedical Informatics at Emory University, and Peter Rohloff, assistant professor at Harvard University Medical School, created safe + natal, a program that utilizes smartphone technology to help the midwives monitor pregnancies, identify risk factors and communicate with the local hospital if the mother shows signs of complications.

Originally funded by a grant from the National Institutes of Health, safe + natal provides midwives with a kit containing a smartphone, blood pressure monitor, pulse oximeter and Doppler ultrasound—all tools to measure maternal health and fetal growth during pregnancy. A smartphone app records and transmits data for review by medical staff at a local health provision nongovernmental organization, which then facilitates necessary care.

Because most of the midwives cannot read, the app uses pictures and sound to guide them through taking measurements and identifying risk factors, and it helps them communicate with medical staff. The device will even call an ambulance if needed.

“We worked with about six of the midwives to get the right user interface,” says Hall-Clifford, who had a role in developing and implementing the training. “It was a long process. We tested what the symbols would be, learned how they liked the design and listened to their feedback.”



*Assistant Professor of Anthropology and Public Health
Rachel Hall-Clifford*

Hall-Clifford worked closely with a Guatemalan nurse, who delivered the training in the Kaqchikel Maya language. The device took about three years to develop, and the app with the user interface took another year.

The team has seen positive results. “When our device was used, there was an increased rate of completed referrals to the hospital and increased detection of pregnancy complications,” says Hall-Clifford. She says Agnes Scott students have been involved with analysis of data from this project, primarily coding qualitative data from interviews with the midwives.

Hall-Clifford, who lived in Guatemala while completing her Ph.D. work, says on average she visits the country for about two months out of the year. She conducts research and also directs the National Association for the Practice of Anthropology-Occupational Therapy Field School in Antigua, Guatemala, sometimes taking Scotties to help with community-based research.

She also co-teaches Affordable and Sustainable Healthcare Technology with her husband, and, although the class is taught on Agnes Scott’s campus, it includes students from Emory University and the Georgia Institute of Technology.

“We’re teaching the process of developing a health innovation for resource-constrained contexts,” she says. “We’re engaging our students to identify and solve a real problem—not just by coming up with technology, but also by its thoughtful application in a real-world situation.”

Plans for the future of safe + natal call for expanding the program within Guatemala as well as in other parts of the world. Still, she says, the Guatemalan people will always have a place in her heart.

“After working in Guatemala for so long, I have made lifelong friendships and connections to the people and place,” she says, “so I feel committed to staying and helping do my part.”

For information about the safe + natal project, visit safenatal.org.

Behind the Seams: A Global Journey Inside the Fashion Industry

When students see the words “Paris” and “fashion” in a class title, they might think their studies will involve flipping through issues of *Vogue* and *Marie Claire* magazines or scrolling through the posts of top fashion brands and street style influencers on Instagram. This is not the case in one Agnes Scott College course, where students are often surprised to learn that there is more to fashion than meets the stylish eye.

Paris: Fashion, Ethics and Capitalism, a SUMMIT Global Journeys class, dives deeply into the entire fashion system. First-year students taking the class learn the origins and history of fashion; study French fashion luminaries like Yves Saint Laurent, Coco Chanel and Pierre Cardin; and discuss ethical issues, social change and activism.

“We basically do two things in this class,” says Willie Tolliver, professor of English, director of film and media studies, and director of Africana Studies at Agnes Scott, who is the lead professor of the course. “We give the students an orientation into fashion as a serious subject for academic study while at the same time wedding that with the larger ideological issues that the Global Journeys curriculum requires.”

One of those issues is consumption. Many consumers of fashion are used to buying inexpensive clothes at major retail chains, which is considered fast fashion.

“The clothing is not built to last very long,” explains Julia Knowlton, professor of French at Agnes Scott, chair of the Department of French and German, and co-teacher of the class. “So the obvious questions are who produced those garments and under what working conditions and does buying these garments support that? This is a good example of the kind of inquiry we’re doing with the students in the class so it translates into their real experience. We’re building awareness.”

The curriculum is a combination of readings and viewing films, and students are required to keep a journal and author several blog posts. Each March, the class, accompanied by Knowlton and Tolliver, travels to Paris, where they see firsthand the things they have been studying.

The weeklong Global Journeys begins with a cruise down the Seine, designed to give students an overall sense of the famous city. During the week, they tour the Louis Vuitton Foundation, Yves Saint Laurent Foundation, Chanel boutique and Museum of Fashion and Textiles, a department of the Louvre. Additionally, they visit Studio Berçot, a fashion school where they interact with the students there, and the Little Africa area of Paris. They also visit Versailles, which both Knowlton and Tolliver believe is the highlight of the trip.

“One of the things we’ll study is the Battle of Versailles Fashion Show held in 1973,” says Tolliver. “It was a competition between French and American designers and it was really the first time African-American models were seen on the global fashion stage. It was a historic fashion moment, and the students will see where that happened.” Knowlton also notes that many of today’s fashion practices originated at Versailles during the royal court of Marie Antoinette.

Tolliver and Knowlton’s Global Journeys class was born out of a class Knowlton created in 2015 called Fashion Matters. As part of the class, she and Tolliver took a group to Paris and Lyon.

“That trip was the pilot trip for the entire Global Journeys program and became the prototype,” says Knowlton. “We’re very proud of that.”

Knowlton has been teaching French for 22 years, and her interest in France and the culture evolved into French fashion. Tolliver, who has taught a course in fashion and film, says he has always had an interest in fashion, and before he embarked on a teaching career, he worked in advertising, writing fashion copy for a department store.

“Willie and I both enjoy studying fashion,” Knowlton says, “and we started working together in this formal way. It has been gratifying to see how much the students really like the class.”

“This class is an opportunity for students to hone and develop their critical skills,” adds Tolliver. “They can apply what they learn in our class to their everyday lives as they move forward. My hope is that they will become more conscious and enlightened consumers, not only of clothes but also consumers of culture.”



Professors Willie Tolliver (far left) and Julia Knowlton (standing fourth from right) with first-year students at the Louvre Museum during the Paris: Fashion, Ethics and Capitalism Global Journeys in March 2019.

The Ride to SUCCESS:

Alumna **Joy Howard '91** Makes Her Mark as a Marketing Rock Star

by Sara Baxter



During her time at Agnes Scott College, Joy Howard '91 remembers looking at the photos of distinguished alumnae in a display in a campus building's lobby and noticing one of W. Burlette Carter '82, who was the college's first Truman Scholar and subsequently went on to be an attorney in Washington, D.C.

"I had just won the same scholarship, and even though I had never met her, I just had this feeling of, 'Wow. I can do meaningful work someday too,'" recalls Howard.

She went on to transform this epiphany into a reality throughout her career, seeking roles in which she could make an impact. She has played in a rock band, been named one of *Fast Company* magazine's "100 Most Creative People" and held key global marketing roles at The Coca-Cola Company, Patagonia, Nike, Converse and Sonos. Last October, she became the chief marketing officer of Lyft, the ride-hailing company based in San Francisco. In this new position, she has set her sights on revolutionizing the concept of "civic marketing."

"My hope is to build one of the greatest civic brands of the 21st century," she says of her job at Lyft.

The woman with big plans had small-town beginnings. Howard grew up in Reidsville and Brooklet—two cities in Southeast Georgia about 45 miles apart on either side of Interstate 16. Reidsville is known for being the home of the Georgia State Prison, the state's main maximum-security prison, and Howard says the biggest thing in Brooklet was the yearly Hog Show.

Though Atlanta was a "big city" to her with several university options, she says she chose Agnes Scott because she was looking for a small, supportive environment where she could focus on learning.

"I also chose Agnes Scott to make my grandmother proud," Howard notes. "She always admired the college."

Her memories of Agnes Scott include having strong professors and mentors who encouraged her and nurtured her creative spirit,

listening to the Indigo Girls at nearby Trackside Tavern and being a part of a small but vibrant campus. She was also a member of Witkaze, the college's black student association.

After graduating from Agnes Scott with a political science degree, Howard became—literally—a rock star, co-founding the band Seely. She played bass and piano, sang and wrote songs. Together for 10 years, the band toured all over the country and produced four albums.

To help pay the bills as Seely was getting off the ground, Howard returned to Agnes Scott to work as the student activities coordinator.

"I booked historic shows that Agnes Scott had never even seen before, such as singer Cat Power and photographer Roe Ethridge in the dating parlors, as well as OutKast and Goodie Mob in the amphitheater," she says. "I used the fax machine and free long distance in the office to land us our record deal. This was pre-internet and email."

When she realized that recording and touring was not a long-term career choice for her, she decided to go to business school, a decision influenced by reading "The Ecology of Commerce" by Paul Hawken.

"The book says that we are on a path to environmental destruction and that businesses will play a critical role in building the technology we need to create solutions to our problems," Howard explains. "That led me to believe that it's possible to work in business and leave the world better than you found it."

In 2000, after graduating from the University of North Carolina at Chapel Hill's Kenan Flagler Business School with a master's degree in business administration in sustainable enterprise, she set her sights on making a difference in business, but it did not happen right away.

"For the first decade of my career, I worked with brands that didn't consider their cultural, political and historical context," she says. "But then I started to discover cultural branding. It was not hard for me to think of brands as

platforms for activism and brand managers as the activists. The idea that brands exist in culture and that there is a dynamic that determines the brand's success or failure is very exciting to me. From that moment on, I was determined that I would do that kind of work."

She was working as chief marketing officer for Sonos, a company that specializes in wireless speakers and home sound systems, when she was approached by Lyft for the same position, where she says she saw a great opportunity to build "a truly great" civic brand.

"There's a growing cynicism of corporations that aren't being agents of civic duty," she says, "but I saw this consistent commitment from Lyft's co-founders to support communities, bring people together and give back to the cities where they operate."

She now oversees a team of more than 200 marketers, communicators and designers tasked with building the brand and growing the business.

When asked about her proudest accomplishments, Howard—who, along with her husband, Shannon Bain, has a 13-year-old daughter named Elsa—ticks off a list: the

work she has done leading and building iconic brands, the teams she has built and led, being featured in *Fast Company* and the fact that she wrote and recorded four albums.

The seeds for some of these accomplishments were planted at Agnes Scott.

She says attending Agnes Scott made her appreciate strong female role models and the power of mentorship. Though she has worked in a world of strong leaders and has become one herself, she says her most influential role model is her mother, a former teacher and high school principal.

"My mother is my inspiration," she says. "She's always been a strong leader. She's transformed every institution she's touched, and I got to see that work up close over and over again."

In a case of like mother, like daughter, Howard has done the same on her remarkable career journey, making a difference as she makes her mark in the world of marketing.

Editor's note: As of Aug. 1, Joy Howard '91 will become the chief marketing officer at Dashlane, a company specializing in password security.

"My hope is to build one of the greatest civic brands of the 21st century."—Joy Howard '91



Inside Lyft's headquarters in San Francisco, California, where alumna Joy Howard '91 works as the ride-hailing company's chief marketing officer.



PERSONAL PORTRAITS:

A wall art project captures the diverse identities and powerful stories of Scotties.

by Karina Antenucci



Last year, a large purple accent wall in the newly redecorated Gué Pardue Hudson Center for Leadership and Service's student study space stood blank, beckoning artwork. To fill the void, Vice President for Student Affairs and Dean of Students Karen Goff commissioned alumna and muralist Yehimi Cambrón '14 to create an inspiring portrait installation.

"When Dean Goff approached me wanting something to inspire students and reflect the leadership, service and community of Agnes Scott, I pitched her the idea of using the students' faces and stories in their own words—a very real, tangible example of what students can aspire to become during their time there," explains Cambrón, who creates art as a platform for social change and often draws from her life experience as a Mexican immigrant.

Students and staff members submitted 15 candidates for the portraits. Then Cambrón had one-on-one conversations with each of them in order to hear their stories and learn how their identities and lived experiences informed each student's service and leadership.

"Our goal was to be as inclusive as possible of the Agnes Scott community, to represent a diverse group so that every student that interacts with the portraits can find a way to connect," she says. "I had the honor of hearing the unique stories of athletes, activists, future lawmakers and defenders of justice. Their stories are full of hope and resilience and fully reflect the power and potential of each Scottie, past, present and future."

To create the intimate portraits, she first photographed each subject, projected their photos onto large sheets of paper and created two portraits of each, one a thick contour line rendering using Sharpie markers and the second a thin contour line rendering using fine-point ink pens. She then photographed those drawings and digitally compiled all the layers with direct words from the interviewees, lighting and adding violet and sepia tones before printing them on canvases.

Created by Yehimi Cambrón '14, the wall of portraits titled "Somos," a Spanish word that means "we are," features nine diverse Scotties and their personal narratives. The title is a bold declaration reflecting the themes of solidarity, inclusivity and identity.

Top row, from left to right: Briana Barnett '20, Maria Zetina '19 and Eman Kwhaja '20.
Middle row, from left to right: Ngum Kip Chin '21, Amira Daughtery '19 and Jordan Keesler '19.
Bottom row, from left to right: Leah Trotman '21, Salma Viscaino '20 and Onix Silva '18.

“I layered the thin, exquisite lines with the bold, heavy lines of each portrait to convey the complexity of their narratives—the power within the vulnerability of their shared narratives. I wanted the text from their stories to surround their faces in an embrace. The colors are warm and inviting to humanize the images and draw in the viewer,” says Cambrón, who completed the nine 30-by-33-inch portraits this past summer.

While the purpose of the project was to empower students, Cambrón says that she herself felt empowered upon its completion.

“What really impacted me about this process is the realization that one’s narrative has intellectual value. This is something I learned directly from Jordan Keesler ’19, one of the students in the portraits. I am continuously developing my art practice to shape it into a platform that will elevate narratives in a way that is raw and uncensored. Agnes Scott is where I learned how to use my artwork as a platform that empowers others, and each conversation enables me to create in a more inclusive and culturally responsive way,” she says.

The addition of Cambrón’s artwork, which is titled “Somos,” in the multipurpose space where students can study, work or relax makes a powerful statement and realizes the vision that Goff had for the center’s accent wall.

“I wanted the space to capture the intersectional identities of our students. It’s really their space, and when they enter, the portraits are a display and reflection of the rich tapestry of our diversity. This visual centerpiece was meant to artfully tell the story of our students, and as an Agnes Scott alumna, Yehimi was the perfect artist to bring our students’ stories to life through their portraits. In her artwork, she skillfully and intricately recounts the narratives and aspirations of today’s and tomorrow’s global leaders and change agents,” Goff says.

“The students’ response has been overwhelmingly positive. Many of them have expressed how refreshing

it is to see portraits of themselves and other students represented in a campus space,” she adds. “The Agents of Change Reception was hosted in the space, and Dean of Students Emerita Gué Pardue Hudson ’68, for whom the center is named, was invited to speak with our students and to meet Yehimi, who will also be doing a similar portrait of Gué to complement the student portraits.”

Working closely with Cambrón, the Agnes Scott Art Advisory Committee oversaw the Gué Pardue Hudson Center for Leadership and Service wall art project, on which Cambrón did much of the work in the college’s Dana Fine Arts Building. Professor of Art and Art History Anne

Beidler, who serves on the committee and taught Cambrón at Agnes Scott, enjoyed the opportunity to partner with her talented former student.

“It was truly wonderful watching Yehimi develop the project for the wall. I am so happy that we were able to provide her with support and studio space in the Dana Fine Arts Building to work through the summer of 2018,” Beidler says. “As was often the case when Yehimi was a student, she has created a beautiful and deeply thoughtful work of art.”

For information about art on Agnes Scott’s campus, contact the Agnes Scott Art Advisory Committee by emailing Anne Beidler at abeidler@agnesscott.edu.

“Our goal was to be as inclusive as possible of the Agnes Scott community, to represent a diverse group so that every student that interacts with the portraits can find a way to connect.” — Yehimi Cambrón ’14



Yehimi Cambrón '14 at work on the wall art project in one of the studio spaces in the Charles A. Dana Fine Arts Building on Agnes Scott College's campus.



A LOOK BACK AT SCOTTIES AND THE **SUPER BOWL**

When it comes to sports, usually the remarkable Scottie spirit is reserved for Agnes Scott College Athletics games, but when Super Bowl LIII was held in Atlanta, several students and alumnae devoted their efforts to supporting the event in different, impactful ways. The big game may be over, but the pride in their contributions continues.



A Once-in-a-Lifetime Opportunity for Students and Staff

When Super Bowl LIII was held in Atlanta in February 2019, along with the excitement and thousands of visitors came diverse opportunities for the metro Atlanta-area communities to be a part of the worldwide famous sporting event.

For Agnes Scott College, this involvement was through working and volunteering for different NFL activities, such as the NFL House and the Super Bowl Halftime Show.

A number of students and staff volunteered at the NFL House, a special hospitality venue in downtown Atlanta for Super Bowl guests. Open only for the three days leading up to the big event and providing a sports-meets-entertainment experience, the NFL House hosted a variety of relaxation spaces where guests could enjoy games, music and food. Students and staff went through training for roles such as hosting, game assisting and access control, and they were able to keep their Super Bowl-branded volunteer uniforms as souvenirs.

The process for the college's participation began early through a meeting with the Super Bowl LIII Host Committee in which Danita Knight, Agnes Scott's vice president for communications and marketing, asked if there were opportunities for students to participate.

"I was thrilled when I got the call asking if our students and staff would work as paid staff at the NFL House, an experience that was a once-in-a-lifetime opportunity for them," says Knight. "Scotties interacted with NFL owners, athletes and corporate guests. I was not at all surprised by the rave reviews they received."

"We were the first college to be asked to work at an NFL House in this capacity. I suspect we will not be the last, based on the great experience our students and staff provided for guests visiting the venue," she adds.

Jennifer Duncan, assistant director of the college's Center for



Agnes Scott College students and staff took a tour of the Super Bowl LIII's NFL House, which was located in downtown Atlanta, as part of their training.

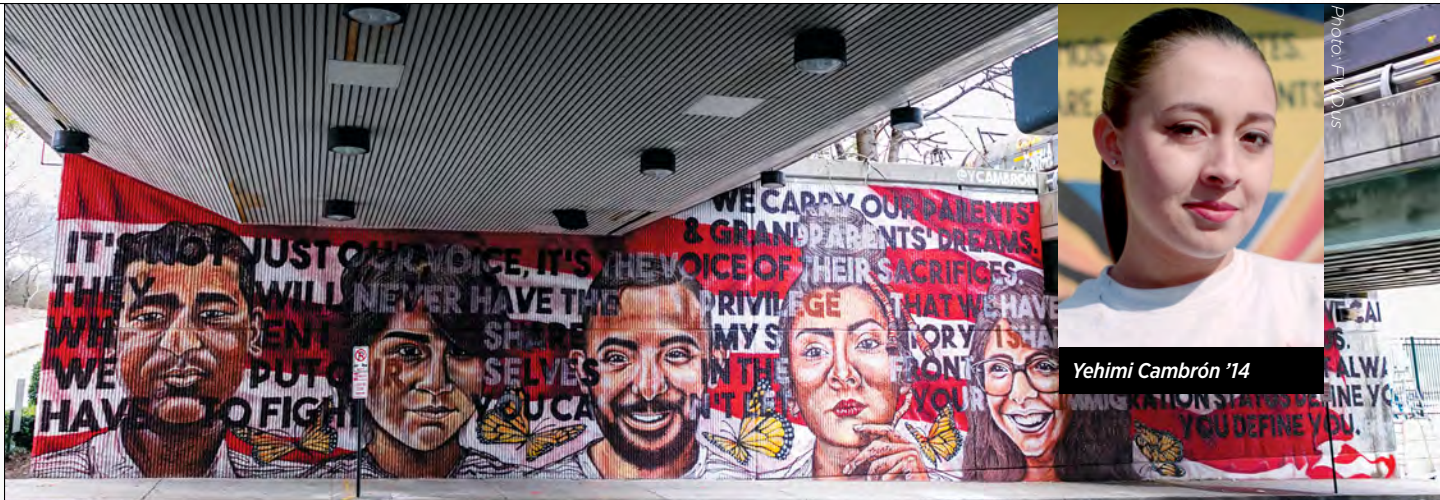
Student Involvement, who helped with logistics, notes that students were overwhelmingly positive about their experience at the NFL House.

"The students told me that they thoroughly enjoyed their time at the NFL House and would do it again if given the chance," Duncan says. "They liked getting to work together and gaining professional experience in the sports industry."

Agnes Scott cheerleaders and the Royalettes dance team were invited to serve as extras in the Super Bowl Halftime Show, which averages 100 million viewers. They rehearsed with hundreds of other extras for several days—first at the

Georgia World Congress Center and then at the Mercedes-Benz Stadium field—along with musical performers Maroon 5, Travis Scott and Big Boi. When the moment came on game day, they rushed onto the field from one of the tunnels for the live show.

"We danced like fans at a concert around the field and stage, and some of us had jobs holding lanterns at one point," says cheerleading coach Daisy Bourassa, who received the invitation and was also an extra. "It was such a neat experience for the students to be part of. We all had so much fun!"



“Monuments: We Carry the Dream” by Yehimi Cambrón '14 features a series of portraits of the promising students from Freedom University, a nonprofit organization that provides college preparation classes, college and scholarship application assistance as well as leadership development for undocumented students in Georgia. Celebrating the humanity and resiliency of immigrants, the mural is a reminder that the power of their dreams transcends the borders of marginalization and anti-immigrant policies that try to criminalize them.

Alumnae, Art and Activism

Atlanta is a city steeped in a history of civil rights, and Agnes Scott College is an institution steeped in a history of educating students to engage the intellectual and social challenges of their times. These two histories met with Off the Wall, a citywide mural project co-led by local arts organization WonderRoot and the Super Bowl Host Committee.

Alumnae Yehimi Cambrón '14 and Charmaine Minniefield '95 were two of 11 muralists selected to create community-driven public art installations around the city that tell the stories of its civil rights legacy and the current fight for social justice.

The murals were completed before Super Bowl LIII this past February, with Minniefield's celebrating Ruby Doris Smith-Robinson, who was a pillar of the Atlanta Student Movement and founder of the Student Nonviolent Coordinating Committee, and with Cambrón's highlighting the promise of young undocumented immigrants and the perseverance of freedom fighters of the civil rights movement, respectively.

Both Minniefield and Cambrón were honored to participate in Off the Wall and contemplated what it meant to be included in the deeply meaningful initiative.

“This was an opportunity as an artist for me to represent the rich civil rights history of our city. It gave me a chance to work in communities and to highlight that important history and to use the national platform of the Super Bowl to address contemporary social justice issues that continue to plague our country today. I had a chance to reflect on the past by remembering the voices of youth activists of the civil rights movement in particular,” Minniefield says.

“Through Off the Wall's process—from community conversations to conceptualization to the installation of the murals—I was able to multiply tenfold my activism and the social justice-based and narrative-based art projects that I have been working on,” Cambrón says. “I am a young Mexicana undocumented artist, and this identity is a huge point of pride for me. I want to take back my narrative and that of my parents, who are the original dreamers, and frame it in a



“Freedom Fighters” by Yehimi Cambrón '14 features inspirational words from civil rights leader and Atlanta native Dr. Martin Luther King Jr., with a sunrise in the background symbolizing hope and the dawning of a new day. Past and present fights for justice are represented with the figures, inspired by activists who participated in lunch counter sit-ins during the civil rights movement, risking arrest, and by undocumented youth mobilized in civil disobedience, risking deportation.

positive, empowering and uncensored way through my art. This citywide initiative allowed me to break boundaries and fulfill my purpose.”

With its connection to the Super Bowl, the Off the Wall project received significant media coverage from outlets including the *Atlanta Journal-Constitution*, *Atlanta* magazine, CBS News and CNN. Additionally, thousands of Atlanta visitors and residents have viewed the 30 murals painted on buildings throughout the city’s neighborhoods.

The high level of interest generated is not only a reflection of the impact of art meeting activism but also a reminder of the great responsibility artists bear.

“Public art has the power to change public discourse on social justice topics and to expand people’s worldview. Portraits specifically can help humanize issues for people who are only familiar with them from the information they receive from politicians and the media,” Cambrón notes.

“Visual symbolism and imagery have power. As artists, we have a chance to shape the ethics of society. We have the power to spark and drive a movement toward hope, love, justice and freedom,” adds Minniefield. “With this, I believe that art and culture are key in the struggle for social change. Art can be the forum that brings us together as a society and breaks down barriers and levels the ground so we can fully understand each other. Art is the heartbeat of humanity, and through it, we can finally achieve freedom.”

WonderRoot says the Off the Wall murals will remain up for five years. More information about the murals as well as tours can be found at offthewallatl.org. In the meantime, Minniefield and Cambrón are each working on exciting new projects.

Minniefield has been commissioned by the mayor of Atlanta to paint a mural for sharing the story of Ella Baker, an important leader of the Southern Christian Leadership Conference who encouraged youth activism. The Ella Baker mural will

be included in the Off the Wall series. She will also be painting a mural for Agnes Scott’s campus this spring, a project that will be overseen by the Agnes Scott Art Advisory Committee. Minniefield also has a residency at Emory University this fall and will begin a final work commissioned by Flux Projects to be completed next year.

Cambrón is re-creating the “Education Is Liberation Monarch” mural, which was originally painted for Living Walls, The City Speaks’ Buford Highway (BuHi) Walk in 2017 and removed by the wall owner last year. She was also recently selected as the winner for the Living Walls’ Laura Patricia Calle Grant for her mural project “Monuments: The Original Dreamers.” Cambrón’s project will create a platform for positive dialogue among immigrant families, with the mural celebrating the strong mothers who are the resilient hearts of these families.

Mural photos contributed by BEAM Imagination.



“Visionary for Justice” by Charmaine Minniefield ’95 honors Ruby Doris Smith-Robinson, an influential member of the Atlanta Student Movement spearheaded by Atlanta University Center students and founder of the Student Nonviolent Coordinating Committee. Her story is one of youth-led resistance, in which she organized the disruptions of segregated businesses by staging sit-ins at lunch counters and coordinating protests.

HIDDEN AGNES

The Beloved Bell

One of the most iconic objects on Agnes Scott College's campus makes its presence known not so much by sight but by its clear, distinct sound—the bell in the tower of Agnes Scott “Main” Hall. The bell is as beloved by the Scottie community as the historic building in which it lives. As the symbolic heart of the college, the bell is rung in times of joy and celebration, such as for seniors announcing job offers or graduate school acceptances, and in times of sorrow and remembrance, such as for lives lost in terrorism attacks around the world. While many are aware of the tradition of ringing the bell, few—especially newer Scotties—may know the bell has not always been a resident of Main Hall's tower, which was built in 1891. Manufactured by the renowned Royal Eijsbouts bell foundry in the Netherlands, the hand-cast bronze bell was installed in the tower on Sept. 3, 1986, following a renovation of Main Hall. A special dedication ceremony was held that day on campus, with Milton Scott, grandson of the college's founder, George W. Scott, in attendance.

In its 30-plus-year history, the bell has become an integral part of Agnes Scott, and with the recent kickoff of fundraising for a new renovation of Main Hall, it will continue to ring on for generations of Scotties to come. To learn more about the campaign for Main Hall, see the Giving Highlights story on page 44.



After a dedication ceremony, the bell was lifted for installation in its new home in the tower of Agnes Scott “Main” Hall.



The bell in Agnes Scott “Main” Hall's tower is inscribed with the college's motto in Latin from 2 Peter 1:5, which translates as “Add to your faith virtue, and to your virtue knowledge.”



A Leadership Legacy **BEGINS**

**Agnes Scott College
had a memorable and
historic day at the inauguration
of President Leocadia I. Zak**

by Sara Baxter

“When changes in leadership occur such as the one we are celebrating today, it is with an eye to the past as well as to the future.”

These are the words of Elizabeth Daniel Holder '82, chair of the Agnes Scott Board of Trustees, as she opened the inauguration of Leocadia I. Zak, the ninth president of Agnes Scott College, on April 26.

The past and the future were well represented as hundreds of students, faculty, staff, alumnae and guests came together under a huge white tent in the Science Quadrangle for the installation ceremony marking Zak's officially becoming president of the college. With the sun shining brightly in the sky, it was a beautiful day filled with pageantry, tradition and, most importantly, joy.

With the ceremony taking place during the backdrop of Alumnae Weekend, the campus was filled with Scotties, current and past, young and old. Throughout the day and the celebratory week of events leading up to it, excitement was in the air.

“Not many people get to be a student when a president is inaugurated, so this is pretty exciting,” says Nicole Gilkeson '19, who served as a volunteer helping visitors find their way from the parking deck to the campus. “It's an extraordinary opportunity for us, and I know that President Zak is more than qualified. The college is in great hands.”

Sue Dixon Paulsen '49, who at 93 years old was among the oldest alumnae attending, was also excited to see Zak officially step into her new role.

“I've attended many inaugurations,” she says. “It's always a special day, and I'm glad to be a part of the whole Agnes Scott mystique.”

A bagpiper led the processional, which started with students carrying more than 50 international flags representing their home countries and SUMMIT Journeys destinations. Following the students were approximately 100 delegates from colleges and universities all over the country, as well as representatives from learned societies and educational associations.

As board chair, Holder presided over the two-and-a-half-hour ceremony. Performances throughout the ceremony showcased the talents of Agnes Scott students as they sang and played music joyfully, danced beautifully and spoke eloquently. Other highlights included greetings to Zak from representatives of the community, alumnae, parents, staff and faculty as well as friends and colleagues. The Honorable Patti Garrett, mayor of the city of Decatur, kicked off the welcome by issuing a proclamation declaring April 26 as “Leocadia I. Zak Day.” Three past Agnes Scott presidents—Sally Mahoney (interim 1994-1995), Mary Brown Bullock '66 (1995-2006) and Elizabeth Kiss H'18 (2006-2018)—



were also in attendance. President Emerita Kiss also said a few words welcoming her successor.

After all the greetings, Holder performed the official installation and called upon Trustees Deborah Harris Painter '75 and Ronald E. Alston to place the Presidential Medallion on Zak's shoulders, symbolizing her "acceptance of and dedication to the purposes and ideals of Agnes Scott College."

Then it was Zak's turn to address the cheering crowd.

"I'm thrilled that you are here today," she told the audience in part of her inaugural address, "but most of all, I am thrilled that you get to experience Agnes Scott for yourselves. We love welcoming visitors to our college. There is magic here. I see it every day. From the moment I first saw this campus, it felt like home. From the moment I first met all of you—faculty, staff, students and alumnae—I felt a connection. From the first day I started to serve as president, I knew that everyone was right. This place is special."

When the ceremony was over, the festivities continued with a reception on the George W. and Irene K. Woodruff Quadrangle immediately following, and later that evening, a fun dance party.

At the end of the day, Agnes Scott faculty and staff were also basking in the success of the event and d in the pride of showing off Agnes Scott to returning alumnae and visitors.

"It was a beautiful day," says Machamma Quinichett, director of SUMMIT advisors and associate director of the Office of Academic Advising and Accessible Education. "The events were well organized, the students, staff and faculty came together to contribute in various ways, and the guests commented on our beautiful campus and how much they learned and enjoyed the events. I felt excited for Agnes Scott."

"We are so excited about the future and can't wait to see where you will lead us. Our future is very bright indeed."

—Elizabeth Daniel Holder '82, Chair of the Board of Trustees, to President Leocadia I. Zak

"This was truly a magical, history-making day for Agnes Scott to usher in the leadership of President Zak, surrounded by the love of family, friends and the greater Agnes Scott community," adds Robiaun Charles, vice president for college advancement, who also served as the Rollins College delegate. "I was honored to be a part of it."

For the inaugural advisory group that worked tirelessly for months to plan the inauguration, which included events throughout the week designed to engage both the Agnes Scott College community and the community at large, it was particularly special.

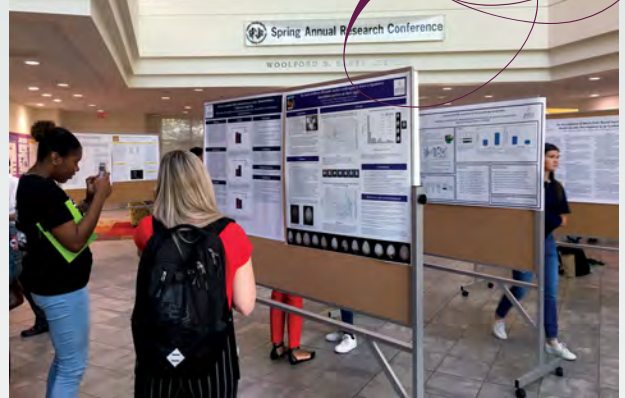
"Interacting with members of the Agnes Scott staff and faculty in both group and one-on-one meetings was a wonderful learning opportunity for me," says Vernita B. Lockhart '76, co-chair of the inaugural advisory group. "The whole experience made me proud of the college and excited about our future."

Fellow co-chair Pam Tipton '86 also felt that sense of pride, saying, "From the Green New Deal to the student ice cream social to the Outstanding Alumnae Awards to the SUMMIT Showcase, the exhibits, the installation ceremony and festivities, we tried to engage everyone. The entire process and series of events made me so proud to be a Scottie!"



A Time for All to Remember

The Inauguration Week Celebration and installation ceremony of President Leocadia I. Zak were experiences of a lifetime for all who attended. Excitement, joy and pride were the emotions felt by all, and these featured photos represent only a few of the many memories made. It was truly a time for all to remember. Visit agnesscott.edu to view a gallery of additional pictures.



There were 140 students who participated in Agnes Scott's Spring Annual Research Conference, known as SpARC, sharing their research on posters and in oral presentations.



Members of the Scottie community enjoy a round of golf during Agnes Scott Athletics' annual Golf Classic held at East Lake Golf Club.



A panel of faculty and staff spoke at the SUMMIT Showcase session titled "What in the World Is SUMMIT?," which addressed how SUMMIT provides students with an innovative foundation in global learning and leadership development.



While on campus, Cindy Goldthwaite Hames '74 snapped a selfie with Ramona on the porch of the recently renovated Rebekah Scott Hall.



As part of the Faculty Symposia, Amy Patterson, assistant professor of public health, held a session titled "LDR 200: Designing a Healthy Campus," which offered information about the college's SUMMIT Leader 200 course.



K.C. Docie '79 stamped her passport at the station after attending one of several exhibits on the innovative and impactful work happening at Agnes Scott.



First-year Percie Thompson '22 (left) and Alison Ramsay, a delegate from Adelphi University, discuss one of the displays in the Elizabeth Kiss Welcome Center.



Professor of Psychology Jennifer Lynn Hughes participated in the Faculty Symposia, presenting a session exploring the scientific study of positive psychology.



Zak's family was excited to be with her for the celebratory day. From left to right: her sister-in-law, Patricia Zak; brother, Frank Zak; husband, Kenneth Hansen; sister, Mary Archambault; and brother-in-law, Leo Archambault.



Special exhibits were on display in buildings throughout the campus for visitors to explore and learn more about different areas of Agnes Scott.



Friends and former colleagues of Zak—the Honorable Paul D. Wilson (near right), associate justice of Massachusetts Superior Courts; Farah Pandith (far right), first-ever special representative to Muslim communities; and Enoch T. Ebong (left), former deputy director of the U.S. Trade and Development Agency—shared warm stories of working with her.



Farah Pandith, first-ever special representative to Muslim communities, took an opportunity to capture a photo of Zak before heading to the platform as Enoch T. Ebong, former deputy director of the U.S. Trade and Development Agency, looked on.



Zak with the three living past presidents of Agnes Scott, from left to right, Mary Brown Bullock '66 (1995-2006), Sally Mahoney (interim 1994-1995), Elizabeth Kiss H'18 (2006-2018).



Bagpiper Henry Frantz led the procession of Agnes Scott students bearing flags of their homelands and Journeys destinations from around the world.



More than a thousand people gathered to celebrate the installation of Zak as the ninth president of Agnes Scott.



Associate Professor of History Robin Morris, who served as college marshal for the ceremony, led the faculty procession.



The Honorable Patti Garrett, mayor of the city of Decatur, read a resolution and proclaimed April 26 Leocadia I. Zak Day in honor of her service.



Lyrik Courtney '21 (left) and Abigail Chestnut '19 delivered two powerful spoken word pieces at the ceremony.



Lane Pigford '21 (far left, holding fabric), Dory Berry '22 (left), Jane Krause '21 (center) and Naomi Hill '21 (right) gave a captivating dance performance of "Soaring" (1920). Not pictured: Anoushka Pant '19.



Anoushka Pant '19 performed a beautiful classical Indian dance as part of the installation ceremony.



Zak proudly displays her Agnes Scott onyx ring, which was presented to her during the ceremony on behalf of the alumnae by Trustee and Alumnae Association President Giselle Fernandez Martin '98.



After remarks by A Riker '22, Kaitlyn Mills '21 (left) and Breanna Madison '21 present Zak with a gift basket from the class of 2022 filled with items from their Global Journeys.



Trustees Deborah Harris Painter '75 (left), who also served as co-chair of the Presidential Search Committee, and Ronald E. Alston presented the Presidential Medallion, placing it on Zak.



From left to right, Professor of Music Tracey Laird; Associate Professor of Economics Ruth Uwaiyo Oyelere; Charles A. Dana Professor of Spanish Rafael Ocasio; Assistant Professor of History Reem Bailony; and William R. Kenan Jr. Professor of Biology John F. Pilger shared remarks from faculty and read a Spanish poem in honor of one of Zak's majors in college.



Chair of the Board of Trustees Elizabeth Daniel Holder '82 addressed the audience after Zak took the oath of office and received the Presidential Medallion.



Scotties from all ages and class years visited the college's campus for Alumnae Weekend and the inauguration. Sue Dixon Paulsen '49 (foreground), a 93-year-old Scottie, smiled as she enjoyed the remarks from one of the speakers at the installation ceremony.



Scotties set the dance floor alight at the celebration and dance party held on the Science Quadrangle at the end of inauguration day.

“

What making Lee Zak's presidency official means for our campus is that we are entering a new season—one in which the sun shines on Agnes Scott, and where we



Student Government Association President Amira Daugherty '19 delivered remarks on behalf of the students at the installation ceremony.

sow those seeds of change in every patch of dilapidated earth, and on every summit. She has pledged to support Scotties in leading everywhere we find ourselves. I am confident that whether we enter good or trying times, with shovels in hand, we will unearth new ways to think deeply, live honorably and engage the intellectual and social challenges of our times,

together. - Excerpt from the remarks by Student Government Association President Amira Daugherty '19

”





The Inaugural Address

Before I begin, I want to thank our speakers for their kind words and well-wishes. I want to thank our amazing students for their spectacular performances—can we give them a round of applause?

Good afternoon. I am so thrilled to welcome each and every one of you here today. It is wonderful to look out into this audience and see so many friends. While many of you are new friends, I am fortunate to have had several of you in my life for a long time. Here at Agnes Scott, we talk a great deal about journeys. It has been a joy, these past few weeks, to reflect on the journey that brought me here.

It starts, of course, with my parents. They're no longer with us, but their lessons will always be with me. They are responsible for my work ethic, which many on campus have already experienced, from my emails at all hours, to my insistence on reading *everything*, to the long list of questions I bring to every meeting. Yes, it's all their fault.

However, they also instilled in me the importance of respecting everyone, of working to ensure fairness for all. My siblings and I knew that carrying out our parents' lessons of respect and fairness was best done in the work of shaping young minds, work that now brings all three of us incredible joy.

My brother, Frank, is an award-winning high school principal, and my sister, Mary, is an outstanding math coach and National Board Certified teacher. So yes, I may have taken some detours through law and economic development, but they like to point out that I have finally found my way home.

And then there is Ken, the best long-distance husband anyone could ask for. From adjunct teaching to tackling black diamond ski slopes, Ken has been my partner in so many adventures. And while we may only see each other a few days a week, he is always, always there for me.

There are so many others who have had a hand in today. My sister-in-law, Pat, and brother-in-law, Leo, thank you for joining our family.

My siblings from my own women's college, Mount Holyoke: Mary [Carriero], Anne [McKenny] and Betsy

[Fisher Gray]. Together, we—just like many of our Scotties—dreamed of changing the world.

Paul [Wilson], Mary [Donchez] and Susan [Schwartz], and the rest of our friends from Mintz Levin, where we sharpened our skills and became lifelong friends.

Farah [Pandith] and Lynn [Pasquerella] and the other leaders of the Women in Public Service Project, whose ambitious goals are inspiring more women around the world to lead.

Enoh [Ebong], Clark [Jennings], Devin [Hampton] and the whole team at the U.S. Trade and Development Agency, the best agency in the federal government. These amazing people actually *do* change the world, in ways large and small every day.

I want to thank all of you for making my journey possible. I am thrilled that you are here today, but mostly, I'm thrilled that you get to experience Agnes Scott for yourselves. I hope that each of you picked up a passport to our campus.

We love welcoming visitors to the college, and I always enjoy seeing their reactions. As many of you know, we recently hosted our annual Writers' Festival. One of our distinguished guest authors, Ngugi wa Thiong'o, told us a story about his time on campus. He described how, after a long trip from California, he woke up the next morning to the sound of laughter. He told us, in a soft voice, "There is magic on this campus."

He was right. There *is* magic here. I see it every day. I've seen it from the very beginning. From the moment I first saw this campus, it felt like home. From the moment I first met you all—faculty and staff, current students and alumnae—I felt a connection. From the first day I started to serve as your president, I knew that everyone was right—this place is *special*.

And on each of the 299 days since then, something has happened to remind me of that. Often, it's been more than one thing.

During this first year, I have met with alumnae in Georgia, both Carolinas, Tennessee, Florida, Colorado, Washington, D.C., New York City and California.



I have heard these Scotties tell stories of their time here on campus, and with each story, I sense their love for the college and its traditions. I've also learned—and in many cases, I've seen firsthand—where Agnes Scott brought them.

I've enjoyed many firsts: my first senior convocation, Black Cat Week, Founder's Day and Sophomore Ring Ceremony. I signed the Honor Pledge along with the first-year students. I joined Instagram so that I could follow those students on their Journeys, which took over 300 of them to 16 far-flung places. I've found that there is no better company than our students.

Scotties, I've heard you sing and I've watched you dance. I've joined you in preparing meals for the needy, sat in awe while you recited your own poetry and nodded proudly while you spoke out about vital issues like immigration, human trafficking and climate change. And yes, there have been occasional tears of joy and pride.

I've seen firsthand how you lead. You lead with kindness, with compassion and with respect. You lead on this campus and off of it—you lead *everywhere*. You have inspired me to reflect on how I want to lead.

So, in addition to the official one I have taken, I came up with my very own Honor Pledge. I've identified a few principles that will guide me—that I'll live

by—as your president. In a way, these principles mirror the themes that emerged on this year's Founder's Day. I want to respect our past, make the most of our present and invest in our future.

First, I want to honor where we've been. This college has an incredibly rich past and wonderful traditions. Over the last 130 years, it has produced some inspiring alumnae: Georgia's first female Rhodes Scholar. Several award-winning artists, one of whom will be speaking at this year's commencement. CEOs of major corporations. The team that beat Princeton in the 1966 College Bowl. Doctors, public officials, and yes, even lawyers.

We honor those individuals when we come together to participate in our beloved traditions, from Black Cat to the ring ceremony to the ringing of the bell.

We are where we are today—we are *who* we are today—because of them, and because of the visionary leadership of the eight presidents who came before me.

And of course, because of the unwavering support they received from our Board of Trustees. Please join me in thanking all of them for the solid foundation they've given us.

Honoring our heritage means preserving our past. If you take a walk around campus—and again, I hope you all do—you'll notice we've renovated Rebekah Scott Hall. We restored it to its former glory—and left it a bit better than we found it.

With its energy-efficient design, Rebekah Scott Hall became our first LEED Platinum building. We're not just honoring our past; we're doing it in a modern, sustainable way. By blending the past, present and future, we're living up to our reputation for innovation.

We must do the same thing for the most iconic building on campus—Main Hall.

We want it to be a place where people can truly reflect on where we've been, how much we've grown and where we're going. That is why we have accelerated our Campaign for Main. This work will be more than a renovation—it is a testament to those who have come before us: our sisters, our mothers, our wives, our classmates and our friends.

One thing I've seen, from both former and current Scotties—and some of you have heard me say it before—is that you all have the same spirit. No matter what year you graduated or which residence hall you live in now, one thing is consistent: You are amazing. You're passionate and poised. Fierce and funny. You respect and cherish our traditions. Above all, you are leaders—right here on this campus, and in all of the communities to which you belong.

That's why my second goal is to be present for our Scotties. My

biggest and most important responsibility is making sure they have the tools they need to reach their full potential.

Our students enroll here because they trust us—as educators, as counselors, as administrators. They trust us to give them more than just a degree—they trust us to teach them how to creatively interpret, engage and navigate the world. And how to change it for the better. In order to do that, we have to ask ourselves an important question: How do we support our Scotties as they learn to become leaders in a global society?

I believe the answer is SUMMIT. And for that, I have to thank my predecessor, Elizabeth Kiss, as well as our faculty, staff and Board of Trustees. Please join me in recognizing them for their inspired vision and leadership.

For those of you who are not familiar with SUMMIT, it is Agnes Scott's signature experience, which focuses on leadership development and global learning. It reimagines the liberal arts curriculum and provides for education inside and outside the classroom. Each student has a board of advisors—including peer, faculty and career advisors who guide the students through all four years. Each Scottie graduates with a strong digital portfolio.



And each Scottie, in the first year, takes a faculty-led, one-week journey to places such as Ghana, Morocco, Northern Ireland, the Galapagos Islands and the Navajo Nation. It's one of my favorite things to talk to our Scotties about—they light up when they describe the places they saw, the people they met and the life lessons they have learned.

Through these experiences, our students become more engaged with this increasingly interconnected world and better equipped to lead. SUMMIT has been recognized for the innovation that it is: *U.S. News & World Report* named Agnes Scott the No. 1 Most Innovative Liberal Arts College in the United States. But just because we're No. 1 doesn't mean we're done. The world is always changing. So we have to change too. We have to keep innovating. As a result, we are surveying both current and prospective students to see what resonates with them and what we can do better.

I am extremely proud of our faculty and staff, who have worked tirelessly this year to identify and strengthen the SUMMIT curriculum and experience for our students.

It is essential that we give our Scotties a curriculum that teaches them how to lead. It is just as essential that we give them a welcoming, multicultural environment that helps them become their best selves. In this regard, we must continue to strive for equity and inclusion, across our campus and beyond. Together, these things allow our students to do what they came here to do—to change the world.

This work—honoring our heritage, being present for our students—leads me to my final goal: investing in our future. A big part of that is preparing our students for *their* futures. I just spoke about the trust our Scotties and their families place in us. One of the things we must do is to set our students up for success once they leave this campus.

There is so much chatter today about the value of a liberal arts education. Well, I know that every Agnes Scott alumna recognizes that value. But we have to spread the word about the importance of thinking critically, writing effectively and speaking persuasively. Oh, and yes, the importance of math, science and coding, too!

Just a few weeks ago, we saw—and heard—several students ringing the bell. One to announce her acceptance to medical school. Another was celebrating her admission into a Ph.D. program. A few more were announcing that they had landed exciting new jobs.

It's clear that we're preparing our students to succeed. We have to continue to help them make connections between the education they receive here and the education they will receive after they leave here, whether that's in graduate school, on the job or whatever they choose to do.

Our internship and career development team along with our faculty do a phenomenal job at this, but we can amplify those efforts. That's why we plan to forge stronger ties to nonprofits, businesses, educational institutions and other organizations. We want to develop effective partnerships across Decatur, across Atlanta—across this entire country—that will help our students succeed after they graduate.

Another way to support our students and demonstrate the value of their education is by ringing the bell. I don't mean actually climbing up the bell tower and physically ringing it—although, I have to admit, I am truly tempted. I mean that, as your president, it's my job to ring the bell every day.

There are so many things I can—and do—tell people about Agnes Scott: That we're the most innovative liberal arts college in the country. That we're second in undergrad teaching. That we're first for social mobility. But mostly, I tell them about you—our students and alumnae, our faculty and staff. I share your stories—whether you're a current student or you graduated in the class of 1949. I tell them how special Agnes Scott is. I tell them how special *you* are.

I've been fortunate to experience many unforgettable moments over the course of my life and my career.

I attribute most of them to the education I received, at both Mount Holyoke and Northeastern University. But, I have to say, today's inauguration will always be in my heart. I promise you that I will treasure this opportunity. That I will love Agnes Scott as much as you do. That I will always remember the trust you all have placed in me.

I ask that you also remember the trust I have in you. Because I know I can't accomplish any of these things alone. I know that we all have to work together if we're going to build a future worthy of our students. Worthy of our legacy.

With your help, I'll honor that legacy. I'll carry on our beloved traditions. I'll nurture our students. I'll do everything I can to help them become the leaders and the global citizens they are meant to be. And, I'll ring the bell every chance I get.

Thank you all so much for sharing in today.

"Today's inauguration will always be in my heart. I promise you that I will treasure this opportunity. That I will love Agnes Scott as much as you do. That I will always remember the trust you all have placed in me."



CHANGING THE WORLD:

A student-run peer leadership program shows major community initiative. | *By Karina Antenucci*

One of the many unique qualities of Agnes Scott College students is their high level of participation in community service. Over the years, JLP Prince, director of community, civic and global engagement in the Gué Pardue Hudson Center for Leadership and Service, has seen this firsthand. They noticed that event attendance was always higher when students invited their own networks to participate, and then an idea sparked: What if the students themselves led service events?

With the help of Brittney Scurry, a graduate student from the University of West Georgia, Prince developed the format and curriculum to bring the Impact Peer Leaders program to life in the 2017-2018 academic year.

“To my knowledge, it is one of the only programs like it in the nation,” says Prince. “One of the biggest ways that it is different from other leadership programs is that it is truly focused on social issues and service to the broader metro Atlanta community. While all service programs are absolutely

wonderful and several come out of my office, this one takes a student’s passion for a social issue and turns it into action.”

The Impact Peer Leader program run and led by students, serves as one of the student-leader arms for the Center for Leadership and Service.

“The program engages Agnes Scott students who are dedicated to community engagement and making a difference in the world,” Prince says.

Participants, called Impact Peer Leaders, have the opportunity to gain experience in designing and implementing social justice programs and service experiences for their peers, each focusing on a social issue that is close to their hearts.

To apply, students must have a 2.5 cumulative GPA and be in good academic status, have a demonstrated commitment to and interest in serving one or more social issues and submit an application. Last year, 20 students applied for the 12 available peer leader spots.

Accepted students must commit to the program for one academic

year—with the option to continue on until graduation. The requirements include attending monthly service leader trainings, which cover everything from creating a program budget to advertising an event effectively, and planning and executing a minimum of six events over the course of the year.

Two of the peer leaders serve as the director and assistant director of the Impact Peer Leaders program. The director is a senior who runs the program; the assistant director is a junior who shadows the director and will take the program reins the following year.

“My directors meet one-on-one with each Impact Peer Leader every month to discuss how planning is going and help them think through their events,” explains Prince, who serves as an adviser and takes care of logistics like reserving spaces, managing the budget and applications as well as booking transportation.

The peer leaders collectively focus on learning about and supporting a range of social issues.

“I have a preset list that we need to cover. For example, someone is always focusing on hunger issues and the environment, but beyond that, it’s really up to the students what topic they choose,” says Prince, who helps the peer leaders find community partners that make sense for their chosen topic.

Past and present Impact Peer Leaders have selected topics such as maternal health, accessibility for individuals with disabilities, historic



JLP Prince, Agnes Scott’s director of community, civic and global engagement, talks with Maja Hasic, human trafficking program director at Tapestri. Tapestri is one of the college’s Impact Peer Leader program’s local community partners.

preservation, environmental racism, racial justice, water accessibility, human trafficking, public health and nutrition, as well as gender-based violence.

One community partner that the center has a long-term relationship with is Tapestri, an organization supporting foreign-born victims of human trafficking and domestic violence. Impact Peer Leader Tatiana Nigh '20 has worked with Tapestri for several years. Through this partnership, this year's Team Global Challenge involved working with the organization to develop products and communication methods to provide anti-trafficking information to agricultural workers in southern Georgia.

"Agnes Scott has always looked outside the box and really heard us when we said there is not enough out there to address this specific problem. They jumped to action to put students to work to help in this area," says Maja Hasic, who is the human trafficking program director at Tapestri.

The Impact Peer Leaders program also partners with Break Away, a national nonprofit that works as a resource, trainer and convener of higher education institutions and community organizations in efforts to support high-quality, community-based learning programs. Headquartered in nearby Avondale Estates, the organization provides workshops that help set the foundation for leadership positions and programming for the year ahead, including preparing students to lead "alternative breaks," or Impact Service Experiences. These alternative breaks are spring and fall trips that focus on service. This past spring, the student leaders traveled to Florida to work with Immokalee Friendship House, which provides temporary housing to migrant farm workers and their families.

"We believe that alternative breaks can be a vehicle to have powerful conversations about the role of justice and community in our lives. We work with students to help develop their educational curricula,

create opportunities for reflection and work with their community partners more effectively. We're giving them tools that they'll be using the rest of the year as they're putting their plans into action," explains Meghan Foley, membership director at Break Away.

With all the thoughtful training and key partnerships that it brings, the result of the leadership program is clear: "We've seen significant increases in students participating in service events on campus because of this group of student leaders," notes Prince. Making an impact, indeed.

"While all service programs are absolutely wonderful and several come out of my office, this one takes a student's passion for a social issue and turns it into action."

—JLP Prince, Director of Community, Civic and Global Engagement



Scotties take part in the Martin Luther King Jr. Day of Leadership and Service project organized by Impact Peer Leaders at re:loom, a local organization that employs and empowers homeless and low-income individuals through weaving beautifully designed products out of recycled materials. Students assisted re:loom by sorting, cutting and preparing fabric for weaving.



Each year, more than 100 Agnes Scott community members participate in the Impact Peer Leader-organized Rise Against Hunger meal packing event, during which they package more than 20,000 meals in two hours. These meals support schools, medical clinics and disaster relief efforts globally.



MAKING A DIFFERENCE:

IMPACT PEER LEADER PROFILES

Breanna Madison '21

Major: Political Science
Hometown: Oakland, California



Why I Became an Impact Peer Leader

I applied to become an Impact Peer Leader because of its focus on active and engaging leadership and service. Being aware of the social issues of my time makes it impossible for me to not actively try to alleviate these

problems through education and involvement. I have the ability to make impactful change, and being an Impact Peer Leader allows me to make meaningful connections within my community and help elevate the voices of those who must be heard.

My Social Issue Topic

My topic focuses on food accessibility and food equity within communities of color in urban areas. The historical effects of redlining and growth of gentrification in major cities have resulted in high costs of fresh produce and lack of efficient transportation, causing communities of color to depend on food deserts for nourishment. As a lifelong Oakland resident, it is impossible not to notice how the rise in the cost of living has devastatingly affected the livelihoods of low-income communities and how they navigate through society. The lack of access to healthy food not only increases risks of preventable diseases but also negatively affects performance in school, at work and in everyday life. Access to quality food and humane treatment of those who produce our food should be a universal right not a privilege.

Inside My Work

I hosted two major volunteer events with Rise Against Hunger and the Atlanta Community Food Bank. In addition, I facilitated dialogue around the issues of food deserts and other food disparity-centered topics.

What I Have Learned

When looking at food accessibility and food equity, often we solely focus on the need for healthy food.

However, access to quality food also involves discussions of legislation, education, transportation, environmental issues and the exploitation of migrant workers. Food accessibility and equity involve intersectional social issues that must be addressed altogether to spark meaningful change.

What It Means to Be an Active Citizen in a Global Society

Being an active citizen means being aware of your impact in society and utilizing your voice to challenge the societal constructs and hierarchies that contribute to the many disadvantages found throughout the world. An active citizen recognizes that small and large actions work together to spread awareness and advance a mission.

Growing as a Leader in the Program

Through the Impact Peer Leader program, I have grown to be a more communicative, confident leader. This position holds many responsibilities, and through various programs and activities, I have learned the importance of taking initiative, thoroughly planning and actively listening.

Samiha Ross '20

Major: Public Health/Anthropology and Sociology

Hometown: Different Places in Southeast Asia



Why I Became an Impact Peer Leader

I applied for the Impact Peer Leader program at the end of my first year because I have always been very passionate about service and leadership. Growing up in the Foreign Service and attending international schools, it was ingrained in the

curriculum to give back to the community mainly because many of us lived in countries that we weren't from. It was also something my parents were both invested in and promoted in our household. I was excited to learn about the Impact Peer Leader program because I heard a lot of people complaining about the water at Agnes Scott, and because I have lived in other countries, I knew the privilege of having drinking water and access to it. It gave me the platform to explore my own privileged experience with water and to provide awareness around the complexities of water accessibility.

My Social Issue Topic

My topic is water access, and I chose this topic because I believe that water is a fundamental human right that most people do not have access to. Growing up overseas, I was able to see how not having access affected every aspect of life, from the ability to receive an education to women's empowerment and health and wellness. Coming to Agnes Scott, I realized that most people take water for granted and are only exposed to issues that are highlighted in the media. I wanted to bring awareness to the global water crisis and the importance of water, sanitation and hygiene while also showcasing how detrimental the press is to our perception of world events, particularly around natural disasters.

Inside My Work

In my sophomore year, I created infographics that showcased the global water crisis and some statistics and held two events on World Water Day. I also worked with the UNICEF chapter on campus, as I am on the executive board to promote and organize its Water Walk, which seeks to provide awareness around global accessibility to water. We invited other academic departments to showcase the intersectionalities of water.

This year, I was a co-leader for the fall break trip to Ocmulgee National Monument in Macon, Georgia. I organized and facilitated three required information sessions to provide some education on the topic of water access. In the sessions, I addressed the domestic water crisis and the intersectionality with race and income, the global water crisis particularly as related to climate change, and the difference in media coverage when it comes to natural disasters in the U.S. and the Global North compared with that of the Global South. More recently, I held a Service and a Snack event called "Pies and Pipelines," in which we sent postcards to urge Georgia representatives to vote for protective legislation around renewable energy, and during this year's Peak Week, I held a session called "Water: Our Intersectionalities and Privileges" that explored our relationship with water.

Next year, I will be serving as the director of the Impact Peer Leaders program, working to support and build the program while still engaging students with my passion for water access.

What I Have Learned

Having lived in different countries, I had much more knowledge about the international water crisis and how it shows up. Coming to Agnes Scott, I've been exposed to domestic water issues of accessibility, particularly when it comes to federal involvement. I have spent a lot of time getting acquainted with the effects of Hurricane Katrina and the role of environmental racism. I have also become more aware of the part of the media and its ability to prioritize details that often miss the mark; for example, when Hurricane Florence swept through North Carolina, there were so many reports of how it ruined

our bacon industry rather than the effect it had on human life. Currently, I am working with the founder of EcoRobeson to spread awareness about the Atlantic Coast Pipeline and to promote renewable energy.

What It Means to Be an Active Citizen in a Global Society

I think that being an active citizen in a global society is about stepping away from your comfort zones and what you think you know. It's about moving past what you've been taught and showing up as someone who is willing to learn rather than to inform. To be a successful active citizen in a global society, it's important to look past the United States; it's looking past what you think you may know and what shows up in the media, and it's about surrounding yourself with new and diverse views.

Growing as a Leader in the Program

Participating in the program has taught me the importance of flexibility, organization and teamwork. It's forced me to feel more confident in my abilities and my knowledge, and it has shown me how much work goes into service events.

Susana Ramirez Londoño '21

Major: Sociology/Anthropology
Hometown: Medellín, Colombia



Why I Became an Impact Peer Leader

I wanted to get more involved on campus and with faculty. I didn't know much about the Impact Peer Leader program when I applied, but as soon as I learned more about it, I felt so honored to be a part of the program. I get to work alongside

amazing Scotties as well as Director of Community, Civic and Global Engagement JLP Prince and Associate Dean Honi Migdol to address the social issues of our time on campus and build my leadership skills.

My Social Issue Topic

My topic is immigration, specifically undocumented immigrants. I decided to choose this topic because I am one of the few undocumented Scotties on campus with DACA (Deferred Action for Childhood Arrivals). It's

important to note that other undocumented Scotties on campus may have temporary protected status or deferred enforced departure. Legislation is constantly changing for undocumented immigrants, making it difficult to know how to best support us. I wanted to navigate that touchy landscape by providing students opportunities to get to know more about undocumented immigrants and tangible ways of supporting us.

Inside My Work

I facilitated the Social Challenges of Our Times "Dolores" screening in January. I co-led the Impact Service Experience to Immokalee, Florida, titled, "The Need for Fair Food: Migrant Farm Workers and Human Trafficking." In March, my fellow Impact Peer Leader Breanna Madison '21 and I facilitated a conversation on "21 Savage: The Intersection of Blackness and Legal Status." In April, I led a service project to Stewart Detention Center, the largest immigrant detention center in Georgia.

What I Have Learned

This is hard to answer. I'm constantly learning new things about undocumented immigrants, especially how policy affects us. My biggest educational work is tackling misconceptions/myths about undocumented immigrants that are not true and are used to justify the inhumane treatment toward us in our everyday lives. These misconceptions include: Undocumented immigrants don't pay taxes, the idea of "getting in the back of the line" (for citizenship or residency), stealing jobs and bringing crime into the U.S., etc. The list goes on and on. I'm also focusing on the "transition to illegality," which is how undocumented teenagers process coming to terms with being undocumented, and on the flip side, how illegality was created through changing U.S. laws on immigration. I turn my education on undocumented immigrants into action by connecting the intersectionality in our oppression with the LGTBQIA community, indigenous nations and African Americans in the United States. How can we all work together to better our communities?

What It Means to Be an Active Citizen in a Global Society

Being an active citizen in a global society requires two traits: education and action. An active citizen educates themselves on the social issues at the local, national and global levels. They do not allow their personal identities or interests to limit their educational pursuits. Active citizens respect, admire and celebrate how multicultural and unique humans are and recognize how interconnected we all are. An active citizen in a global society has a deep love for humans and for humanity. Through this respect and admiration, active citizens have an internal fuel to continue learning. The game changer is when active citizens use their education to spark change through action. Active citizens create a bridge between their

knowledge and community action/empowerment in order to make the world around them better for everyone.

Growing as a Leader in the Program

Through Impact Peer Leader trainings with Break Away, I've strengthened my abilities to deal with difficult situations, facilitate in-person conversations and encourage engagement from participants. I've also learned how to organize events and professionally communicate with nonprofits and businesses. In all the Break Away trainings, I've also been surrounded by a team of passionate Scotties who are very analytical about their everyday actions, which has taught me how essential teamwork is in the pursuit of social justice.

Tatiana Nigh '19

Major: International Relations

Hometown: Los Angeles, California



Why I Became an Impact Peer Leader

I had worked with JLP Prince, the college's director of community, civic and global engagement, on human trafficking educational events previously; they suggested the Impact Peer Leader program for me the first year it

began. The program particularly intrigued me because it supported students while they worked to organize against social injustice.

My Social Issue Topic

My social justice issue is human trafficking. I got involved in the anti-human trafficking movement in high school and was specifically looking for ways to involve Agnes Scott's campus community. All human trafficking, even sex trafficking, is an advanced form of labor exploitation that specifically targets marginalized communities. It's nearly impossible to be an American and not benefit from and contribute to human trafficking, but most people aren't aware of this. While the media likes to focus on misinformation around the Atlanta airport and the Super Bowl, a lot of our everyday products are made by slave labor. I hope to shift the trafficking narrative away from sensationalized victimhood of young girls and inform about the pervasiveness of slavery, even in a society that claims to have abolished it.

Inside My Work

Most of my work on campus has focused on prevention through education. This ranges from film screenings to panel discussions with nonprofit workers and law enforcement. I've led class sessions on human trafficking for relevant courses and have co-led two weeklong Impact Service Experiences for students to learn about human trafficking in different areas of the American South.

I've observed the anti-human trafficking movements in Thailand, India and the U.S. Off campus, my activism has emphasized preventive education that targets specific occupations. This summer, I'll be implementing a statewide preventive program throughout Georgia that specifically targets medical professionals, mental health professionals and hospitality/shelter employees, all of whom are more likely to come into contact with human trafficking victims without realizing it.

What I Have Learned

Human trafficking is a subversive and prevalent issue that most people automatically disassociate from themselves and their institution. Ten years ago, awareness meant educating people that human trafficking existed. Today, it means convincing people that human trafficking is more than just sex trafficking and that it revolves around the consumer. Most Americans buy products made with slave/trafficked labor while continuing to focus their advocacy solely on sex trafficking. Both are different manifestations of trafficking that desperately need to be addressed systematically in the U.S.

What It Means to Be an Active Citizen in a Global Society

I see two levels within the concept of "active citizenship." Being a citizen requires an ethical lifestyle that supports your own happiness and does not interfere with another's. While not interfering with another's happiness may sound like a passive lifestyle, in a society where people are offered different opportunities based on aspects of their identity and where slave-made products are sold on grocery store shelves with no outrage, living ethically takes a lot of awareness, intentionality and effort. That citizenship/ethical lifestyle becomes active when an individual works to make it easier for others to live ethically.

Growing as a Leader in the Program

The Impact Peer Leader program has created a forum that supports my anti-human trafficking activities and in which I have a venue to try untested approaches. Much of my work in the past has been conducted solo, at times out of necessity and at others to avoid some of the more problematic elements that abound in the anti-trafficking movement. This program has allowed me to approach this work in the best way that I can identify without having to do it alone.



Outstanding Alumnae

by Monica Gayles Dorsey

During Alumnae Weekend this spring, Agnes Scott College celebrated the 2019 Outstanding Alumnae Award winners at a special luncheon in their honor. Each year the distinguished recipients are honored for their exemplary achievements that reflect how Scotties are truly leading everywhere.



Service to the College



**Linda
Marks '67**

The harmony of sisterhood at Agnes Scott College can be heard in the robust laughter and shared memories of alumnae, but most especially in the sounds of the Hub Sing. It is in the hands of pianist Linda Marks '67, who plays melodies of love for her cherished alma mater. She has been the accompanist for Hub Sing celebrations for over 20 years.

After graduating from Agnes Scott with a bachelor's degree in English, Marks earned a master's degree in English at the University of Wisconsin-Madison and taught both high school and college English. She continued her academic excellence, earning a Juris Doctor from the Cecil C. Humphreys School of Law at the University of Memphis. Inspired by her time at Agnes Scott, Marks became a patient rights advocate and conflict resolution specialist in Portland, Maine.

"I learned to think clearly and to read and listen carefully. I learned that everything in life is more wondrous when it is encountered in depth. This has made an enormous difference in my life and has helped me appreciate both the joys and struggles that the years have brought," she says.

During her tenure in Portland, Marks worked to support disabled adults as well as to defeat an anti-LGBT rights ballot initiative. She continued to live the mission of Agnes Scott as she returned home to Memphis in 2004 and began working as the community outreach officer at the Metropolitan Interfaith Association, an organization founded to help communities heal after the assassination of Dr. Martin Luther King Jr. All the while, the music never stopped, as she played the piano for Harmony, a women's chorus.

Marks has been committed to Agnes Scott not only through Hub Sing but also as class chair from 1997 to 2007. She has planned and led numerous alumnae events as well as class reunions in Boston, Massachusetts; New Orleans, Louisiana; Charleston, South Carolina; and Panama City, Florida. She also serves on the Alumnae Board.

"I am most proud of this opportunity to stay connected to the college and was flabbergasted," Marks says of receiving the honor of the Outstanding Alumnae Award for Service to the College.

"I am amazed with the accomplishments of the honorees. I never thought I would be one of them," she adds. "Now that I am, I take it as a challenge to continue to 'think deeply, live honorably and engage the intellectual and social challenges of our times.'"

Service to the Community



**Gay Blackburn
Maloney '76**

For Gay Blackburn Maloney '76, being of service to the community and making a positive impact has been a lifelong commitment. Maloney has more than 40 years of outstanding public and private service—from high school, where she formed the racially integrated Girls Service Club during the civil rights era, to

Agnes Scott College, where, as class president, she spearheaded Junior Jaunt, a service weekend that connected the college with the community, to Vanderbilt Law School, where she was elected the first female president of the Vanderbilt Bar Association.

A former Agnes Scott trustee and president of the Alumnae Association, Maloney graduated Phi Beta Kappa with a bachelor's degree in English and art, and in 1979, earned a Juris Doctor from Vanderbilt University. She was admitted to the bar association in both Alabama and Illinois and became the first female president of the Morgan County Bar Association in her hometown of Decatur, Alabama. It is not only her brilliance as an attorney but also her dedication to service that makes her extraordinary.

Maloney has been active in many organizations, including the Rotary Club, where she was a charter member of the Decatur Daybreak Club in Alabama. Through Rotary, she began her work with the Harvard College Alternative Spring Break, hosting hundreds of



students over the past 20 years as they traveled to Decatur to participate in Habitat for Humanity and other community service projects. Recently named “First Lady of Rotary International,” Maloney will embark on a year of worldwide service with her husband, Mark, as its president.

“Wherever we go in the world, I will be representing Agnes Scott and its global view,” says Maloney, who is already familiar with establishing global connections.

“I appreciate the opportunity to reach across cultures and generations ... it is the extension of hospitality that opens the door to an understanding of the differences and the similarities between cultures,” she notes.

This understanding particularly impacted Bosnian refugee Sasha Mandic Wagner '97, who was one of several Scotties mentored by Maloney. Wagner says Maloney’s most admirable quality is her genuine interest in people and using her position to champion positive change in her local and global communities.

Although Maloney continues to impact those around her, she says, “The recognition for Service to the Community belongs to the college itself rather than to me individually. I am just one of the many women for whom the college opened a broader door of service and a larger window on the world.”

Distinguished Career



**Letitia
Lowe '69**

The stages of the impressive career of Letitia Lowe '69 represent high-quality work in every instance and reflect a breadth of career possibilities grounded in a strong liberal arts education. She is an artist and a computer programmer. She is an anthropologist and an IT specialist. She is a musician and an environmentalist.

Lowe received a bachelor’s degree in music and English and graduated Phi Beta Kappa with honors from Agnes Scott. She began her career by breaking barriers as the first female computer operator-programmer at IBM in Atlanta’s

regional office. While working in data processing at the University of Tennessee, Lowe continued her education and received both a master’s and doctoral degree in anthropology from the university. She then became a project manager with the Tennessee Valley Authority’s natural and social resource management department. There, she led a team of specialists who created a manual on integrated resource management for broadened scientific understanding of the benefits of integrating the use of natural resources to achieve greater economic development benefits.

In 1987, Lowe earned an MBA from the Yale School of Organization and Management. Afterward, she began working at International Finance Corp., the private sector arm of the World Bank Group, and within 10 years was promoted to program manager, becoming the first woman hired at each level. Her work with the International Finance Corp. was groundbreaking. For Lowe, her most influential accomplishment was leading an initiative to develop the World Bank Group policies, procedures and guidelines for lending to the financial sector.

“I’m especially proud that within three years of assuming responsibility for this sector, we had a compliance process in place covering 80 financial institutions in developing countries across five continents,” says Lowe of her time at the International Finance Corp.

After climbing the ladder of success in computer programming and world banking in international sustainability, Lowe completely changed her focus to become a professional artist. She lived in Florence, Italy, and attended the Angel Academy of Art, where she mastered the challenging painting techniques of the old masters. Her work has won international, state and local awards, and most recently, Lowe was featured on the cover of *Jasper* magazine, where she was recognized by the publication as an esteemed Master of Art.

Lowe attributes her many achievements to the community of individuals at Agnes Scott.

“They inspired me to nurture my curiosity, learn continually, dream big, dare to follow the road less traveled, serve others and give back to society,” she says.

Her “unconventional career,” as Lowe calls it, is without question worthy of the Distinguished Career award. Humbled to receive the honor, Lowe is most excited about what it can remind people of.

“It is a reminder that life is full of amazing possibilities, and we are never stuck except in our own minds. Each opportunity or failure could open the path that ultimately leads to fulfilling a dream—even if it seems unrelated at the time,” she says.



Outstanding Young Alumna



**April
Hathcock '04**

An intersection of scholarship and activism is an appropriate description of the work of former lawyer-turned-librarian April Hathcock '04.

An educator, activist and leader, Hathcock began her career in law after graduation from Agnes Scott with a bachelor's degree in psychology and French. But, it was her love of research and writing that led

her to later pursue a degree in library and information science. This decision has placed her among leaders in the field of scholarly librarians.

Hathcock currently serves as a scholarly communication librarian for New York University Libraries, where she provides education and outreach as well as develops policy for its large, global research community. She also provides outreach and support on copyright issues; reviews and edits licenses for software and collection materials; leads initiatives to implement library services surrounding open access; and manages the university-wide Listserv for copyright and fair use questions. She has received numerous awards, including being named the American Library Association Spectrum Scholar. Her contributions in academic librarianship are intertwined with her passion for social justice and are inspired by the mission of Agnes Scott.

"I can't imagine a life without engaging in social

justice work, and the work I do today is informed by experiences at Agnes Scott," Hathcock says.

Hathcock notes that her goal in life has always been to learn and grow as much as she can and to speak out for what is right.

"It fills me with pride to think that I am living out this aspiration and making a difference in other people's minds and journeys as well," she says.

Others in her field have recognized the way Hathcock is making this difference.

Ann Lindell '85, chair of Departmental Libraries and head of the Architecture & Fine Arts Library at the University of Florida, observes that Hathcock holds a "stature within the scholarly communication/copyright sector of our profession with a strong, challenging voice, particularly on social media, advocating for diversity and racial justice."

It is this combination of scholarship and activism that has made Hathcock one of the foremost voices of social justice in libraries. Now considered an expert in the field of diversity and scholarly communication, she has produced writings and presentations that are unfailingly insightful and provocative.

"Within the profession of librarianship, she is a rising star," says Lindell.

To Scotties, Hathcock is already a star, and her nomination and selection as an Outstanding Young Alumna is fitting.

"There is no one more deserving of this recognition. Her contributions to academic librarianship answer the dual exhortation of the Agnes Scott College mission," says Lindsay Cronk '06.

"April's impressive body of work shows that her superstar reputation is well-earned," adds Sofia Becerra-Licha '04.

As for Hathcock, she feels extremely honored to receive the award.

"Agnes Scott was formative and empowering for me, and honestly, to have my work recognized by my alma mater is more than a dream come true," she says.

About the Outstanding Alumnae Awards

Each year, the Agnes Scott Alumnae Association recognizes outstanding alumnae in four categories: Distinguished Career, Service to the College, Service to the Community and Outstanding Young Alumna.

Visit agnesscott.edu/alumnae/outstanding-alumnae.html to learn more and how to nominate an alumna for the 2020 Outstanding Alumnae Awards. Any alumna may be nominated for an award, regardless of class year (i.e., the alumna does not have to be in a reunion year to be nominated or to win). Contact alumnae@agnesscott.edu with questions.



giving highlights



Ring the Bell for Main Hall

“If Main went, a lot of memories would leave. It’s a place where people made lifelong friendships, made memories that shaped their lives. For over a hundred years, it has been the center of all Agnes Scott alums’ lives at one point. It needs to be here, for tradition’s sake.”

— Susan Thomas '66



With its bell tower, Agnes Scott “Main” Hall is the iconic building on the Agnes Scott College campus, inspiring warm memories and deep affection across generations of alumnae. Students ascend the steps of the Main Hall tower to celebrate their successes—first jobs or graduate school acceptances—and ring the bell while surrounded by the signatures of Scotties who came before them.

The renovation of historic Main Hall, like that of Rebekah Scott Hall, is critical to Agnes Scott’s efforts to recruit and retain the 21st-century student. Home to the president’s office and the office of the dean of students, the main level currently also houses other administrative offices and conference rooms, while the upper three floors are for student residents. Reflecting the college’s continued commitment to environmental sustainability, Agnes Scott will strive for LEED certification, as with the recent renovations of the Anna I. Young Alumnae House (Silver), John Bulow Campbell Hall (Gold) and Rebekah Scott Hall (Platinum).

This past winter, the Agnes Scott Alumnae Board’s past and present members took the first steps in raising funds for this historic and deeply important renovation, raising nearly \$2 million and providing the basis for a challenge. As of May 31, a total of \$7.5 million had been raised toward the \$31 million goal.

This bell tower is Agnes Scott’s own summit. It calls to alumnae; students aspire to ring that bell. Only through the generosity and support of those alumnae, parents and friends can the college continue to provide an environment in which students can grow, thrive and reach their full potential.

To make your gift today, view the campaign video or learn more, visit agnesscott.edu/main.





WITH YOUR LEGACY GIFT

Nationally recognized for innovation, value, classroom teaching and social mobility, Agnes Scott educates young women to reach for the future and make it theirs. Imagine what that future could be like with your legacy gift leading the way.

Made through your will, IRA, investment account, life insurance or a gift that provides you with income, your legacy could help future Scotties create positive change in a challenging world.

TO MAKE YOUR LEGACY GIFT, contact Lee Davis, director of legacy giving, at 404.471.5448 or ldavis@agnesscott.edu.



In honor and celebration of President Leocadia I. Zak and her husband, Kenneth Hansen, officially joining the Agnes Scott College community, post your well-wishes on social media using the hashtag **#ZaktheNinth**.



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Agnes Engage

Agnes Scott College's popular Agnes Engage programs offer summer **youth camps** for middle and high school students as well as **continuing education** courses for adults pursuing varied interests that meet their unique needs. From pre-college to postgraduate opportunities for academic enrichment and intellectual exploration, Agnes Engage has much to offer.

agnesscott.edu/agnesengage



CAMPUS SPOTLIGHT

Beauty blooms in the college's organic garden.

ON LOCATION

The campus lands a starring role in film and television.

PHILANTHROPY REPORT

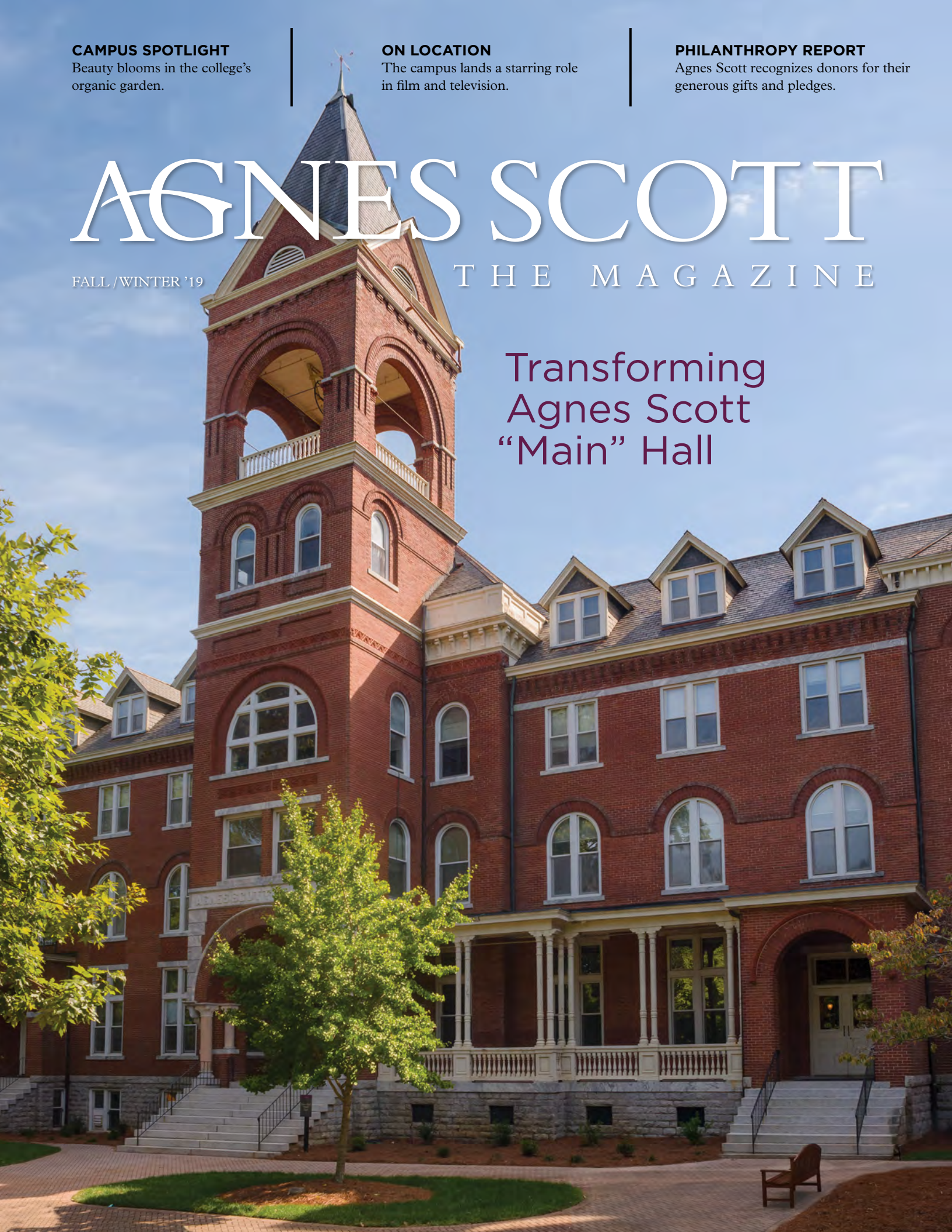
Agnes Scott recognizes donors for their generous gifts and pledges.

AGNES SCOTT

FALL / WINTER '19

THE MAGAZINE

Transforming Agnes Scott "Main" Hall



fall/winter '19

volume 95, number 1

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women to think deeply, live honorably
and engage the intellectual and social
challenges of their times.

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*Members of the class of 2023, the green class,
sign the Honor Code, which is a time-honored
Agnes Scott College tradition.*

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OUR FUTURE, OUR MAIN

A Campaign for a Stronger Agnes Scott

With its bell tower, Agnes Scott “Main” Hall is the epicenter of the Agnes Scott campus, inspiring warm memories and deep affection across generations of Agnes Scott alumnae. Students ascend the steps of the Main Hall tower to celebrate their successes—first jobs, graduate school acceptances or internships—and ring the bell while surrounded by the signatures of Scotties who came before them. It represents Agnes Scott’s past, present and future.

As Agnes Scott’s enrollment grows, the renovation of Main is critical to recruiting and supporting students who think deeply, live honorably and engage the challenges of their time. You can support Agnes Scott’s students, and the campus they call home, with a gift to the Main Hall renovation fund. Every gift is vital to reaching our \$31 million goal by Dec. 31, 2020.

An investment in this campaign is an investment in the mission of Agnes Scott. Visit agnesscott.edu/main for more information or to make a gift.



Read the “Transforming Agnes Scott ‘Main’ Hall” story on page 24.



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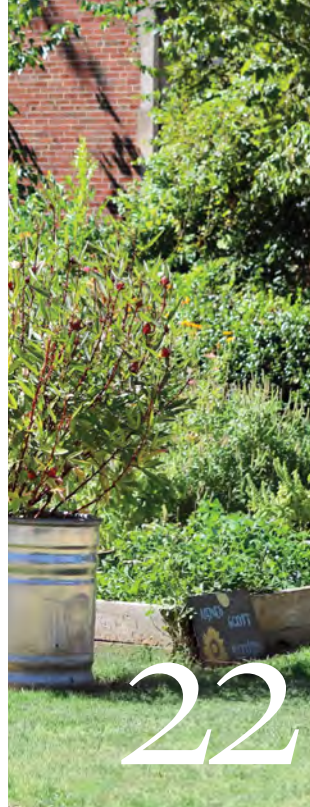
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The Gift of Agnes Scott “Main” Hall



As an architectural historian and preservationist, I most often advocate for old buildings by saying they are history we can walk around in. For me, few places embody that statement more than Agnes Scott “Main” Hall. Built in 1891, Main is the oldest building on campus and the historic

heart of our school. In its earliest years, Main was a one-stop shop for Agnes Scott students and staff. It housed classrooms, art and music studios, the chapel, the president’s office, student dorms, the dining hall and even a gymnasium! Since then, Agnes Scott has grown and changed in ways that our founders could never have imagined, and as all great buildings do, Main has adapted to that growth and change while still serving the students and the school. There is no longer a gym in the basement or pianos on the fourth floor, but Main remains a hub of school activity.

Today, Main is first and foremost a residence hall, but it also houses the Office of the President, the Office of the Dean of Students and, of course, our iconic bell tower. The beauty of Main Hall’s central location and mixed use is that every alumna, even those who did not live in the building, likely has fond memories of time spent there. Whether it was visiting friends, peeking in a tower room, surviving the elevator or finally being able to ring the bell senior year, Main Hall is the backdrop of generations of Agnes Scott stories. I have heard firsthand tales of adventures in Main that took place in 1934 and others that happened just last year. I have seen the pure excitement of two Scotties, many class years apart, as they realized their names are side by side on the wall of the bell tower. Like the onyx rings we so proudly wear, Main is a thread that ties us all together.

I was lucky enough to spend my sophomore year on the second floor of Main in a giant, un-air-conditioned room that overlooked the quad. It remains, without a doubt, my favorite room of all time. Living in a dorm that had housed 111 years’ worth of Agnes Scott students before me and knowing it would house countless more after me sparked my interest in architecture and preservation and led me to my current career.

Historic preservationists talk a lot about the magic of old places—the patina of age that new construction can never replicate. Agnes Scott “Main” Hall has that magic in droves. It is a beautiful building inside and out, but it is starting to show its age. The time has come to restore Main Hall. The Campaign for Main’s goal is \$31 million by December 2020, and I believe that we can do it. One of the tenets of historic preservation is the belief that old buildings are gifts from the past. People we never met built Agnes Scott Hall, and we have all benefited from their generosity. The Campaign for Main is our turn to pay that generosity forward and to give the gift of Main Hall to generations of future Scotties.

LINDSEY WALSWORTH '05

Lindsey Walsworth '05 is an architectural historian. After graduating from Agnes Scott College with a degree in art history, she spent two years as the alumnae relations coordinator in the college's Office of Alumnae Relations and served as the staff liaison to the Environment and Facilities Committee of the Board of Trustees during the planning phase of the Campaign for Main. Walsworth has a master's degree in historic preservation and environmental ethics from the University of Georgia. Her work in the field has taken her from New Orleans, Louisiana, to Honolulu, Hawaii, to Atlanta, Georgia, where she currently works for HNTB Corporation, an infrastructure solutions firm.

main *news*

U.S. News & World Report Ranks Agnes Scott College No. 1 Most Innovative School for Second Year in Row



For the second consecutive year, Agnes Scott College is ranked No. 1 in the country among national liberal arts colleges on the Most Innovative Schools list in U.S. News & World Report's 2020 edition of "Best Colleges." The college also ranked No.1 for First-Year Experience among all colleges and universities in the country, No. 2 as a Social Mobility Top Performer among national liberal arts colleges and in the top five nationally for Best Undergraduate Teaching.

The college's leadership attributes its rankings to SUMMIT, Agnes Scott's signature experience that prepares every student to be an effective leader in a global society.

"We're excited about our rankings this year and proud to again be named the No. 1 Most Innovative School. The higher education landscape continues to change, and with SUMMIT, Agnes Scott has successfully and creatively responded to the needs of today's students," says President Leocadia I. Zak.

"With SUMMIT's focus on global learning and leadership development, it provides a unique academic experience that sets students on the path of success in their careers and in the world."

As a reflection of its value, SUMMIT plays a major role in why students selected Agnes Scott as their college of choice.

"Starting college and living away from home was exciting to me, but also pretty scary. I didn't know what to expect socially or academically. I just knew I really liked Agnes Scott," says Sophia Elzie '20, a classical languages major and SUMMIT peer advisor. "Hearing and reading about the college's advising model, where all students have a SUMMIT advisor for four years, a peer advisor to start out with and eventually a major advisor really drew me to attend this school."

"My SUMMIT experience has made me a more confident person. I feel comfortable in my identity and my leadership skills, and as I

reflect on my last three years at Agnes Scott, I can see how much my confidence has increased from year to year. I'm not afraid to go after big opportunities because it's amazing when they work out, and when they don't, I know Agnes Scott has given me the skills to be successful anyway," she adds.

Elzie's fellow senior and SUMMIT peer advisor, Olivia Ancrum '20, who is majoring in public health, also shares why she chose Agnes Scott.

"When I was looking for schools, I knew that I'd be entering college as a first-generation student," she says. "As a young black woman in a time where too many options versus too few could become a concern, I looked for schools that had a mission aimed at personal and academic development for diverse people with innovative interests. When I was introduced to SUMMIT, I recognized the potential to check so many goals off my list. Global Journeys would be my first opportunity to travel outside of the country. The leadership courses would show me how to define my strengths and potential. Lastly, the advising model ensured I wouldn't go through this journey alone."

Now as she prepares for graduation, Ancrum observes, "SUMMIT offers the opportunity to build your toolbox, and now I feel prepared for the many challenges ahead. I had no idea what I wanted to do with my future, and now I imagine conducting my own research and becoming a professor. SUMMIT opened doors for me and helped me to become the leader I've always imagined, and now I have the opportunity to further impact the world."

For a full list of the college's 2020 "Best Colleges" rankings, visit agnesscott.edu or see the ad on this issue's inside back cover.





From left to right, Applied Machine Learning Intensive students Victoria Khaychuk, Gabi Muir and Alex De Magalhaes discuss with each other the projects they are working on.

Google Applied Computing Series Pilot Wraps Successfully

Agnes Scott College was one of only three colleges in the country selected by Google to pilot an Applied Computing Series during the 2018-2019 academic year. In an effort to offer liberal arts, non-computer science majors the opportunity to equip themselves with the skills to succeed post-graduation in fields such as machine learning and automation,

the tech giant partnered with Agnes Scott to provide two semester-long courses in programming and data science, followed by a 10-week Applied Machine Learning Intensive this past summer. The project-based series was a unique opportunity for students and professors alike.

“Google values the broad foundation and creativity that a

liberal arts education provides and hopes to diversify and increase access to the field through building pipelines,” says Dr. Elaine Meyer-Lee, associate vice president for global learning and leadership development and professor of psychology.

The courses introduced participants to computer science using Python programming and taught them how to make informed, data-based decisions with machine learning. Both non-computer science professors and students leveraged tools and techniques used at Google and within the tech industry and received ongoing support. In addition, Google hosted training sessions for the teachers and provided online teaching materials for students, eliminating the cost of textbooks.

“We have for many years offered a two-semester sequence in programming, but it was an isolated effort, without widespread faculty participation. This new sequence in data science and Python provides a cohort of faculty across the country and brings well-researched best



Nick Battista (left), one of the Google Applied Machine Learning Intensive instructors, and student Alejandro Caviedes, listen to Lizzet Clifton (center) explain her project.

practices to the teaching of programming and data science,” says Chris De Pree, Charles A. Dana Professor of Astronomy, who taught the semester-long courses. “I have thoroughly enjoyed the teaching experience.”

De Pree witnessed how these courses helped boost student confidence significantly. “I had several groups of students participate in Atlanta-based ‘hackathons,’ / in which they worked on a programming project with a small team. I do not think many students have participated in these before.”

The Applied Machine Learning Intensive brought together a group of students from different colleges and diverse academic disciplines including the health sciences, mathematics, economics and more.

“The immersive experience focused on using the skills that students developed in the introductory courses to build sophisticated models that leverage real-world data. The advanced content along with a robust professional development series prepared students for employment at the intersection of data science, machine learning and their own field of interests,” says Rachel Rossetti, associate professor of mathematics and director of the Center for Digital and Visual Literacy, who was one of the instructors for the Applied Machine Learning Intensive. “Many of the students have already had several interviews for full-time data analyst positions.”

For their final project in the Applied Machine Learning Intensive, many students developed apps that use machine learning engines. For example, one app, ForageSnap, allows the user to take a picture of a plant with their mobile device, and the app will indicate whether or not the plant is edible.

As for the future of the pilot, Meyer-Lee notes that both Google and Agnes Scott are optimistic about continuing the partnership. The programming will continue throughout the next school year with some revisions to the curriculum.

Yves-Rose Porcena Joins Agnes Scott as the Inaugural Vice President for Equity and Inclusion



On July 15, Agnes Scott College welcomed Yves-Rose Porcena as its first vice president for equity and inclusion.

Reporting to the president and serving as a member of the President’s Cabinet, Porcena is responsible for implementing and advancing the college’s diversity and equity initiatives and fostering an inclusive learning and workplace culture. In heading these efforts, she will contribute to strategic institutional discussions and decisions, working closely with constituents across the college’s campus.

“Using Agnes Scott’s strong history of innovation, diversity and honor, I hope to move the college to a place where it is recognized as a best practice model for an inclusive campus—one accepting and understanding of everyone and not just those we agree with,” Porcena says.

Porcena brings a wealth of leadership experience in higher education and global diversity to the vice president for equity and inclusion role. Before arriving at Agnes Scott, she served as chief diversity officer at the University of West Georgia, where she worked with all sectors of the campus community to integrate diversity and inclusion into all processes, raised foundation funds to implement campus and communitywide anti-bias training, sought funding and created a position to support the campus LGBTQI+ community, and launched a collaborative interfaith campaign to address issues of religious intolerance on campus.

Previously, she was the director of Georgia State University’s three satellite centers and the special assistant to the president of Georgia College and State University, overseeing institutional diversity, equity and compensation programs. Earlier in her career, she was director of equal opportunity at Tufts University; executive director of Transition House and the Women’s Educational Center in Cambridge, Massachusetts; executive director of the City of Somerville Human Rights Commission; and a human rights fellow at Amnesty International.

Porcena earned a doctorate in business administration from the Coles College of Business at Kennesaw State University, a master of arts in law and diplomacy from the Fletcher School of Law and Diplomacy at Tufts University and a bachelor of arts in economics from Emmanuel College.

Discovering and following her career passion early on, Porcena has been a lifelong advocate on issues related to diversity, inclusion and equity.

“I always wanted to do human rights work,” she says, “After college, I took a fellowship with Amnesty International in Somerville, Massachusetts, and quickly realized that there were human and civil rights issues to attend to right in my community. I have been doing the work ever since.”

As a new member of the Agnes Scott community, Porcena is excited about the opportunity to make an impact.

Of her first year, she says, “I’m engaging in meaningful campuswide conversations about what it means to be a diverse, unified and inclusive community and doing a lot of listening. As part of these conversations, I’m asking people to share how they see themselves playing a role in Agnes Scott’s diversity, equity and inclusion efforts, and hopefully, we can channel those efforts into greatness.”

Students and Alumnae Lead in Environmental Justice



Momentum is building among Scotties to advance environmental justice, a cause that draws from the sustainability and civil rights movements to empower people traditionally excluded from decisions that affect the health and well-being of their communities. Students and alumnae are partnering with Agnes Scott College's Center for Sustainability and off-campus groups to move their initiatives forward.

To spread awareness and inspire more action, the center held a series of town halls last spring about the effects of climate change on vulnerable populations. Students, faculty and staff engaged in discussions about climate action and mitigation, resilience and adaptation, and the importance of building climate action plans with grassroots input.

The town hall series reflects the center's intent to institutionalize environmental justice as an ongoing program. Gianni Rodriguez '17, a Center for Sustainability Fellow, encouraged the Agnes Scott community to use the center's resources to translate their environmental passions into concrete action, noting, "We want to embed justice in everything we do."

In her work at the center, Rodriguez played a critical role supporting this effort.

"While many Agnes Scott students, past and present, have been concerned about

environmental justice, Gianni worked to make these issues more central to everything we do," says Susan Kidd '78, M.A. T. '07, executive director of the Center for Sustainability. "As a result, the college is much more visible as a leader on these issues in the metro Atlanta area. We have Gianni to thank for increasing awareness, with a direct goal of action, both on and off campus."

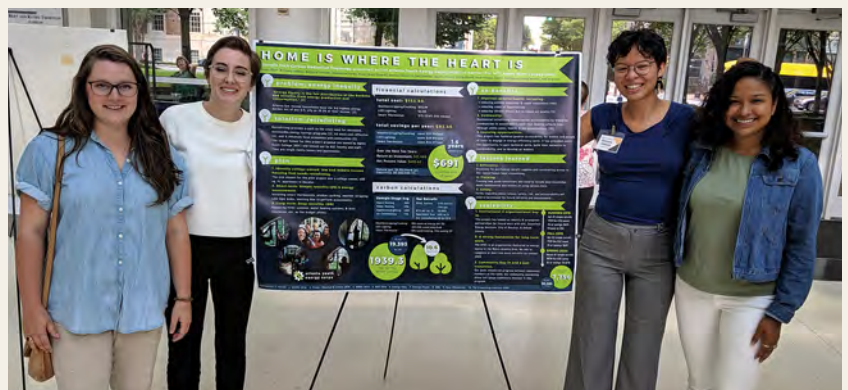
One student who is doing her part is Brittany Judson '20, who assisted Rodriguez with the center's town hall series and also organized the Wxmn in Environmental Justice Summit with fellow Scottie Elizabeth Wolf '19 and Spelman College alumna Iesha Baldwin. The April 2019 event featured alumnae of both colleges who work in environmental fields. It offered workshops and panels that explored intersections of

sustainability, gender and race issues and included a mini-job fair on opportunities in fields related to the environment and sustainability.

An economics and mathematics double major, Judson is also committing time and effort to an ambitious environmental justice goal to increase energy efficiency in homes, and in turn, reduce energy costs for low-income Atlantans. National studies show that these residents pay an above-average percentage of income for energy, compared to other urban areas.

"I want to create a youth job training program to teach construction skills related to energy reduction and put the young graduates to work cutting energy consumption for target residents," Judson says.

Judson organized a group of Agnes Scott students and entered a



As part of the Atlanta Youth Energy Corps, (from left to right) students Emily Smith '20, Gwynn Rush '22, Brittany Judson '20 and Ilse Ortega Eguia '20 participated in Georgia Tech's 2019 Carbon Reduction Challenge. Photo courtesy of Gwynn Rush '22

youth-led residential retrofitting concept in the 2019 Community Impact Challenge and the 2019 Carbon Reduction Challenge at Georgia Tech. These students, as part of the Atlanta Youth Energy Corps, received an honorable mention award for their work, which showed the potential of reducing energy bills by \$80 a year and carbon dioxide emissions by 2,000 pounds a year. Their project was also praised for its co-benefits around energy equity and environmental justice. This academic year, the group will retrofit at least two Agnes Scott-owned properties in partnership with the college, having already successfully completed one this past summer.

As an alumna who is committed to environmental justice, Gwen Smith '15 volunteers with the Center of Sustainability and also runs her own watershed initiative in Atlanta's Collier Heights neighborhood. Smith educates community youth about environmental justice in relation to water issues, equipping them with skills for action and advocacy. She often returns to campus to teach about environmental justice as part of the environmental and sustainability studies curriculum.

Smith credits Agnes Scott with giving her confidence and know-how to be an effective organizer, activist and collaborator. Her initiative is partnering with Chattahoochee Riverkeeper, West Atlanta Watershed Alliance and Georgia Environmental Protection Division to prime young people for action.

"Agnes Scott prepares us to go out and get this work done, ethically and collaboratively," Smith says.

The former Woodruff Scholar is now a Southface Energy Institute Fellow for Regenerative Places & Spaces and mentors Agnes Scott students, especially those in environmental and sustainability studies and public health.

As its focus on environmental justice grows, the Center for Sustainability invites the Agnes Scott community to bring fresh ideas for initiatives or to join in projects already underway. Contact sustainability@agnesscott.edu with your ideas or for information.

Whitney Booth Lockard to Foster Religious and Spiritual Life on Agnes Scott's Campus



This past summer, Whitney Booth Lockard was appointed Agnes Scott College's new Julia Thompson Smith Chaplain and director of religious and spiritual life.

In her role, Booth Lockard will serve as the spiritual voice of the college at campus gatherings, ceremonies and occasions that call for prayer, spiritual support and guidance, as well as provide comfort and counsel as needed in times of both celebration and challenge. She will also work with a broad range of campus constituents and community leaders and be responsible for supporting the needs of all faiths by encouraging a wide spectrum of religious traditions on

campus, fostering dialogue about social justice and overseeing religious clubs/organizations on campus, such as the Interfaith Council.

Booth Lockard grew up in Apple Valley, Georgia, and has lived in Nashville, Tennessee, for the past 15 years. In Nashville, she earned a Bachelor of Arts in English and Spanish from Vanderbilt University and went on to earn a Master of Divinity from Vanderbilt Divinity School, as well as ordination in the Presbyterian Church (U.S.A.). She has spent the last several years working with students in church youth ministry, in addition to part-time hospital chaplaincy. Agnes Scott is her first time serving at a college, and she is enthusiastic about the opportunity it presents.

"College is such a unique season of life—students are gifted this independence and freedom to explore, to challenge, to ask questions of themselves and their neighbors. We're all trying to figure things out. College students have what feels like permission to really soak up this experience, and I'm grateful to walk alongside them in this process," she says.

When Booth Lockard first saw the job posting for the chaplain and director of religious and spiritual life, she already had a special connection to the college that encouraged her to want to become a part of the community.

"I grew up hearing about Agnes Scott from my grandmother, Jean Hood Booth '45. She was so fond of her time here and grateful for her education, as well as the deep friendships she made and maintained throughout her life. When I learned of the position, I felt an eagerness to see for myself what wonderful things were continuing to happen on this campus," Booth Lockard says. "I was drawn to the position because I hope to utilize my own gifts and experiences to provide a lens of faith for students as they 'think deeply, live honorably and engage the intellectual and social challenges of [our] times.'"

As she steps into her new role, Booth Lockard has a strong sense of purpose toward the meaningful and vital work with which she has been tasked.

"I hope to be a resource to Scotties who have questions about their faith, to provide a safe space to learn from one another about our beautifully unique religious traditions and practices and to help students grow spiritually alongside their development as global leaders and community members," she says. "I'm excited about meeting students, building relationships and helping make connections between a life of faith and the Scottie experience."

Interfaith Council Offers Scotties Opportunities to Broaden a Sense of Community



Composed of students across religions and spiritual beliefs, the Interfaith Council builds understanding relationships within the community. The 2019-2020 members (inset), from left to right, are Maiquie Sabinano '20, Adrian Fox '20, Julia Thompson Smith Chaplain Whitney Booth Lockard (adviser), Deyana Siddiqui '22, Courtney Godwin '19, Shelby Nemhauser '21 and Danie Weinstein '22. Not pictured: Zoie Moore '21, Teresa Enriquez Taxis '21 and Lisette Soto '20.

Agnes Scott College, founded 130 years ago by elders of the Presbyterian faith, today is a community rich in religious/spiritual diversity, with students, faculty and staff representing a broad array of religions and faith traditions.

As religious and spiritual diversity increases, the college remains strongly committed to ensuring Scotties of all faiths and secular persuasions are full participants in life at Agnes Scott. One visible example of that commitment is the Interfaith Council, which offers representatives of the campus' different faith communities space to share meaningful dialogue about their faith and model a collaborative and cooperative energy for the larger community.

Whitney Booth Lockard, the college's new Julia Thompson Smith Chaplain and director of religious and spiritual life, serves as adviser to the council, which is composed of at least one representative of each of the seven religious and spiritual groups on campus. It has emerged as instrumental in building relationships across a diversity of perspectives within the campus community through several activities and programs complementing its goals of education, inclusion and encouragement.

"I have seen a significant increase in students' desire to understand one another's faith traditions," says LeAnna Rensi Casey, director of student involvement. "The Interfaith Council seeks to bring conversations on how the various faith traditions have a great deal in common. The Agnes Scott community is then encouraged to emulate such dialogue. There is more civil discourse about religion."

Last year, led by chair Blu Laseter '21, the Interfaith Council presented the inaugural Interfaith Week. Events included booths on faith traditions and practices and an Interfaith Panel featuring robust dialogue between spiritual and lay leaders from the Atlanta community. Shelby Nemhauser '21, whose ideas and efforts led to the development of the Interfaith Panel, is the chair for 2019-2020.

In addition to Interfaith Week, the council offers invocation at events and holds biweekly meetings to discuss events and any concerns of their constituent groups. The chair then brings those concerns to the administration directly or through the Student Government Association in the form of legislation.

"On a campus as diverse as ours, it can be easy to feel like your voice is being outnumbered or overshadowed, but what our Student Government Association and the Interfaith Council provide is the opportunity for equal representation so that the voices of our faith-based community don't go unnoticed among the various other identities that make our school what it is," Laseter says. "I think the growing presence of our Interfaith Council has given the people of faith at Agnes Scott a vessel to make themselves heard more effectively while also becoming more and more immersed within the rest of the campus."

The Interfaith Council invites people of diverse faiths and perspectives to work together to intentionally listen and collaborate on the basis of spirituality and religion, greatly challenging the idea that what divides us is greater than what unites us.



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Photo by Sharon Gurung '21

faculty focus



Associate Professor of Biology Jennifer Larimore in the lab using a sheep brain as a model organism to teach students how to identify regions of the brain.

Passing on a Passion for Science

Once a month, Agnes Scott College neuroscience majors are invited to Jennifer Larimore’s house for dinner. Larimore, who also invites colleagues in the neuroscience program, cooks for the group.

“It’s a way for us to sit down as a ‘family’ and to demonstrate that we are there for our students,” she says. “It turns the pressure off and allows them to release some steam. We ask a lot of them, and we want them to feel supported every step of the way while they are at Agnes Scott.”

The monthly dinner is just one example of the dedication Larimore, associate professor of biology and co-director of the neuroscience program, has shown in her teaching. Her passion for science is one that she hopes to pass on to her students.

This passion is something Larimore has had since she was young, and she once thought that the only way to combine her love of science and her desire to help people was to become a medical doctor. But after graduating from Asbury University with a degree in biochemistry, she took a job as a research assistant at the Southern Research Institute in Birmingham, where she fell in love with research.

“That experience opened my eyes to the other ways in which science can help people,” she says. “Research is problem-solving and creativity. It gave me a new passion.”

Because of this experience, Larimore went to graduate school at the University of Alabama, Birmingham, and earned a Ph.D. in neurobiology. After completing post-doctorate work at Emory University and a year teaching at Spelman College, she came to Agnes Scott in 2012.

One of the first things she did was help redesign the introductory biology curriculum based on National Science Foundation Standards. Two years later, she and her colleagues did the same for the neuroscience program.

“In both cases we looked at what key areas we needed to focus on to give students the skills they needed,” she says. “In neuroscience, we wanted students to be able to read, write and present scientifically.”

In graduate school, Larimore began researching how things within a cell move from one place to another. In layperson’s terms, she calls this “the cell’s post office.” She is now extending that research to

look at neurodevelopmental disorders—namely schizophrenia and Rett syndrome—to see if there are anomalies within the cells in the brains of those affected with those disorders.

Larimore involves her students in all aspects of her research, and they will continue to assist her with this research project.

“The goal is to have the students get published,” she says. “Our lab has seven published papers with students as authors since my time at Agnes Scott. For our current project, we have already submitted one paper, and we’re waiting to hear if it will be accepted.”

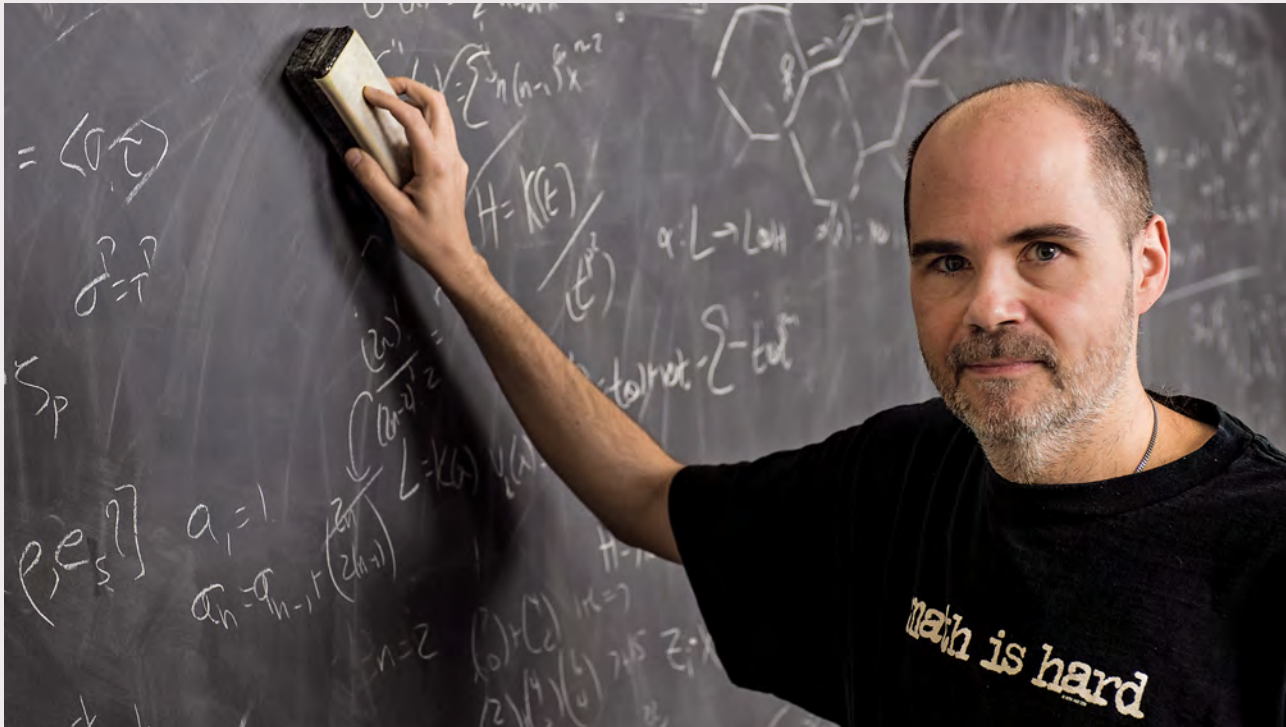
Giving her students an opportunity to participate in research and be published is part of her goal of preparing them for their next step, whether it is continuing their education or starting a job. And she has been successful in achieving this goal.

Since the neuroscience program’s inception in 2010, there have been 89 Scotties who graduated with a neuroscience major. Of these, there are 69 with jobs in the STEM fields (science, technology, engineering and math). Also, Larimore says there has been a 95 percent acceptance rate into graduate school, a 69 percent acceptance rate into medical school and 11 alumnae have earned their doctorates.

At the end of the day, Larimore is grateful that she has stayed true to her mission of helping people, in this case Agnes Scott students, through her love of science.

“I feel privileged to literally go alongside students on their life journey and watch them as they come to a place where they understand what gives them passion and joy, and they know where they want to be,” says Larimore. “There is nothing more rewarding than that.”

Making Strides in Mathematics



Professor of Mathematics Alan Koch

When Alan Koch was a third grader at Champlain Elementary School in Burlington, Vermont, his teacher, Mrs. Nicholson, predicted he would be a mathematician someday. At the time, Koch did not know what a mathematician was, but it turns out Mrs. Nicholson was right. Today, he is a professor of mathematics at Agnes Scott College.

As an undergraduate, Koch initially was unsure of whether to major in mathematics or music, since he was taking classes in both; he eventually decided that mathematics would be the best career choice for him. After receiving his bachelor's degree in mathematics from the University of Vermont, he went on to earn his master's degree and Ph.D. from the State University of New York at Albany. He held teaching positions at several colleges before coming to Agnes Scott College in 2001, where he currently teaches courses on linear algebra, abstract algebra and statistics.

Koch says he tries to get his students excited about math by leading by example.

"I try to teach each course like it's the most fascinating thing they will see each day," he says. "And I believe that to be true."

He also conducts research on number theory, Hopf Galois structures and the Yang-Baxter equation. He has been published multiple times and has presented his work at conferences all over the country. He involves his students in his research whenever he can.

"I'm a big believer in undergraduate research," he says. "It's our version of experiential learning."

Koch takes students to the annual math symposium at Morehouse College in Atlanta, and in 2010 received a

mini-grant from the Center for Undergraduate Research in Mathematics, which enabled three Agnes Scott students to do a paid, yearlong research experience under his direction. The project culminated in a trip to present their research at Brigham Young University along with the other grant recipients from colleges all over the country. He now serves as a co-director of the center.

At Agnes Scott, Koch develops specific research projects for students in which they can hone their math and research skills. Some of them have published their work in various academic journals.

As the current recipient of the Joseph R. Gladden Jr. Public Lecture Award, he will discuss the research projects he creates for students, namely looking for patterns in generalizations of the Fibonacci sequence. Koch explains that the Fibonacci sequence is the sequence 0, 1, 1, 2, 3, 5, 8 and so on, where every term is the sum of the two previous terms.

The Gladden 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, and the award is given each year to a member of the faculty with impressive scholarly activities. As part of the recognition, the recipient receives an honorarium and delivers a public lecture.

"It's an honor for me to receive the Gladden award," Koch says. "It's an acknowledgement that my work is important, and a celebration of what I care most about—working with the students." Koch's Gladden lecture will be this February and is open to the Agnes Scott community and the public. Visit agnesscott.edu for information.



Leader-in-Chief

Alumna Erica Stiff-Coopwood '98 follows a career path centered on people.

By Karina Antenucci



As a small-town girl growing up in Yazoo, Mississippi, Erica Stiff-Coopwood '98 did not plan on going to a women's college. But when she discovered Agnes Scott College during a college visit to Atlanta, she knew it was the place for her. Her valuable college experience set her on a path that includes becoming a defense lawyer, a dedicated mom and most recently, the president of the Junior League of Memphis in Tennessee.

"Agnes Scott just had that welcoming feeling, and that made all the difference. I found instantaneous friendships that have lasted through the years. There is a real community of people who are there to be better for themselves and lend their experiences to help others achieve their dreams and do well in school," says Stiff-Coopwood. "My experience impacted my educational choices for my two daughters, who are both at an all-girls' school in Memphis."

After considering majoring in pre-med and political science during her first year at Agnes Scott, Stiff-Coopwood landed on a major that stuck: psychology.

"I enjoyed every class that I took. Psychology was something I knew I would be able to use in my career and home life in terms of getting along with people and having confidence engaging with people," Stiff-Coopwood explains.

While her degree certainly gave her a leg up in her professional life following college, the diverse community of women at Agnes Scott as a whole had just as much impact.

"It's always good to have diversity in the room—it opens up another part of the essence of who you are. It taught me to be OK in any room. I belonged there. No one was better than me, and I was no better than anyone else," she says.

Post-graduation, Stiff-Coopwood worked at several different jobs in Atlanta for a couple of years, including being a tax analyst assistant. Next, she moved home to Mississippi and took on the role of human resources administrator for a college, putting her background

and instinct for people and counseling to work.

Stiff-Coopwood then decided to go to law school, choosing Vanderbilt College in Nashville, where she studied law and business in order to have a good understanding of her future clients' business needs.

"My business certificate served to help me in my years as an attorney. It was all about understanding my clients' perspectives, and it was always opportune to walk in with a solution to help them get done what they wanted to get done," she recalls.

While in law school, Stiff-Coopwood met her husband, Reginald, a surgeon and widower with three sons. After they married, she became pregnant with their first daughter and practiced employment defense law at the Nashville firm Constangy, Brooks, Smith & Prophete LLP. After a year at the firm, Stiff-Coopwood won a year of clerkship for the Tennessee Supreme Court by submitting a sample brief showing her writing acumen to the judge.

"You have to be a great writer to be a law clerk for the state Supreme Court. It is one of the most powerful positions to have as a lawyer. You are in your judge's ear and picking their thoughts apart and writing briefs based on your interpretation of what they're thinking," she says.

Following her clerkship, she returned to employment defense law, first going back to the firm where she worked before her clerkship, then moving on to Bone McAllester and Norton PLLC in Nashville. After giving birth to a second daughter, Stiff-Coopwood made the decision to take time from practicing law to focus on her family.

In 2010, when her husband got the call to be president and CEO of Regional One Health in Memphis, the family moved to the city. Recognizing there was a need, Stiff-Coopwood began serving the community through the Junior League of Memphis.

"When you are home and taking care of children and interacting with people in the community, you

have the chance to see a lot of opportunity for things to be better. Having that perspective and the time to take it in and process it, I thought I can either be part of complaining about the problem or part of the solution," she explains.

Stiff-Coopwood enjoys the very intentional direct-impact voluntarism at the Junior League of Memphis, which was established in 1922.

"We have 292 chapters worldwide with the same mission: promoting voluntarism. What differentiates us from every other nonprofit organization in the world is that all of our chapters are member-run," she says.

In June of 2018, Stiff-Coopwood accepted a two-year role as president of the Junior League of Memphis. She is the first African American woman to hold this position at the Memphis chapter.

"What I really love about my role is the fact that as a leader, I have the opportunity to encourage others to lead through work in the community. A lot of focus at the Junior League is on the development of the women

members themselves," notes Stiff-Coopwood.

As the public face and chief communicator of the organization, her presidential duties include being the spokesperson. Stiff-Coopwood also ensures the effective governance of the Junior League through the board of directors, and, along with the executive vice president, the effective operations of the Junior League of Memphis' programs and activities.

"I also do everything that nobody else wants to do," she quips.

When her time in office is over next year, Stiff-Coopwood plans to take a much-needed break to "breathe, pray, eat, think and reconnect with family."

But for this leader-in-chief, her future path is clear.

"There's a lot of work to be done in Memphis and this world, and it is important not to just sit on the fact that direct-impact voluntarism can effect change. I will continue leading," she says.

"What I really love about my role is the fact that as a leader, I have the opportunity to encourage others to lead through work in the community."—Erica Stiff-Coopwood '98



At the Junior League of Memphis, Erica Stiff-Coopwood '98 (center) works closely with colleagues Provisional Chair Lori Evans (left) and Executive Vice President Rebecca Fava (right).

ON LOCATION

Agnes Scott's unique campus environment attracts film and TV production companies.

By Karina Antenucci



Having become a hotbed of film and TV production

over recent years, Atlanta is now known as the “Hollywood of the South.” Agnes Scott College hosted its first movie set, “A Man Named Peter,” back in 1955 long before the industry’s exponential growth in the city, and location scouts are now courting the college more than ever before for its beautiful campus with storied architecture and seamless production process.

“Production companies see Agnes Scott as film friendly and film ready, from the grounds, architectural structures and overall ambiance to the day in and day out execution on our end. Once committed, there aren’t a lot of glitches, and we provide quite a bit of flexibility. We deliver on our promise through careful planning and campus inclusiveness,” says Demetrice Williams, senior director of special events and community relations, who oversees filming on campus.

Location scouts typically find Agnes Scott through the *Georgia Film, Video & Digital Entertainment SourceBook*, word of mouth or the resources and photos provided by the Georgia Film Office, which often recommends the college as a setting for period pieces. Some of the most popular locales are the buildings with charming historical design, such as Agnes Scott “Main” Hall, Rebekah Scott Hall, Buttrick Hall and McCain Library.

“One key to the college’s success is having a staff member dedicated to on-site execution from prep to wrap. This allows us to build long-term working relationships and has resulted in production companies returning to the campus time and time again,” Williams notes.

The positive experiences production companies have filming on campus have garnered a good reputation for the college within the industry.

“As beautiful as the campus is—certainly the most beautiful in Georgia—it’s the kindness and intelligence of the students and professionals at Agnes Scott that have made my experiences so rewarding. It is simply a great place to work. Agnes Scott is a little piece of heaven,” says Mark Cottrell, a location manager who has selected the campus for different projects for more than 20 years.

Around 50 productions have graced campus locations over the years. Notable films include “Scream 2,” which was considered *the* teenage movie of the late ’90s; “Fried Green Tomatoes,” an iconic Southern movie; “The Blind Side,” featuring Sandra Bullock as lead actress; “Confirmation,” the political drama about Anita Hill, starring Kerry Washington; “Life of the Party,” a college comedy featuring Melissa McCarthy; and “The Immortal Life of Henrietta Lacks,” a film based on the nonfiction book about an African American woman whose cells led to groundbreaking scientific discoveries, starring Oprah Winfrey, who also served as Agnes Scott’s 2017 Commencement speaker in part due to strategic planning and efforts led by Williams and her team.

Each time a production approaches the college about filming on campus, Williams and her team refer to the “Agnes Scott College film shoot checklist,” developed over the years to guarantee campus continuity and provide a smooth process for the film production company with limited interruptions. After a production

company scouts the campus comes the review of script by the college’s Film Advisory Committee composed of student leaders, faculty and staff and chaired by Williams. This committee contributes to the overall detailed recommendation that Williams presents Agnes Scott’s leadership.

“Agnes Scott has been very innovative in its thinking about campus filming. The college leadership, headed by President Leocadia I. Zak, has embraced and encouraged the tradition of the college in the film industry and sees it as an important part of Agnes Scott’s operations. We took full advantage of the strong foundation that has been built over the years and charted a path to further improve how we do filming on campus. This includes taking a close look at how filming impacts the campus and the surrounding community as well as the benefits for our students,” says Williams.



Senior Director of Special Events and Community Relations Demetrice Williams manages all of the different facets involved with filming on Agnes Scott College’s campus.

Timing is a crucial piece of the puzzle. “Ideal times are campus breaks, such as spring, summer or winter breaks. Dates during the academic session can be challenging but not impossible with exceptions of new student orientation, final exams or graduation. Understandably, those are no-go dates. My team does a lot of backend work to see what’s going on around campus so filming is not disruptive to the students and also to make sure we can meet the expectations of the production company,” Williams explains.

The process moves quickly. For example, Williams and her team might get a call from a production company that wants to film within one to three weeks and having a vetted plan ensures that there are no missed opportunities for the college. If the timing is right and the project is approved by leadership, Williams then begins to execute the contract terms. She is responsible for staffing to support the film shoot, managing any prework that is done by the production company and the wrapup. Her team plays a key role in communications with the campus community throughout the filming as well.

“We outline what they can expect, how they may be impacted, what areas may be closed off and alternate

routes to take. This is also the chance to get our community excited about the process and share opportunities for our students, faculty and staff to engage with the production,” Williams says.

In the past, engagement opportunities have included being an extra on set, taking a tour of the set that included a chance to meet top talent in the industry and attending a class where producers and directors conducted a talk or Q&A session.

“Our students are at the forefront of all of our decisions. During the negotiations phase, we inquire about occasions for them to experience and observe the process and work them into our contracts as much as possible,” Williams says.

Movie stars create a lot of buzz, and Williams’ team works hard to manage onlookers and be respectful of the crews. But they understand the excitement.

“With my work, I have to keep my composure and stay professional and focused, but it’s hard not to be excited about getting to meet Oprah Winfrey and Melissa McCarthy or just seeing Sandra Bullock from afar. These are some amazing actresses,” Williams says.

Williams admits it was Betty White, who filmed “Lost Valentine” on campus in 2010, who almost brought her inner superfan out.

“Watching the ‘Golden Girls’ was one of my favorite things to do with my grandmother for many years. What was surprising to see was how much our college students loved Betty White, too! Students really came out to see her, including hiding behind bushes just to get glimpse. That says a lot for her acting career, to resonate with 19-year-olds at her age,” she says.

Filming on campus brings with it a multitude of benefits, and not only for current students. For alumnae, it is a point of pride to see the college in the limelight and participating in unique and innovative ventures. There is also a public relations benefit.

“Prospective students feel a connection to our college because they are into the movies and TV shows that have filmed here. In ‘Life of the Party’ for instance, the opening scene showcases a beautiful view of the Woodruff Quadrangle located in the center of the campus. Even though I walk in that space daily, it was altogether different to see it roll out on the big screen—just breathtaking,” explains Williams.

And of course, there is an inherent financial benefit. The compensation for film production goes toward the annual operations of the college.

The film industry in Georgia has grown in leaps and bounds, and Agnes Scott has grown right alongside it.

“The growth is credited to the visionaries—the Board of Trustees, college president, faculty, staff and talented students—who helped the college achieve its place in the industry. Our work together has made the college a regular on the big screen. It’s really wonderful that it is now part of the fabric of Agnes Scott,” says Williams.

Quiet on set!

Here is a list of selected productions and the campus locations where movie and TV scenes were filmed.

2018 “Disney Jungle Cruise”

Buttrick Hall

2018 “Good Girls TV Series”

Sidewalk between Buttrick Hall and McCain Library, Woodruff Quadrangle, “Main Loop” and Front Lawn

2017 “The Immortal Life of Henrietta Lacks”

Rebekah Scott Hall, Agnes Scott “Main” Hall, Presser Hall

2016 “Life of the Party”

Inman Hall, Woodruff Quadrangle, McCain Library, Buttrick Hall

2015 “Confirmation”

Agnes Scott “Main” Hall, Alston Campus Center, Buttrick Hall, Rebekah Scott Hall parking lot, Woodruff Quadrangle

2015 “The Boss”

“Main Loop” and Front Lawn

2014 “Drumline: A New Beat”

Agnes Scott “Main” Hall, Inman Hall

2012 “The Single Moms Club”

Buttrick Hall, Mary Brown Bullock Science Center, Rebekah Scott Hall and parking lot

2010 “Lost Valentine”

Alston Campus Center, Rebekah Scott Hall, Front Lawn, Wellness Center (Hopkins Hall)

2009 “The Blind Side”

Presser Hall, Woodruff Quadrangle, Alston Trellis Garden

1997 “Scream 2”

Agnes Scott “Main” Hall, “Main Loop,” Inman Hall, Letitia Pate Evans Hall, McCain Library, Woodruff Quadrangle, Rebekah Scott Hall

1980 “The Four Seasons”

Woodruff Quadrangle, Science Quadrangle





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Agnes Scott College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's degrees. Contact the Commission at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404.679.4500 for questions about the accreditation of Agnes Scott College.

**AGNES
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COLLEGE

GRADUATE
STUDIES

An Inside Look:

Graduate and Extended Programs —By Leslie Dunn

Agnes Scott College's robust graduate and extended programs offer a wide variety of educational opportunities that allow students to pursue their professional dreams and hone their skills in a rapidly changing society. Students have the opportunity to learn from faculty members who are passionate about their fields of study and intent on preparing their classes to impact the world. In these profiles, students from three different fields of study shared their experiences advancing their education through Agnes Scott's unique programs.



Carolyn Stover Harvey '00
Writing and Digital Communication Program

Carolyn Stover Harvey '00, a native of Bakersfield, California, first arrived at Agnes Scott after she was recruited to the college by her high school counselor, Hazel Ellis '58. After graduating with a Bachelor of Arts degree in religious studies, she embarked upon a career in communications and held positions in different fields, including health care, business and technology. Harvey enrolled in the writing and digital communication graduate program last fall to be more competitive for roles emerging with new methods of communication.

“In every job I’ve ever had, I’ve been hired because I’m a great communicator,” she says. “But even though I could demonstrate flexibility, adaptability and results, I didn’t have the credentials to show employers I had the right skills to lead them on this new frontier.”

Harvey considered graduate school, but was unsure she wanted to pursue a strictly writing degree or business program. When she saw Agnes Scott’s program in digital communications, it all clicked.

“I felt privileged to be able to continue my education where I started my education,” she relates. “Scotties are all so curious—we want to know a little about everything. I’m thrilled that has continued into graduate studies too.”

Harvey has enjoyed challenging herself in the program, especially in the area of digital art, which she never believed she could create.

“Because of my digital design class with Ruth Dusseault, I recognize that art is a process. Nothing’s going to turn out as good as it can be on the first try. It will take revisions. That is how I approach writing, too.”

Harvey’s favorite project was the podcast module in the Digital Storytelling course. Because of that class, she is now developing her own podcast series. She plans to complete the writing and digital communication graduate program in May 2020.

“This program reminded me how fun it is to be a student,” she adds. “Taking risks is something that isn’t always encouraged in the business world, but in school, it’s all a big experiment. Once I reframed my mindset, I was able to really enjoy this special time in my life.”



Chinyere Nwamuo '19
Evaluation and Assessment Methods Program

Originally from Lagos, Nigeria, Chinyere Nwamuo '19 currently lives in the Atlanta area and is a program and grant manager at the Georgia Department of Public Health. She earned a Bachelor of Science in behavioral neuroscience and biological anthropology from Emory University and a master's degree in public health with a concentration in health management and policy from Georgia State University's School of Public Health.

"I was drawn to the field of public health because of its direct focus on the social and ecological determinants of health," she says. "I was also drawn to its use of multidisciplinary and multisectorial partnerships to develop public health solutions and improve health outcomes."

Having learned about Agnes Scott's evaluation and assessment methods graduate program through the American Evaluation Association, Nwamuo enrolled in the program because she felt it would offer her the opportunity to strengthen her knowledge, capacity and practice in innovative programmatic evaluation and decision-making.

"My experience in the program was very positive," she says. "I am especially thankful for the classmates that have journeyed with me through the program and for the professors' use of both theoretical and practical teaching strategies."

She notes that one of most interesting classes she took during her studies in the program was on data analysis.

"I found it interesting because the professor, Wendy Kallina, walked us through the processes of evaluating and assessing our own data using different methods and strategies. It gave me the tools that I need to strengthen my data analysis skills," she says.

Through the program, which she completed this past August, Nwamuo says that she has gained an increased interest in evaluation and assessment in her career trajectory as well as important and innovative strategies and tools to evaluate her current public health programs.



Laura Ragmanauskaite '15
Post-Baccalaureate Pre-Medical Program

Laura Ragmanauskaite '15 is a post-baccalaureate pre-medical graduate now in her fourth year at the Emory University School of Medicine. Originally from Lithuania, she moved to the United States at 13 years old. She attended Furman University for her undergraduate degree on a path to pursue a Ph.D. in clinical psychology, but chose a new direction two months before graduation.

"I decided I wanted to be a doctor, and my fear of physics was not a good enough reason not to go for it," she said. "I have always enjoyed learning about all the amazing things our bodies can do, and being a doctor lets me use that knowledge to help people. There is no better career in my opinion."

As Ragmanauskaite was researching post-baccalaureate programs to complete her prerequisites for medical school, Agnes Scott's support of women in science made it the clear winner.

"From the amazing professors to the great classmates, three of which are now my classmates at Emory, I could not have asked for a better post-baccalaureate pre-medical program," she says. "The best part of the program was the professors. They were so invested in helping us excel and building a solid educational foundation."

Ragmanauskaite completed the program in June 2015, and along with this strong foundation in the sciences, she gained great friendships with her fellow students.

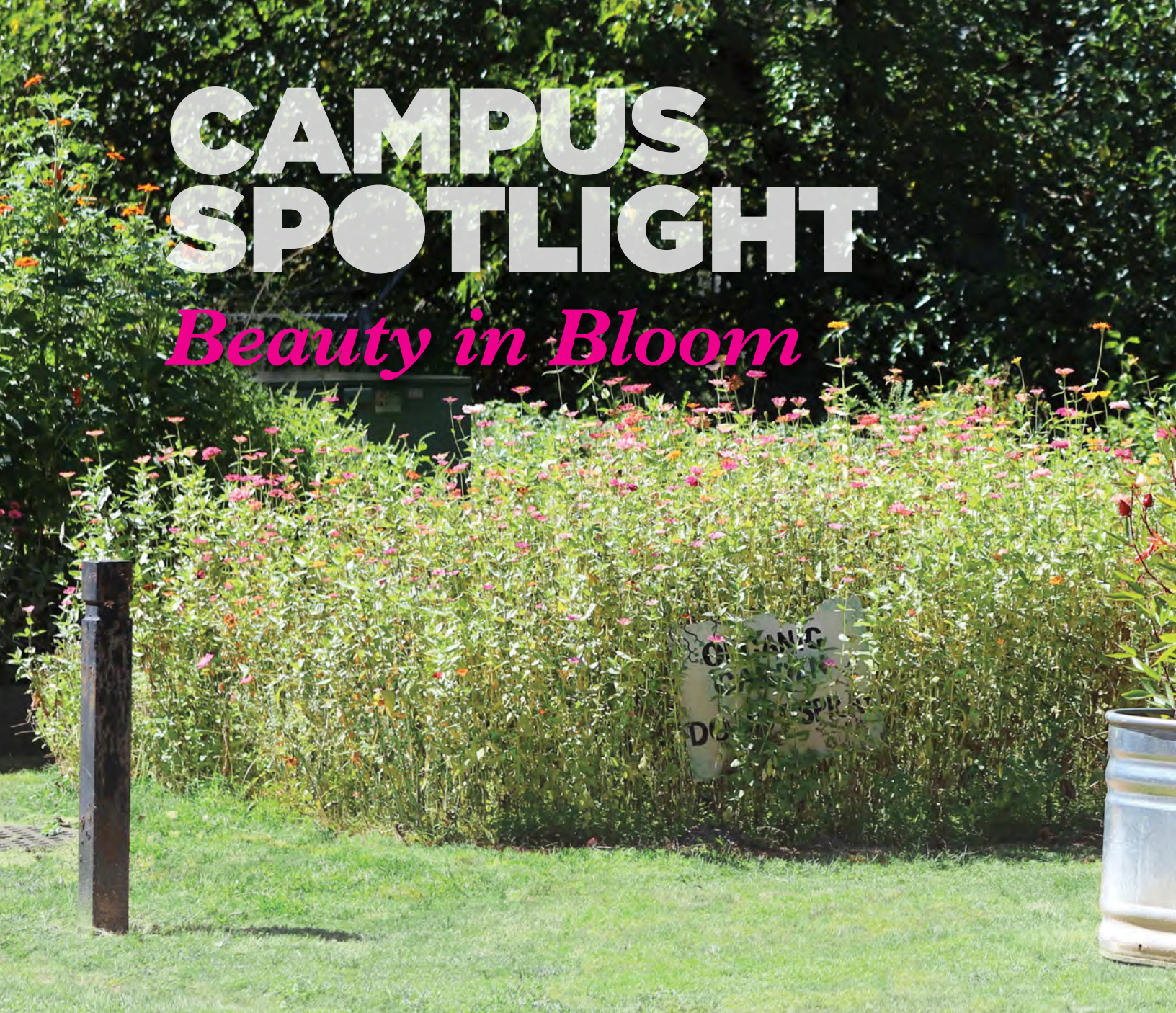
"I built a strong bond with my amazing cohort," she says. "One of my favorite memories was our post-baccalaureate pre-medical prom, where we came dressed in our best to our very last physics lab, then went out to celebrate in Decatur."

"The post-baccalaureate pre-medical program at Agnes Scott is fantastic, and its focus is to help you in achieving your goals," she adds. "It is a great environment in which to learn and grow."



CAMPUS SPOTLIGHT

Beauty in Bloom



Agnes Scott College is known for its majestic trees, but on a small plot of land on E. Dougherty Street across from the Bullock Science

Center is another illustration of nature's beauty on its campus. There sits an organic garden, full of color and life, flourishing without the use of synthetic pesticides and fertilizers. Those who rarely venture on the campus' south side may not know this special treasure exists.

The journey to the current garden began when the Center for Sustainability and a group of staff and faculty volunteers constructed the raised beds on the sunny patio behind Winship Hall and planted the first seeds during the May 2009 Community Day. One of the center's first

sustainability fellows, Justine Schwartz '10, took on the task of moving the raised beds to the more prominent location where they now sit. And a summer intern in the center, Leah Bryant '13, worked nonstop through heat and mosquitos to bring the garden to its highest level of productivity until Lois Turner Swords '77 was brought on staff as the college's garden manager.

Different plants are always growing in the garden, and they change with the seasons. This fall it featured beds of zinnias, marigolds, lemon balm, red clover, Tuscan basil, tulsi (holy) basil, Mexican sunflowers and volunteer tomatoes. Blueberry, elderberry, coneflower, rudbeckia, bee balm and calendula have been planted within the past year.



No matter what is blooming at the time, the garden is eye-catching. Members of the Agnes Scott community stop by to admire it as well as people from neighboring areas who are on campus to attend events or just passing through on a walk. Inarguably, no one enjoys the garden more, however, than its most frequent guests—the pollinating insects. Often butterflies, moths, flies, honeybees, bumblebees, wasps, carpenter bees and other insects can be spotted among the flowers. Their presence is a reminder that the garden provides other benefits than just its beauty.

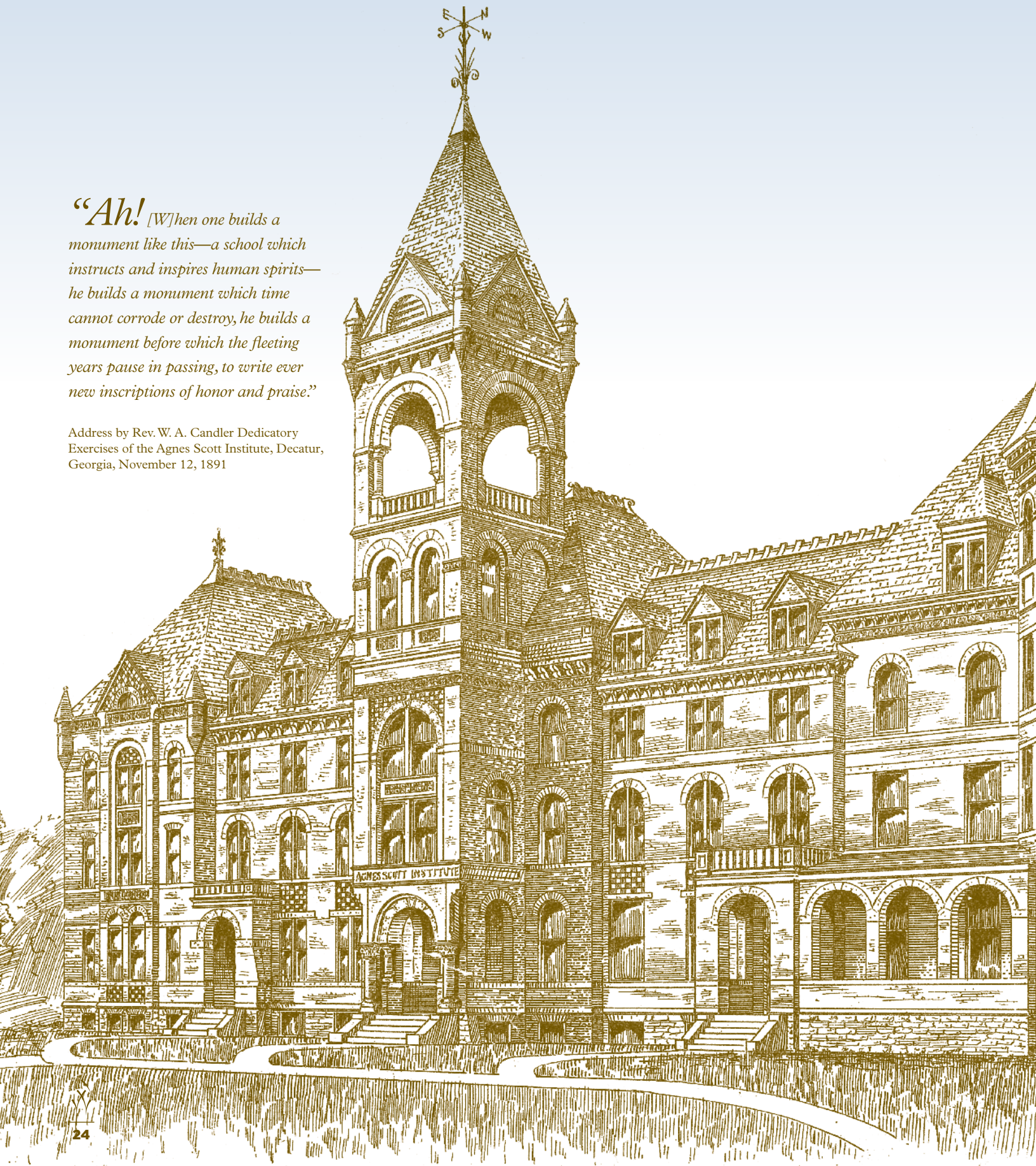
One example is the organic garden will be evolving into a pollinator garden to better support bees in particular because of the decline in their population due to pesticides

and environmental threats. Another is that the garden is a source of education, with students learning the art of planting, growing and harvesting plants. Several students and Swords also participated in the University of Georgia's citizen-led pollinator census in August, counting the number of insects in Agnes Scott's garden. Swords notes that garden could also be incorporated into the curriculum of art, math, creative writing and biology courses.

As its loving caretaker for six years, she summarizes everything of value the garden offers, saying simply, "It's beautiful, it's productive and it's beneficial."

“Ah! [W]hen one builds a monument like this—a school which instructs and inspires human spirits—he builds a monument which time cannot corrode or destroy, he builds a monument before which the fleeting years pause in passing, to write ever new inscriptions of honor and praise.”

Address by Rev. W. A. Candler Dedicatory Exercises of the Agnes Scott Institute, Decatur, Georgia, November 12, 1891





— Transforming Agnes Scott —

“MAIN” HALL

The college plans to renovate its most iconic building while staying true to its history. —By Sara Baxter

Back in the early days of Agnes Scott College, Decatur residents would gather every evening on the campus waiting in excitement for the sky to grow dark so that they could view a wondrous sight—the lights in Agnes Scott “Main” Hall switch on. As the first building with electric lights in the city, Main Hall was a modern marvel and represented the first seed planted of the culture of innovation that continues to thrive today at Agnes Scott.

Built in 1891, Main was the first building constructed on the college’s campus and initially bore the name Agnes Scott Institute, earning its nickname “Main” because of its position as the main building at the time. Serving as a special place for the Agnes Scott community throughout its long history, the building has housed everything from student residences and classrooms to laboratories and administrative offices over the years. Having withstood the test of time, Main will have new life breathed into it with a renovation that promises to live up to the same spirit of innovation established in the building’s beginnings.

An 1890 architectural rendering of Agnes Scott Institute by Bruce & Morgan Architects from “The Southern Architect,” vol. 1, no. 9 (July 1890). Photo courtesy of McCain Library’s Special Collections and Archives





The Agnes Scott “Main” Hall building was featured as the frontispiece in the printed program for the Dedicatory Exercises of Agnes Scott Institute on November 12, 1891. The gazebo, also built in 1891 and sometimes called the “Summer House,” has been moved several times over the years, and in 1987, it was relocated to the Woodruff Quadrangle behind Rebekah Scott Hall, where it sits today. Photo courtesy of McCain Library’s Special Collections and Archives.

A building ahead of its time

Agnes Scott’s roots can be traced back to 1889 when the Decatur Female Seminary, a private school for young women, was established under the leadership of the Rev. Frank Henry Gaines. His close friend, Colonel George Washington Scott, a prominent Decatur resident, businessperson and philanthropist, donated \$40,000 for a new building to be built on the campus. He made only one special request, which was that the school be renamed in honor of his mother, Agnes Irvine Scott.

Scott turned out, however, to be more than just a benefactor. He was deeply invested in the college’s success. He visited schools in the northeastern United States, gathering ideas to develop a vision for the building that would become Main. When he returned to Decatur, he made plans to create a state-of-the-art building that would serve as the focal point of the campus. Construction began in the summer of 1890, and Scott personally supervised every aspect of the project. Committed to

excellence, he hired the best skilled people and used the finest top-of-the-line materials.

The result was a regal, four-story building designed in high Victorian gothic architectural style and replete with all the modern conveniences of the time, such as the aforementioned electricity, sanitary plumbing, steam heat, and hot and cold water. Scott also fully furnished the building, which contained sleeping rooms, classrooms, laboratories, a dining room and a chapel. The final cost of the project was \$112,250, well over his original pledge, but the building’s value to the Agnes Scott community has come to far outweigh the cost. After the completion of Main, Scott generously continued supporting the college financially.

Preserving history while meeting current needs

As Agnes Scott continued to grow over the years, more buildings began to populate its campus, such as Rebekah Scott Hall (1906), Buttrick Hall (1930), Presser Hall (1940) and Alston Campus Center (2001). Amid all these physical

changes happening around it, Main, with its bell tower standing out beautifully against Decatur’s skyline, has remained a central part of the campus.

While the building has undergone improvements during its history, the last major renovation of Main Hall was in 1986, at which time a bell was installed in the tower. In 2018, the decision was made to give the building the updating it needs. With recent completion of Rebekah Scott Hall’s renovation, the college was equipped with the knowledge of what transforming a historic building would entail. To ensure a successful renovation for Main, many of the same project partners—from the project management firm to the architectural firm to the construction company—who were a part of the Rebekah Scott Hall renovation are working on Main.

Construction on the renovation is scheduled to begin during the summer of 2020, provided the necessary funds are raised, and should be completed before students arrive on campus for the fall 2021 academic year. While



Project partners involved in the college's Agnes Scott "Main" Hall renovation include, from left to right, Patrick Paige, associate, Jenkins Peer Architects; Ben Benson, partner, Jenkins Peer Architects; John Jokerst, senior vice president at Carter and Associates; Ken England, vice president for business and finance; and Susan Kidd '78, M.A.T. '07, executive director of the Center for Sustainability.

administrative offices are currently operating on the building's first floor, the upper floors will not be used for student residences until after the renovation.

In transforming Main, a top priority is ensuring the historical integrity of the building is preserved as it is brought up to date to fulfill the needs of today's students.

"Main holds a special place in the hearts of students and alumnae, whether they lived in the building and forged lifelong friendships, signed their names in the bell tower or rang the bell to celebrate meaningful accomplishments," says John Jokerst, senior vice president at Carter and Associates and the overall project manager on the renovation. "It is important to respect Main's past significance and traditions while fulfilling the modern needs for everyone who utilizes and enjoys this signature building."

The first step was to bring in Laura Drummond, a preservation consultant and founder of Atlanta Preservation and Planning Services, who created the historical structure report on Rebekah Scott Hall prior

to its renovation. Drummond compiled a detailed historic preservation report on Main that includes the building's history and chronology, information on potential challenges and recommendations for preserving its historical integrity.

"Making the appropriate repairs in a historic building is essential," says Drummond. "It's not all about aesthetics and how it looks; it's about making it last. Structure is important."

Design is critical as well. Benjamin Benson, a partner at Jenkins Peer Architects and the lead architect for the Rebekah Scott Hall renovation project, was brought back to work on the design for Main.

"In the design phase, the first decision we had to make was if the function of the building would remain the same with administrative offices downstairs and residences upstairs," says Benson. "We looked at different scenarios to determine the best use of the building. We came to the conclusion to basically keep the functionality the same while updating and improving the space."

This improvement includes

reconfiguring Main's first floor, which is home to the Office of the President and other administrative offices, to make it a more collaborative space. Additional plans for the building include a new roof, a new elevator, new windows, updated electrical and heating systems, and for the first time in the building's history, air conditioning on the upper floors.

Upstairs in the student living areas, there are plans to increase the natural light in the corridors. Bathrooms will be updated, and kitchens, study rooms and lounges will be added on each residential floor. Additionally, a student entrance opening toward Letitia Pate Evans Hall will be built on the east end of the building.

"Students will love the common and mixed-use spaces," says Daisy Bourassa, assistant director of residential education at Agnes Scott. "These will certainly be their new favorite spots to hold student organization meetings and study groups or just hang out with friends. Currently, Main does not have common spaces for students to gather on the second or third



A sleeping room for four occupants in Agnes Scott “Main” Hall, which shows a single light suspended from the ceiling. Main Hall was the first building in the city of Decatur with electric lights. This image appeared in the “Fourth Annual Catalogue and Announcement of the Agnes Scott Institute, Decatur, Georgia, 1892-93.” Photo courtesy of McCain Library’s Special Collections and Archives

floors, which has limited the community-building activities that are hosted in the building.”

Also key to the renovation project is meeting Agnes Scott’s sustainability standards. Any new construction or major renovation projects on campus must meet a minimum of LEED Silver certification, which guarantees that a project adheres to guidelines that will not impact the environment in a negative way. This part of the project will receive input from the college’s Center for Sustainability. Susan Kidd ’78, M.A.T. ’07, executive director of the Center for Sustainability at Agnes Scott, and Karina Leung ’18, one of the center’s sustainability fellows, participate in all of the planning meetings.

“We’re not just making decisions about achieving LEED certification. We’re making long-term decisions for the building and Agnes Scott, and LEED is one part of that,” Kidd says. “The work we do with this building is part of two greater goals. One is to make sure that the college is climate neutral by 2037, which includes reducing the carbon footprint of each building we

renovate. And goal two is making sure that we renovate buildings on campus with equipment that is highly efficient and will last a long time. We want to make Main as sustainable as possible.”

“With Main’s renovation, we will ensure it’s a sustainable building while still being an iconic symbol of Agnes Scott,” says Ken England, Agnes Scott’s vice president for business and finance, who is also on the project team. “The Rebekah Scott Hall renovation is a great example of maintaining the original character of the building while bringing in sustainability initiatives, and we hope to do the same with Main.”

Ensuring a future of greatness

Another integral member of the Main renovation project team is Robiaun Charles, Agnes Scott College’s vice president for college advancement, whose division is tasked with raising \$31 million for the renovation. The capital campaign began in early 2019 and will run through December 2020. As of September 2019, there has been \$9 million raised. Charles and her team

have been soliciting donations from alumnae, friends of the college, foundations and the community. For Main, naming opportunities are available for gifts and pledges starting at \$50,000 and include most of the rooms on the building’s first floor, as well as the corridor spaces, residence rooms and lounge spaces on the upper floors.

Charles says she knows that alumnae and all members of the Agnes Scott community will be proud of the finished project, as Main represents the greatness of the college in the past and greatness that is to come.

“As the oldest building on campus, it truly excites me to be a part of the effort to raise the funds to restore it to its glory in our present day,” says Charles. “We want to see Main thrive another 130 years for future generations of Scotties. This campaign will ensure that will happen.”

Our Future, Our Main

For more information on the campaign for Main or to make a gift, visit agnesscott.edu/main.



Memories of Main

Agnes Scott “Main” Hall holds a special place in the hearts of many Scotties, and here several alumnae share their funny and sweet stories from their time in the building.

“My senior year, I had a corner room on the second floor, right above the dean of student’s office. My friend Anne Jones Fears ’79 and I were taking a tap dancing class, and one morning bright and early, we gave Dean Kirkland a tap dance recital on her ceiling! Ever the professional, she took it as a good joke!”

—Virginia “Ginny” Lee McMurray ’79

“When Ginger Guice ’97, Leigh Feagin Garlich ’97 and I were sophomores, Richard Dean Anderson, famous for his role in the television series ‘MacGyver,’ was on campus filming ‘Past the Bleachers,’ a TV movie. A bit starstruck, we climbed out our second floor window of Main and onto the roof of the colonnade. It wasn’t long after we began enjoying our bird’s-eye view of the filming that we heard, ‘Ladies! Ladies! Your feet are in the shot. Would you please go back inside?’ Embarrassed, we scurried back in and happily greeted Mr. Anderson after the film shoot for a picture. I was so nervous that my picture of Ginger was completely blurry!”

—Betsy Bilbro Huey ’97

“One evening in our senior year, I believe, several of us were gathered in one room on the second floor when a flying squirrel somehow came in the room. Four or five of us got on the bed and pulled the blanket or spread over our heads every time the thing took wing. Finally someone came to get the thing out. What fun and excitement!”

—Sally Thompson Aycock ’50

“My favorite memory is waking up on a cool spring morning, with the window open, and hearing bagpipes on the quad to celebrate Alumnae Weekend.”

—Jessica Owen ’14

“The first day of the best part of my life began during my senior year at Agnes Scott when my dear husband, Charles, proposed to me in one of the date parlors in Main. We have been married 49 years and are still going strong!”

—Martha Cotter Oldham ’70

“As sophomores in ‘54-55, from the fourth floor windows we watched ‘A Man Called Peter’ being filmed. Scenes from the campus included picking up Jean Peters to ride in Richard Todd’s vintage truck to go to a ‘revival’ for teens. Everyone participated in a huge field hockey scene. It was fun!”

—Margery DeFord Hauck ’57

“My Main memory is of my first kiss! I was a bit of a late bloomer and didn’t start dating until sophomore year. I had my first kiss with my first love in a room overlooking the quad. I have many wonderful memories from Agnes Scott, but this one is my favorite.”

—Katie Butler ’15

“Above the closets in our rooms were open spaces, probably intended for stashing luggage. I chose instead to put my stereo speakers up there. The resulting sound was terrific! I have never had a setup that sounded so good.”

—Pam Coffey ’74



A Legacy of Giving

Emy Evans Blair '52 and Duane Blair both valued education and through their generosity made sure others benefited as well.

—By Sara Baxter



Emy Evans Blair '52 and Duane Blair throughout the years as students in the late 1940s/early 1950s (right), together in the early 1970s (above), and at holiday party before Duane's retirement in April 2003 (top right).

Photos courtesy of Kim Fortenberry Siegelson '84

If you were to look around Agnes Scott College—at the buildings, the classrooms or even the students—it would be hard not to see some evidence of the generosity of longtime philanthropists and Agnes Scott supporters Emy Evans Blair '52 and Henry Duane Blair.

Throughout their lifetime, the Blairs gave millions of dollars in gifts to the college for specific causes and scholarship funds—some of which they created—as well as to The Fund for Agnes Scott.

“Emy would call us and ask, ‘What do you need?’” says Betsy Bilbro Huey '97, director of leadership giving at Agnes Scott, who knew the Blairs for more than 12 years. “Sometimes she would have an idea, and other times she had enough faith and trust to let us put her gift where it was needed.”

Though her love of the college ran deep, Sarah Emma “Emy” Evans Blair did not come to Agnes Scott by choice. Emy’s mother, Sarah McCurdy Evans, a 1921

alumna whose own mother also attended Agnes Scott, chose the college for her. The deal was Emy had to stay a year, and then she would be allowed to transfer to another college if she liked.

Emy never took her mother up on that offer. Her boyfriend was at Emory University at Oxford, and she did not want to go too far from him. And it turned out Agnes Scott was the right place for her.

“She loved her time at Agnes Scott,” says Karen Fortenberry

Beavor '86, Emy and Duane's niece. "She forged great friendships there and kept in touch with those friends throughout her lifetime."

Emy graduated in 1952 with a degree in chemistry. That same year, she married the love of her life, Duane Blair, whom she had met at a streetcar stop when they were both Decatur High School students. Emy went to work as a researcher for Sydell-Woolsey, a textile chemical manufacturing company, and became the breadwinner as Duane finished medical school at Emory University. After a stint in Beaufort, South Carolina, where Duane served as a lieutenant commander in the U.S. Navy Medical Corps, the Blairs returned to the Atlanta area in 1961, moving to Decatur before settling in Stone Mountain.

It was there that they continued to build on a lifetime of love, friendship, adventure and philanthropy that lasted through 63 years of marriage, creating a legacy that has lived on after their deaths.

After Duane established his surgical practice, eventually becoming DeKalb Medical Center's chief of surgery and chief of staff, Emy began managing the practice.

"They were equal and balanced partners in marriage and life," says Kim Fortenberry Siegelson '84, their niece and Beavor's sister. "They respected and valued each other's talents and opinions. They were a team."

With the Blairs' success came generosity. They started giving to causes that Siegelson calls "local and personal," such as both of their alma maters, the DeKalb Medical Center Foundation and animal rescue groups.

"Both valued their undergraduate education and were aware of the role that education played in their success," says Siegelson. "They valued it for themselves, and valued it for others."

The list of gifts bestowed upon Agnes Scott is long and impressive. They contributed to and/or established many scholarship funds, including the Dorothy Travis Joyner

Faculty Innovation Fund in honor of their former neighbor, Dot Joyner '41.

For Rebekah Scott Hall, the Blairs gave gifts for the Office of Admission and the Enrollment Suite in memory of Mary Ben Wright Erwin '25. In John Bulow Campbell Hall, Room 215 is the Emy Evans Blair '52 and Duane Blair classroom. And Emy and her brother gave a gift for one of the chemistry laboratories in the Mary Brown Bullock Science Center in honor of their mother.

"Emy loved people and loved naming things for the people she cared about," says Huey. "She was a humble, generous soul."

Both of the Blairs were lifelong learners, taking classes in whatever interested them and then becoming experts in it. Duane nurtured a love of gardening, becoming a champion

Their nieces tell stories of family gatherings hosted by the Blairs that were legendary, including an annual Easter egg hunt. Having no children of their own, they opened the doors of their home to their extended family, including a large group of nieces and nephews.

"They were very family oriented and very fun to be around," Siegelson notes. "They were intelligent, funny and great conversationalists. They were known as the 'fun' couple."

Their love story came to an end in 2015 when Duane passed away at the age of 85. Emy died two years later in 2017. But their legacy lives on.

"They were generous in life but also in death," says Siegelson. "Their memory lives on in the legacy they've left at Agnes Scott and in the causes they supported."



Sisters Karen Fortenberry Beavor '86 (left) and Kim Fortenberry Siegelson '84 remember fondly the lifelong and loving partnership of their aunt Emy Evans Blair '52 and uncle Duane Blair.

rose-grower. He also became a wine connoisseur. Emy collected Gourmet magazines and enjoyed cooking elaborate meals. Both were generous entertainers known for their parties, from family gatherings to DeKalb Medical Foundation dinners. They also loved to travel together.

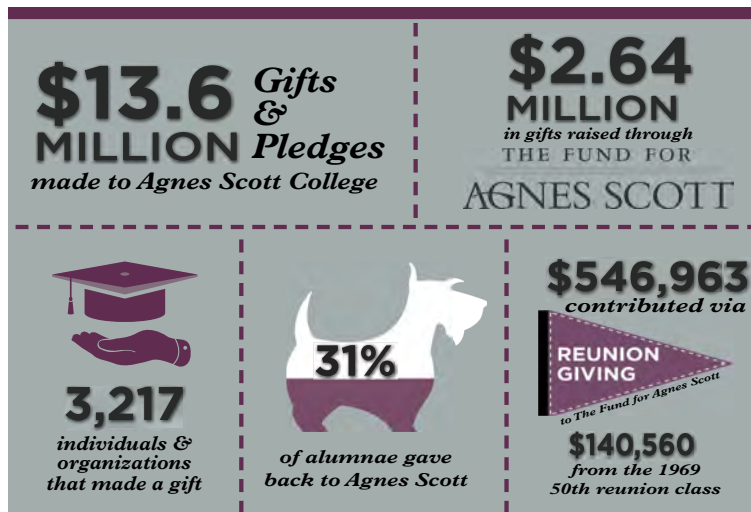
"They always did a deep dive into whatever they wanted to learn, and often their travels were based around learning," Beavor says. "They went to Italy and learned Italian cooking. They went to Napa Valley to learn about wine."

Agnes Scott was the recipient of an \$8 million legacy gift given after their deaths. Of that generous gift, \$2.4 million will go toward the Agnes Scott "Main" Hall renovation.

"Their gifts have been transformative," says Huey. "And they have been critical in the education of our students, whether it's giving a scholarship or helping build a state-of-the-art building. Their generosity has helped so many people and made a difference at Agnes Scott."

giving highlights

An Inspirational Year of Philanthropy



The 2018-2019 year was one for the record books at Agnes Scott College. The largest class in the history of the college—the class of 2022—arrived on campus, master’s and graduate certificate programs were launched, and Leocadia I. Zak was inaugurated as the college’s ninth president. SUMMIT continued to garner national recognition, and our undergraduate faculty were recognized as among the top in the country.

Behind every thriving, innovative institution is a loyal base of alumnae, parents, faculty, staff and friends who are willing to give of their time and treasure to ensure its success. In this issue of Agnes Scott The Magazine, the college will be saying a special “thank you” to all the people who, through their philanthropic support, helped make 2018-2019’s achievements possible—whether through an annual gift, including the college in their estate plans or contributions to the renovation of Agnes Scott “Main” Hall or another college priority. Thanks to your generosity, Agnes Scott rose in the 2019 U.S. News & World Report “Best Colleges” rankings, which counts alumnae giving as a factor. Thanks to your support of SUMMIT and student scholarships, more students every year experience this life-changing, innovative educational experience. Thanks to your support of environmental sustainability projects, the college has become a leader in campus green initiatives and reopened the LEED Platinum-certified Rebekah Scott Hall in the fall of 2018, whose sustainable features will save money and reduce the college’s carbon footprint in a meaningful way.

In celebration of this generosity, please take a moment to view the 2018-2019 Agnes Scott Philanthropy Report, beginning on page 34. You can also view it online at agnesscott.edu/giving/philanthropy-report. If you do not see your name listed, or simply want to ensure it is listed again next year, please consider making a gift in 2019-2020 to the cause that moves you most, whether that be student scholarships, faculty support, presidential priorities, the upcoming renovation of Main or any number of other college priorities.

Thank you for your inspiring support of Agnes Scott College!

Seven New Donors Inducted into The 1889 Society

The 1889 Society, established in 2012, distinguishes the college’s most generous benefactors. It recognizes donors with cumulative lifetime giving of \$500,000 or more in cash and includes donors dating back to the founding days of the college. Their giving has transformed this institution in many ways over the years. Agnes Scott College is pleased to announce the induction of its newest members into The 1889 Society, who were recognized at the President’s Dinner in October. These benefactors have supported causes across the institution, including The Fund for Agnes Scott, capital projects such as the upcoming renovation of Agnes Scott “Main” Hall, student awards and scholarships, sustainability and faculty programs.

- Anonymous
- Betsy Dalton Brand ’61 and R. Alfred Brand III
- Henry Luce Foundation
- Susan M. Phillips ’67
- Jean Salter Reeves ’59 and Joel F. (Jack) Reeves

For information on The 1889 Society and other donor recognition societies, visit agnesscott.edu/giving/donor-recognition.html. To view all members of The 1889 Society through June 30, 2019, visit page 41 in the Philanthropy Report section



Stay at Agnes Scott's Alumnae House



Located on the east side of Agnes Scott College's beautiful campus, the Anna I. Young Alumnae House offers contemporary guest rooms and attractive event spaces for rental to alumnae, friends and the greater community. The Alumnae House's five cozy, modern rooms sleep 10 guests comfortably. The elegant parlor, tea room and dining room event space, filled with museum-quality art by alumnae, holds 75 guests for a reception or 32 for a seated dinner.

Built in 1921 and named for an alumna and professor of the college, the Anna I. Young Alumnae House was the first alumnae house in the Southeast and the second in the United States. Supporting the college's commitment to sustainability, the building is LEED-certified.

Guests can walk to the thriving Decatur Square to enjoy award-winning restaurants and shops or catch MARTA (metro Atlanta's public transportation system) to visit the many popular attractions in the greater Atlanta area.

To view photos and pricing or request a reservation, visit agnesscott.edu/alumnae/alumnaehouse.



HONOR ROLL OF DONORS

The Honor Roll recognizes donors to all funds who made outright gifts, pledge payments and matching gift pledges between July 1, 2018, and June 30, 2019.

The Agnes Scott Club - \$50,00 and above

Anonymous
 Anonymous
 Anonymous
 The Andrew W. Mellon Foundation
 Emy Evans Blair '52* and H. Duane Blair*
 Marianne Bradley '74
 Elizabeth Dalton Brand '61 and R. Alfred Brand III
 Charles Schwab
 The Coca-Cola Foundation
 The Community Foundation for Greater Atlanta
 Alice Davidson '66
 Fidelity Charitable Gift Fund
 Harriette Huff Gaida '70*
 Julia Gary*
 Gail Savage Glover '66 and Marion B. Glover
 The Graves Foundation
 Frances Bailey Graves '63* and William M. Graves
 Virginia Keller Gray '57*
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 Mary Lou Cornwall Hawkes '65 and James B. Hawkes
 Jane Coughlan Hays '42*
 Elizabeth Daniel Holder '82 and Thomas M. Holder
 The Jane K. Lowe Charitable Foundation
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 Elizabeth Rhett Jones '73 and Gary T. Jones
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 Rosemary Kittrell '61*
 Lettie Pate Whitehead Foundation
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 Mildred Love Petty '61 and Robert C. Petty
 Susan Phillips '67
 Joel F. Reeves
 Cottie Slade '63*
 Julia Grier Storey '54*
 U.S. Charitable Gift Trust James Hawkes Family Fund
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The George Washington Scott Club - \$25,000 to \$49,999

Anonymous
 Cleopatra Campbell Anderson*
 Kathleen Blee Ashe '68 and R. Lawrence Ashe Jr.
 Sue Born Ballard '54
 Elizabeth Blake and Francis S. Blake
 The Blake Family Foundation
 Mary Brown Bullock '66 and George D. Bullock
 The Coca-Cola Foundation Matching Gifts Program
 Davis United World College Scholars Foundation
 Catherine Warren Dukehart '51
 ExxonMobil Educational Matching Gift Program
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 Fidelity Brokerage Services LLC
 Georgia Independent College Association
 Joan St. Clair Goodhew '58 and J. William Goodhew III
 Sarah Walker Guthrie '69
 The Henry Luce Foundation at the request of Dr. Mary Brown Bullock
 Martha Holmes Keith '59
 LPL Financial
 Marianne Lyon '77 and Robert H. Howard
 Cama Clarkson Merritt '50 and Robert E. Merritt
 Raymond James Global Account
 Louise Hill Reaves '54
 Jean Salter Reeves '59
 Pauline Gregory Sapitowicz '82
 Schwab Charitable Fund
 The Shelby and Gale Davis Charitable Fund
 Ann Burchenal Shockley '78
 N. Kenneth Snead
 T. Rowe Price Associates
 TD Ameritrade Clearing
 Truxton Trust
 UBS Financial Services, Inc.
 Vanguard Charitable Endowment Program
 Helen Jo Hinchey Williams '55 and W. Leroy Williams

The President's Club - \$10,000 to \$24,999

Justice Waldrop Allen '67 and Arthur Thomas Allen
 Margaret VanDeman Blackmon '63
 Anne Miller Boyd '63 and David Boyd Sr.
 Susan Boyd
 Eileen Bluerock Brooks '72 and R. Steven Brooks
 Janet Bundrick Burnley '84
 Barbara Burson and John Burson III
 Minnie Bob Mothes Campbell '69
 Faith Yao Yu Chao '61
 The Coca-Cola Company
 Communities of Coastal Georgia Foundation
 Eve Allen Cronje '92 and Adrian J. Cronje

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 Elaine DeMeyer Mulhall '02
 Shaunda Blackwell Fales '99 and Jonathan Fales
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 Mary Duckworth Gellerstedt '46
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 Robert Hottensen
 Jackson National Life Insurance Company
 Mary K. Owen Jarboe '68 and James M. Jarboe
 John and Mary Franklin Foundation
 Jane Gaines Johnson '55
 Celetta Powell Jones '46*
 The Kaufmann Fund
 Jeanne Elizabeth Kaufmann '72
 Linda Jones Klett '60 and Robert J. Klett
 Lalla Griffis Mangin '69
 Linda Martinson and Andrew Stratton
 Adeline Price Mathes '78
 Margaret McCray-Finke '89 and Gabe L. Finke
 Linda Kay Hudson McGowan '65
 The McMichael Family Foundation
 Merrill Lynch & Co., Inc.
 Middlebury College
 Katherine Mitchell '68
 Morgan Stanley
 Portia Owen Morrison '66
 Dorothy Duval Nelson '69
 Everdina Nieuwenhuis '60
 Elizabeth Hardy Noe '86
 Deborah Harris Painter '75
 Vivian Conner Parker '62 and Jonathan E. Parker
 Paul & Marian Anderson Fund
 Margaret Brawner Perez '65
 Virginia Philip '61
 Harriet Pade Prouse '25*
 Wendy Randall
 Ray C. Anderson Foundation, Inc.
 Sally Sanford Rugaber '59 and Walter Rugaber
 The Sally and Mary Minter Family Foundation, Inc.
 Ferdinand Seefried
 Shearwater Foundation, Inc.
 Elizabeth Slugg
 Bernie Todd Smith '71 and Clifford W. Smith Jr.
 Martha Thompson '66
 TIAA
 US Bank
 USAA Federal Savings Bank
 The Walt Disney Company Foundation
 Wimberly Warnock '71 and Van E. Caswell
 Woodell Family Foundation
 Leewood Bates Woodell '63
 Leocadia I. Zak and Kenneth Hansen

The Founder's Club - \$5,000 to \$9,999

Dorothy Holloran Addison '43
 Elizabeth Ansley Allan '57
 Jane King Allen '59 and Bona K. Allen IV
 Stacey Alston and Ronald E. Alston
 American Endowment Foundation
 Anne Staton Voillequé Charitable Foundation

ARAMARK Charitable Fund
 Nan Arwood Baker '55
 Mary Gay Bankston '74
 Bradie Barr '85 and Tollie Miller
 Alice Beardsley-Garber '47* and
 Norman K. Garber
 Ann Hutchinson Beason '62 and Amos T. Beason
 Martha Bethea '59
 Biba and Jon Parker Foundation
 BNY Mellon
 Fred W. Borrish*
 Arthur O. Brannen
 Ellen Hunter Brumfield '53
 Laura Klettner Bynum '81 and James J. Bynum III
 Ruth Backus Caldwell '64
 Betty Jeanne Ellison Candler '49
 Carter Real Estate
 CBC Private Wealth Management
 Joyce Cohrs
 Community Foundation of Northeast Alabama
 Community Foundation of South Georgia
 Cheryl Croxton and Jeffrey Carter
 Carolyn Newton Curry '64 and William A. Curry
 Deal, Moseley & Smith, LLP
 Susan Ham Deiters '80 and David W. Deiters Jr.
 JoAnn Sawyer Delafield '58 and
 J. Dennis Delafield
 Virginia Davis Delph '69
 Virginia Love Dunaway '56 and Dan A. Dunaway
 East Side Self Storage
 Rebecca Fewell '58
 Sandra Fowler '79
 J. Rex Fuqua
 Anne DeWitt George '53
 Ann Sullivan Gravatt '62 and
 Claude C. Gravatt Jr.
 Greater Milwaukee Foundation, Inc.
 Sallie Greenfield '56
 Helen Davis Hatch '65 and Edward M. Hatch
 Holder Construction Group, LLC
 Angela Rushing Hoyt '75 and William D. Hoyt
 Mary Ellen Huckabee '84 and Stephen E. Lewis
 Laura McCrary Hurban '81
 Margaret Minter Hyatt '57
 Holly Jackson '69
 Ninalee Warren Jagers '64
 Jenkins Peer Architects, P.A.
 Jessie & Bill Kryder Fund
 Anne Kerner '74
 Martha Wilson Kessler '69
 Jessie Hodges Kryder '50* and
 William H. Kryder*
 Sarah Hamilton Leathers '53* and
 James C. Leathers
 Elizabeth Alford Lee '68 and John L. Lee
 Shirley E. Lee '64
 Vernita Bowden Lockhart '76 and
 Alfred D. Lockhart
 M.C. Jackson, Sr. Family Foundation
 Bettina Martin and Quinton R. Martin
 Moravian Ministries Foundation
 Pauline Page Moreau '62
 Morgan Stanley Smith Barney Global Impact
 Funding Trust
 Susan E. Morton '71
 Clair McLeod Muller '67 and Thomas H. Muller Jr.
 Nationwide Life Insurance Company
 Louise Smith Nelson '66 and
 Anne Staton Voillequé
 The New York Community Trust
 Rebecca Orlich '71

Whitney Miller Ott '03 and Matt Ott
 Jessica Owens '98
 Padgett Group
 Roberta Belcher Patrick '65
 Donna Philips
 Elizabeth Presler-Marshall and
 Martin Presler-Marshall
 Virginia Neb Price '72 and Robert R. Price
 Joanna Wiedeman Quillen '85 and
 Roger K. Quillen
 Carol Blessing Ray '69
 Realan Foundation, Inc.
 Kathryn Scott '85 and Melanie Sherk '87
 Elizabeth Adcock Shiroishi '97
 DeeDee Smart '95
 Joanne Smith
 Laura Smith '86 and Krista Enos
 Malinda Snow '66
 Lizanne Edwards Stephenson '84
 Crawford Feagin Stone '60
 John Swallow
 Carolyn Crawford Thorsen '55
 Alice Finn Tiano '67
 Mary Margaret Clark Tuttle '73
 Amy Cohrs Vassey '80 and Robert C. Vassey
 Elizabeth Young von Herrmann '69
 Grace Woods Walden '60
 Nancy Whiteside '66
 Anne Williams '85
 Lynn Frederick Williamson '59
 Meredith Zara

The Deans' Club - \$2,500 to \$4,999

Thomas E. Adams
 Aegon Transamerica Foundation
 AFFA
 Albemarle Corporation
 Mary Ann McSwain Antley '61
 Meredith Goodman Ash '10 and Andrew Ash
 Atlanta Alumnae Chapter
 Elizabeth White Bacon '68
 Jane Watt Balsley '67
 Bank of America Charitable Foundation
 Matching Gifts Program
 Jennifer Spurlin Barnes '87
 Deborah Jordan Bates '72 and Gerald W. Woods
 Patricia Cook Bates '74
 Nancy Thompson Beane '68
 Ida Pennington Benton '50
 The Blake P. Garrett, Sr. Foundation
 Nancy Brock Blake '57
 Debbie Boelter Bonner '80
 Elizabeth Bond Boozer '57
 Martha Warlick Brame '49
 Deirdre Donohue Campbell '00
 Camille Holland Carruth '70 and
 Joseph E. Carruth
 Ruth Goeller Chandler '70
 Robiaun Charles
 Eleanor Chiu '64*
 Benjamin C. Clark Jr.
 Virginia Fraser Clark '65
 CLC Foundation
 F. Bradford Clifton
 Laurie McBrayer Coleman '83
 Community Foundation of Central Georgia, Inc.
 Cornwell Bireley Family Charitable Trust
 Sandra Davis and K. Michael Davis
 Margaret Hunt Denny '51 and
 Richard A. Denny Jr.
 Ann Roberts Divine '67
 Avary Hack Doubleday '67 and
 E. Gerry Doubleday
 Francine Oliver Doupe '77
 Beverly Drake and John Walter Drake
 Barbara Martin Dudley '86
 The Duke Energy Foundation Matching
 Gift Program
 Betty Shannon Duncan '72 and
 Donald K. Duncan
 Ann Herman Dunwoody '52
 Edward Jones Investments
 Lucie Barron Eggleston '68 and
 Robert D. Eggleston
 Margaret Pfeiffer Elder '79 and
 William T. Elder III*
 Hazel Ellis '58
 Enterprise Holdings Foundation
 Priscilla Eppinger '83
 Fannie Mae Foundation
 Anne Jones Fears '79
 Ruth Feicht '86
 Elizabeth Fisher and Rayburn J. Fisher Jr.
 Vivian Fisher
 Heather Flanagan '93
 Fountain Inn Presbyterian Church
 Jenny Pickell Freidheim '03 and Ed Freidheim
 Alexa Wood Gaeta '98 and Joseph A. Gaeta
 Barbara Byrd Gaines '77 and Osie Gaines Jr.
 Ann Teat Gallant '68 and Philip Gallant
 Amber Gugino Galligan '03
 Katherine Geffcken '49
 George D. Bates Jr. Family Foundation
 Charlotte Gillis '75
 Ida Copenhaver Ginter '67* and James L. Ginter
 Eleanor Graham '79
 Great American Life Insurance Company
 Marilyn Johnson Hammond '68
 Louise Hertwig Hayes '51 and Henry V. Hayes
 Valerie Hepburn '83 and George D. Hayes
 Susan Stevens Hitchcock '67
 Juanita Horne-Goldman and Barry Goldman
 Gué Pardue Hudson '68
 Lea Ann Grimes Hudson '76 and
 James W. Hudson
 Anne Rogers Hyatt '66
 Imperial Bag & Paper Co., LLC
 Jodie Elizabeth Jeffrey '80
 Jennifer L. Spurlin Inc.
 Jeanne Gross Johnson '68
 Nancy Alexander Johnson '58 and
 Pierce Johnson Jr.
 Sigi Choi Jolissaint '09
 Emily Stone Kandetzki '95
 Caroline Reinero Kemmerer '54
 Harriet M. King '64 and Michael G. Wasserman
 Nancy Kinzer
 Ann-Dana Medven Laska '94
 Doris Powell Lassiter '54
 Mitzi Kiser Law '54 and Frederick B. Law Jr.
 Mary Caroline Lindsay '51
 Elizabeth Anderson Little '66
 Susan Coltrane Lowance '55
 Karla Sefcik MacKenna '83
 Anne Markette '84
 Mass Mutual Charitable Giving Program
 Louisa Parker Mattozzi '89 and
 Michael A. Mattozzi
 Ann Mizell Millar '70
 Linda Jacoby Miller '67
 Melanie Minzes '00



Anne Mitchell '97
 Michele Ingram Mobley '86
 Lucy Herbert Molinaro '64
 Tena Middleton Nelson '56
 Betty Scott Noble '71
 The Northern Trust Company
 Sylvia Chapman Payne '64
 Jane Fincher Peterson '63
 Marcia McClung Porter '65
 Presbyterian Foundation
 Jessica Quance '00
 Louise Arant Rice '50
 Eleanor Kallman Roemer '58
 Jan Gaskell Ross '66
 Lee Harber Rountree '80
 Jane Royall '67
 Janet Sarbaugh '74
 Laura Reeves Scanlon '72
 Jane Kraemer Scott '59
 Jane Norman Scott '60
 SEI Private Trust Company
 Carolyn Herman Sharp '57 and Grant M. Sharp
 Sandy Shea
 Margaret Somers Shepard '80 and
 John B. Shepard
 Ann Alvis Shibus '56
 Lib McGregor Simmons '74
 Peggy Frederick Smith '62
 Karen Green Stickney '77
 Anne Stubbs '69
 SunTrust Atlanta
 SunTrust Foundation Matching Gift Program
 Catherine Garrigues Szelistowski '82 and
 Thomas J. Szelistowski
 Wynn Hughes Tabor '59
 Megan Cornwell Thomas '03
 Susan Thomas '66
 Pamela Tipton '86 and David Thierry
 Anne Morse Topple '66
 Keller Murphy Torrey '80
 Marjorie Reitz Turnbull '62
 Deborah Clifton van der Lande
 Susanna Byrd Wells '55
 Almonese Williams
 Marianne Jeffries Williams '47
 Kimberley Wilson and William Wilson
 Elaine Orr Wise '65
 Christie Theriot Woodfin '68

**The Bell Ringers - Young Alumnae
 Leadership Giving**

Linsey Addington '06
 Hannah Alley-Keller '09 and Andrew Keller
 Amelia Braeunig '06
 Courtney Dredden '04
 Amy Flaggs '06
 Kristin Hall '07 and William March
 Breana Jones '10
 Elizabeth Lucht Jones '06 and Bryant Jones
 Shannon McKnight '08
 Aindrea Davis Mesa '04 and Michael J. Mesa
 Jalila Nur '05
 Jacqueline Odom '04
 Donna Pickup '11
 Joanna Risby '17
 Sarah Simmons '04
 Helen Tzow '10
 Rachel Wacks '09
 Spring Walker '07
 Jayme Walton '07

Tiffany Washington '14
 Shannon Youngbrough '09 and Abraham Zablocki
 Kristin Youngquist '04 and Trevor Gundberg
 Qian Zhang '11

\$1,000 to \$2,499

Yolanda Adrean and Lee Adrean
 Deborah Akers and Frederick Akers
 Akridge Family Foundation
 Sarah Bainbridge Akridge '68 and
 John E. Akridge III
 Betty Linton Alexander '52
 Allen & Company
 Ann Stein Alperin '58 and Herbert Alperin
 Michelle Apel and Patrick Apel
 Beverly Mason Askren '62
 Cynthia Audain '98
 Gretchen Cousin Autin '68
 Fara Haney Avery '84 and Donald R. Avery
 Ayco Charitable Foundation
 Sally Thompson Aycock '50
 Elizabeth Hatfield Baddley '67 and
 Charles E. Baddley
 Angelyn Alford Bagwell '60
 Catherine Bagwell and Douglas A. Hicks
 Elizabeth Bailey '69*
 Manie Boone Balch '52
 Anita Barbee-Cunningham '82
 Rebecca Barlow '58
 Claire Flintom Barnhardt '56
 Keller Henderson Barron '53
 Sandra Johnson Barrow '63
 Patricia Walker Bass '61
 Valerie Case Bayham '98 and
 Christopher A. Bayham
 Lucile Beaver '46
 Anne Diseker Beebe '67
 Jane Martin Benson '72 and Robert F. Benson
 Jeanne Levie Berry '55
 Felicia Bianchi
 Nancy Hammerstrom Bishop '65 and
 James Bishop Jr.
 Patricia Gover Bitzer '58
 Barbara Blair '48
 Elisabeth Malone Boggs '65
 Judith Miller Bohan '78
 Sarah Bolton-Silverman '91
 Mary Walden Bosserman '69
 Lucy Schow Bowers '62
 Elizabeth Jefferson Boyt '62
 Mary Brandon '72
 Pamela Braswell '76
 Virginia Johnson Braswell '61
 Crystal Singleton Brown '79
 Emily Bielawski Buckley '04
 Byers Engineering Company
 Tricia Fling Byers '98
 Judy Hill Calhoun '73
 Catherine Lewis Callaway '55
 Anne Dodd Campbell '59
 Capital Group Matching Gift
 Jessica Ulack Carothers '99
 Mary Tina Carr '89 and John J. Buckreis Jr.
 Betsy Wall Carter '75
 Margaret Barnes Carter '69
 Lily Chan '75
 Cristina Clark '82
 Sally Wilt Clifton '56
 Randall Constantine
 Linda Corder '71 and Albert Somit

Mary Price Coulling '49
 Dianne Hunter Cox '64
 Christine Cozzens
 Susan McTier Crain '92
 Laura Creamer '03
 Marjory Joyce Cromer '65
 Elizabeth Crum '70
 D F Halton Foundation
 Sarah Petty Dagenhart '55 and
 Larry J. Dagenhart
 Mary Lemly Danewitz '65
 Mary Donchez and Paul Wilson
 Courtenay Miller Dufour '04
 Dugald W. Hudson Charitable Trust
 Eve Anderson Earnest '64
 Sheri Easton-Long '09 and Richard Long
 Jane Maas Edwards '76
 Kathy Leggett Eldridge '85
 Kathryn Boone Elliott '79 and Randolph S. Elliott
 Annie England and Kenneth England
 Mary McAlpine Evans '69
 Duriya Farooqui and Khurram H. Farooqui
 Julie Cottrill Ferguson '69
 Lu Ann Ferguson '82
 Mildred Pinnell Fockele '82
 Mary Louise Brown Forsythe '75
 and Robert D. Forsythe
 Dorothy Laird Foster '63
 Jeannette Fredrickson '74
 Barbara Brown Freeman '66
 Lynn Freeman-Howard '76
 Ashley French '05
 Marion Gamble '70
 D. Gayle Gellerstedt '71
 Emily Starnes Gibbs '57
 Marylu Benton Gibbs '71
 Ellen Flynn Giles '72
 Grace Molineux Goodwin '57
 Martha Stackhouse Grafton '30*
 Susan Grant
 Greater Washington Community Foundation
 Susan Grier '76
 Susan Hogg Griffith '58
 Louise Breedin Griffiths '44
 Nancy Hall Grimes '61
 Elizabeth Edmunds Grinnan '59
 Katharine Hefner Gross '54
 Suzanne West Guy '64
 Edith Guyton '70
 Nell Floyd Hall '51
 Dale F. Halton '59
 Laura Hardman and John Hardman
 Mary Dixon Hardy '65
 Lucy Maud Davis Harper '61
 Suzanne Jones Harper '68
 Harriett Griffin Harris '56
 Linda Nichols Harris '60
 Carol Watson Harrison '66
 Lizabeth Champe Hart '72
 Diana Hartnett and Jeffrey E. Hartnett
 Holly Henderson '91
 Granville Sydnor Hill '71 and Fred Hill Jr.
 Jo Cranford Hodges '00 and Kevin M. Hodges
 Honeywell International
 Ethel Oglesby Horton '62
 Sandra Burson Hosford '80 and
 David A. Hosford
 Elizabeth Breedlove Howell '82
 Marilyn Merrell Hubbard '70 and
 Charles N. Hubbard

*Deceased

Linda Lentz Hubert '62 and Richard Hubert
 Julia Watlington Hudgins '71 and
 George V. Hudgins
 Shymeka Hunter-Crigler '98
 Dianne Foster Isaacs '61
 J. Smith Lanier & Co.
 J.H. Ellwood & Associates, Inc.
 Ann Broaddus Jackson '89
 Patricia Thomson Jacobs '65
 Amna Jaffer '90
 JBT Corporation Matching Gift Plan
 Tammy Jenkins '84
 Sarah Jennings and Stephen Jennings
 Mary Anne Garrard Jernigan '53
 Janet Kelley Jobe '78
 Ashley Kirtley Johnson '97
 Carolyn Hazard Jones '59
 Katherine McAulay Kalish '66
 Ann Fincher Kanuck '75
 Alfred G. Kelley
 Elizabeth Boyd Kellner '85
 Susan Kennedy '81
 Kimberly-Clark Foundation
 Milling Kinard '62
 Louise Abney King 1920*
 Nora King '58
 King's Bridge Retirement Center
 Elizabeth Kiss and Jeff Holzgrefe
 Lee Kite '82
 Jean Price Knapp '57
 Marcia Knight '73 and Donald S. Orr
 Hollister Knowlton '70
 Angela Lancaster '65 and C.F. Muckenfuss III
 Teresa Langston '69
 Alicia Paredes Laramy '84
 Teresa Lee '74
 Steve Leeds
 Louise Lewis '65
 Allyn Fine Linas '75
 Susan Durham Little '80 and James Little
 Amy Lovell '90
 Letitia Lowe '69
 Harriett Elder Manley '61 and James A. Manley Jr.
 Ellis Mansfield
 Margaret Mansfield
 Elsie Martin and Raymond J. Martin Jr.
 Giselle Fernandez Martin '98 and
 W. Christopher Martin
 Lynn Phillips Mathews '49
 Patricia Paden Matsen '55
 Elder Maxwell '85
 Pamela Stanley McCaslin '64
 Tish Young McCutchen '73
 Lee McDavid '71
 Jean Lee McDonald '73
 Betty Armstrong McMahan '65
 Belle Miller McMaster '53
 Marcia McMurray '72
 Walter McNair*
 Lauren Sealey Medsker '02
 Dawn Harrison Melin '87
 Marion Hinson Mitchell '69
 Beverly Allen Morris '66
 Margaret Moses '64
 Mary Pittman Mullin '64
 Wilma Muse '60
 Ronald C. Mussig
 Adrienne Nash '00
 Suzella Burns Newsome '57
 Mary Kuykendall Nichols '66
 Nancy Bland Norton '66

Jane Oglesby and M. Lamar Oglesby
 Oracle Corporation
 Judith Baring-Gould Orthwein '66 and
 Adolphus B. Orthwein Jr.
 Mary Compton Osgood '48
 Mary Lynn Weekley Parsons '64
 Susan Stimson Peak '72
 Barbara Caldwell Perrow '51
 Carolyn Gray Phelan '69
 Ellen Phillips '75
 Grace Greer Phillips '55
 Donna Pickup '11
 Dee Hall Pope '65
 Patricia Carter Post '72
 Penny Powell '97 and James Edward McEntire
 Kathleen McMillan Prince '69
 Jo-Ann Pulice and Tim Farrow
 Ann Marie Witmond Raffo '85
 Miki Heimlich Ranta '97 and Craig Ranta
 Dorothy Quillian Reeves '49
 Regions Financial Corporation Matching
 Gift Program
 Margaret McGeachy Roberson '62
 Markley Roberts
 Virginia Rockwell '79
 Alisa Duffey Rogers '89
 Martha Davis Rosselot '58
 Thomas Rowland
 Margaret Marion Ryals '66
 Kenslea Motter Sahl '82
 Mary Mac Mitchell Saunders '64
 Brigid Scarbrough '03 and Ermis Zayas '03
 Esther Adler Schachter '51
 Bonnie Henderson Schell '66
 Lucia Rawls Schoelwer '81
 Barbara Mordecai Schwanebeck '61
 Deborah Vincent Scianna '02
 Jennifer Dabbs Sciubba '01
 Elizabeth Scully
 Karen Shuman '95 and Christopher French
 Betsy Deal Smith '49 and William Gilbert Smith
 Elizabeth Smith '87
 Martha Hackl Smith '77
 Nina Nelson Smith '65 and James E. Smith
 Solomon Development Services - Decatur, LLC
 Mary Margaret MacLauchlin Stamy '74
 Sally Stenger '75
 Stephens, Inc.
 May Muse Stonecypher '56
 Danielle Stordy and Mathew Stordy
 Cheryl Granade Sullivan '70
 The T. Rowe Price Program for Charitable Giving
 Texas Presbyterian Foundation
 Margaret Lines Thrash '73
 Thrivent Mutual Funds
 Nancy Blake Tiller '82
 Nancy Thomas Tippins '72
 Patricia May Touw '69
 Martha Truett '67
 Mary Douglas Turner '70
 United Way of Central New Mexico
 Tracey Veal-Booker '84
 Jennifer Boyens Victor '89
 Catherine DuVall Vogel '70
 Elizabeth Walters '67
 Kayleigh Shebs Waters '06
 Nancy Deal Weaver '48
 Nancy Weitnauer and David D. Weitnauer
 Wells Fargo Educational Matching Gift Program
 Karen Conrads Wibell '71
 Debra Gay Wiggins '72 and Carlton E. Wiggins

Harriett Schneider Williams '73
 Judy Williams '68
 Nancy Sowell Williams '69
 Noel Barnes Williams '51
 Agnes Scott Willoch '55 and Raymond Willoch
 Carol Reaves Wilson '82
 Lisa Rogers Wilson '92
 Windham Brannon Foundation, Inc.
 Ellen King Wiser '66
 Elizabeth Witt '85
 Harriet Alston York '62

\$250 to \$999
 Anonymous
 Anonymous
 Anonymous
 Anonymous
 Anonymous
 Anonymous
 Cynthia Aceves-Lewis '96 and Michael Lewis
 Amante Smith Acuff '72
 Allison Adams '89
 Cathy Adams
 Sue Ellen Hipp Adams '66
 Agnes Scott Alumnae Association
 Ann Fitzgerald Aichinger '85 and
 Frank C. Aichinger*
 Tayyeba Ahmad Ali '02
 The Allstate Foundation
 Alston & Bird LLP
 Eileen Altman '85
 Carly Covic Ambler '03
 Heather Foster Ambrecht '04
 Ameriprise Financial
 Karen Anderson '90 and Lyndon K. Boozer
 Frances Ansley '69
 Theresa Lippincott Anulewicz '98
 Louise Huff Armitage '74
 Betty Armstrong '65
 Rae Carole Hosack Armstrong '60
 Jeannette Huff Arrington '58
 Susan Jones Ashbee '73
 Julianne Cook Ashmead '49
 Assurant, Inc.
 AT&T Higher Education/Cultural Matching
 Gift Program
 Josephine Barron Atchison '49
 Austin Community Foundation
 Barbara Duvall Averch '58
 Mary Hays Babcock '49
 Casey Parsons Bagby '00
 Elizabeth Leslie Bagley
 Sara McIntyre Bahner '55
 Kimberly Baker '89
 Rachel Hale Baker '04
 Usha Balakrishnan and Vijay Balakrishnan
 Christine Fulton Baldwin '71
 Michele Barard '91
 Kira Barden '00 and BJ Kutsmeda
 Laura Barlament '93
 Eleanor Barrineau '72
 Kathleen Musgrave Batchelder '69
 Sarah Bauer '10
 Margaret Carpenter Beain '82
 Judy Mauldin Beggs '70
 Anne Beidler
 Beverly Bell '83
 The Benevity Community Impact Fund
 Elizabeth Faison Benson '84
 Anne Hayes Berry '48



Cherry Joy Beysseance '76
 Mary Bigham and Jerry Bigham
 Laura van Duursen Bird '09
 Kathryn Hart Bisette '83
 Heather Bland-Ho and Nestor Ho
 Mary Anne Bleker '75
 Brigid Batten Bollweg '02
 Celia Shackelford Booher '84
 Alana Noble Booker '95
 Deborah McLaughlin Booz '84 and Mark L. Booz
 Anne Luke Booz '83
 Tina Russell Boster '96 and Charles R Boster
 Pamela Waters Boushell '84
 Sarah Bowen '11
 Tara Swartsel Boyter '69
 Mariah Bozeman '07
 Katherine Akin Brewer '76
 Dian Smith Brewton '60
 Mary Newell Rainey Bridges '54
 Amy Bridwell '92
 Toccara Allen Briggs '05
 Bright Funds
 Cynthia Carter Bright '67
 Katherine Zarkowsky Broderick '80
 Candice Colando Brown '73
 Lynette Brown and Wayne Brown
 Martha Riggins Brown '57
 Allyn Smoak Bruce '68
 Ruth Hayes Bruner '69
 Mary Lowndes Smith Bryan '65
 Nancy Lee Bryan '64
 Carol Bryant
 Phyllis Galphin Buchanan '52
 Virginia Finney Bugg '66
 Mary Jane Schumacher Bullard '46*
 Leslie Burhenn '11
 Anna Gordon Burns '71
 Sharon Johnson Burt '82
 Melissa Butler '00
 Susan McLarin Caffery '75
 Julia Alexander Caldwell '06
 Rebecca Evans Callahan '60
 Miriam Campell '83
 Terri Candler and Clark E. Candler
 Nancy Still Cannon '69
 Roberta Meyers Capo '73
 Sarah Cardwell '94
 Susan Stanton Cargill '65 and G. Slade Cargill
 Mary Ann Lusk Carlson '63
 Lara Webb Carrigan '94
 Julianna Carson '04
 Susan Keith-Lucas Carson '64
 Ethel Ware Gilbert Carter '68
 April Carter-Chau '03 and Michael Chau
 Kandace Fitzhugh Carty '77
 Elizabeth Casey '06
 Martha Casne and Samuel R. Casne
 Tiffany Castillo '13
 Boyd Bauer Cater '64
 Sharon Yandle Catledge '69
 Carié Cato '83
 Staci Catron '93
 CenturyLink Communications
 Genevieve New Chaffee '76
 Genevieve Guardia Chenault '54 and
 Henry S. Chenault Jr.
 Tenzing Chounzom and Jamyang Norbu
 Barbara Patton Christopher '81 and
 Terry E. Christopher
 Melanie Clarkson '94
 Class of 1964

Class of 1969
 Class of 1989
 Class of 1999
 Class of 2009
 Class of 2019
 Jennifer Scott Clay '78
 Adele Clements '88
 Rose Ann Cleveland '75
 Barbara Harrison Clinebell '59
 Kathryn Champe Cobb '72 and Alva C. Cobb
 Allison Petty Cochran '93
 Sharon Jones Cole '72
 Sybil Everts Coley '68
 R. Lacey Colligan and John P. Colligan
 Roxana Speight Colvin '59
 Susan Philips Coman '68
 Susan Constantine
 Emily Pender Cook '95
 Sheryl Cook '80
 Mary Krauth Cooke '86
 Lucy Ellen Jones Cooley '67
 Julie Cooper '98
 Mary Rivers Stubbins Cooper '60
 Ellen Griffin Corbett '54
 Patricia Guynup Corbus '57
 Sharon Core '85 and Nick Kuhn
 Mary Hale Corkran '59
 Marianna Markwalter Cornelius '94
 Mary Jane Kerr Cornell '74
 Samantha Corvino '10
 Anne Leacock Coughlin '89
 Mark T. Coughran
 Anne Coulling '85
 Neta Counts
 Carolyn Cox '71
 Jan Cribbs '69
 Jean Crawford Cross '65
 Eleanor Calley Cross-Waldkirch '47
 Judith Barnes Crozier '67
 Paula Hendricks Culbreth '71
 Janet Cumming '85
 Kecia Cunningham '87
 Nancy Auman Cunningham '65
 Rosemary Cunningham
 Virginia Pinkston Daily '69
 Nathalie Smalls Dames '03
 Leah Fine Danberg '55
 Bryn Couey Daniel '70
 Elinor Perkins Daniel '74 and J. Wallace Daniel III
 Deborah Daniel-Bryant '79 and William F. Bryant
 Nancy Niblack Dantzier '58
 Scarlett Horny Davidson '96
 Elizabeth Barnes Davis '94
 Joni Davis and John Samuel Davis
 Lee Davis
 Peggy Thompson Davis '71
 Marilyn Belanus Davis '54
 Melda Burdsal Davis '49
 Patricia Forrest Davis '59
 Mildred Flournoy de Marcellus '50
 Mary Ann Gregory Dean '63
 Jane Castles Deaver '87
 Noreen DeBlasio
 Mary Dunn DeBorde '59
 Jacqueline Stromberg DeCarlo '87 and
 Kristen Moe
 Tiffany Decker-Dobrygowski '02
 Michelle Dehaven and Robert Byrd Jr.
 Catherine Auman DeMaere '69
 Angela Wilcox DeQuesada '07 and
 Ivan DeQuesada II

Lyn Lindskog Deroy '63
 Amy Deutsch and Jonathan Deutsch
 Judith DeWitt '69
 Alice Harrison Dickey '68
 Betty Anne Boyd Domm '67
 Jennifer Patterson Dondero '02
 Jane Snyder Donofrio '97 and James J. Donofrio
 Kimberly Clark Douglas '80
 Susan Correnty Dowd '72
 Leslie Doyle '79
 Tracy Drake and Scott A. Drake
 Dream Works Painting Inc
 Megan Drinkwater
 Mary Clayton Bryan DuBard '59
 Elizabeth Craig DuBose '54
 Susan Bowling Dudley '49
 Katherine Mohney Duello '05
 Elizabeth Hanson Duerr '58
 Carol Durrance Dunbar '71
 Barbara Duncan '78
 Anna DunLany '10
 Elizabeth Ziegler Dunn '51
 Nancy Duvall '60
 Ami Rop Dziekan '98
 Patricia DuPont Easterlin '79
 Hillary Wiggins Edgar '00
 Alva Edmondson and Lytt Gardner
 Patricia Smith Edwards '67
 Ann Eiden
 Brittany Eirwin-Maqueda '08
 Kacky Elliott '61
 Sharon Van Dame Elliott '00
 Elizabeth Wickenberg Ely '75
 Rita Davis Einfinger '77
 Martha Harris Entreklin '70
 Elise Eplan
 Susanna Wilson Epler '69
 Catharine Sloan Evans '65
 Jessica Lake Eyde '94
 Clara Ann Starnes Fain '58
 L. Brown Faucette '63
 Ruona Feng and Danny Feng
 Duskin Kenyon Fiedler '70
 Sarah K. Fisher-Brady '93
 Stella Biddle Fitzgerald '56 and
 George H. Fitzgerald
 Deborah Arnold Fleming '71
 Jane Brawley Fobel '76
 Janet Ware Folsom '64
 Leah Mathews Fontaine '59
 Barbara Chambers Ford '64
 Ellen Fort '77
 Garnett Foster '64
 Katherine Frazier-Archila '08
 Elizabeth Winfrey Freeburg '73
 Katherine Freier
 Skotti Ray Frese '87 and Anthony Frese
 Terry Phillips Frost '65
 Carol Ann McKenzie Fuller '70
 Sandra Dell Futch '86
 Ann Peagler Gallagher '61
 Aria Spencer Galt '79
 Danielle Nichols Ganstrom '04
 Emma Gant '05 and Natasha Pouncy
 Emily Heckert Garcia '03
 Jennifer Garlen '93
 The Garrett Family Foundation
 Joy Garrett and John Garrett
 Linda Bloodworth Garrett '68
 Ruby McCurdy Gaston '59
 Deborah Corbett Gaudier '73

*Deceased

Yolanda Curtis Gibson '06
 Karen Gilbert
 Melisha Miles Gilreath '74
 Elizabeth Alvis Girardeau '64
 Karen Goff and Roger Goff
 Adrienne Gonzalez '04
 Carmen Gonzalez
 Amy Dodson Goodwin '82
 Google Matching Gifts Program
 Susan Williams Gornall '72
 Susan Propst Graben '71
 Lelia Jones Graham '63
 Chandra Webb Gravely '84
 Nancy Grayson '58
 Greater Houston Community Foundation
 Carolyn Corbett Green '77
 Karen Green '86
 Annette Greene
 Peter Greene
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 John E. Smith II
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 Martha Ann Stegar '51
 Bonnie Stack Steger '66
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 Lizanne Edwards Stephenson '84
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 Jean Haynie Stewart '62
 Crawford Feagin Stone '60
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 Daniela Vasquez '15
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 J. Norman Wells
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 Thomas J. Westbury Jr.
 Phyllis Cox Whitesell '60
 Nancy Whiteside '66
 Helen Jo Hinchey Williams '55 and
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 Marianne Jeffries Williams '47
 Harriett Schneider Williams '73
 Anne Williams '85
 Marilyn Enderli Williamson '65
 Agnes Scott Willoch '55 and Raymond Willoch
 Sandra Wilson '65
 Suzanne L. Wilson '67
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 Juliana M. Winters '72
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