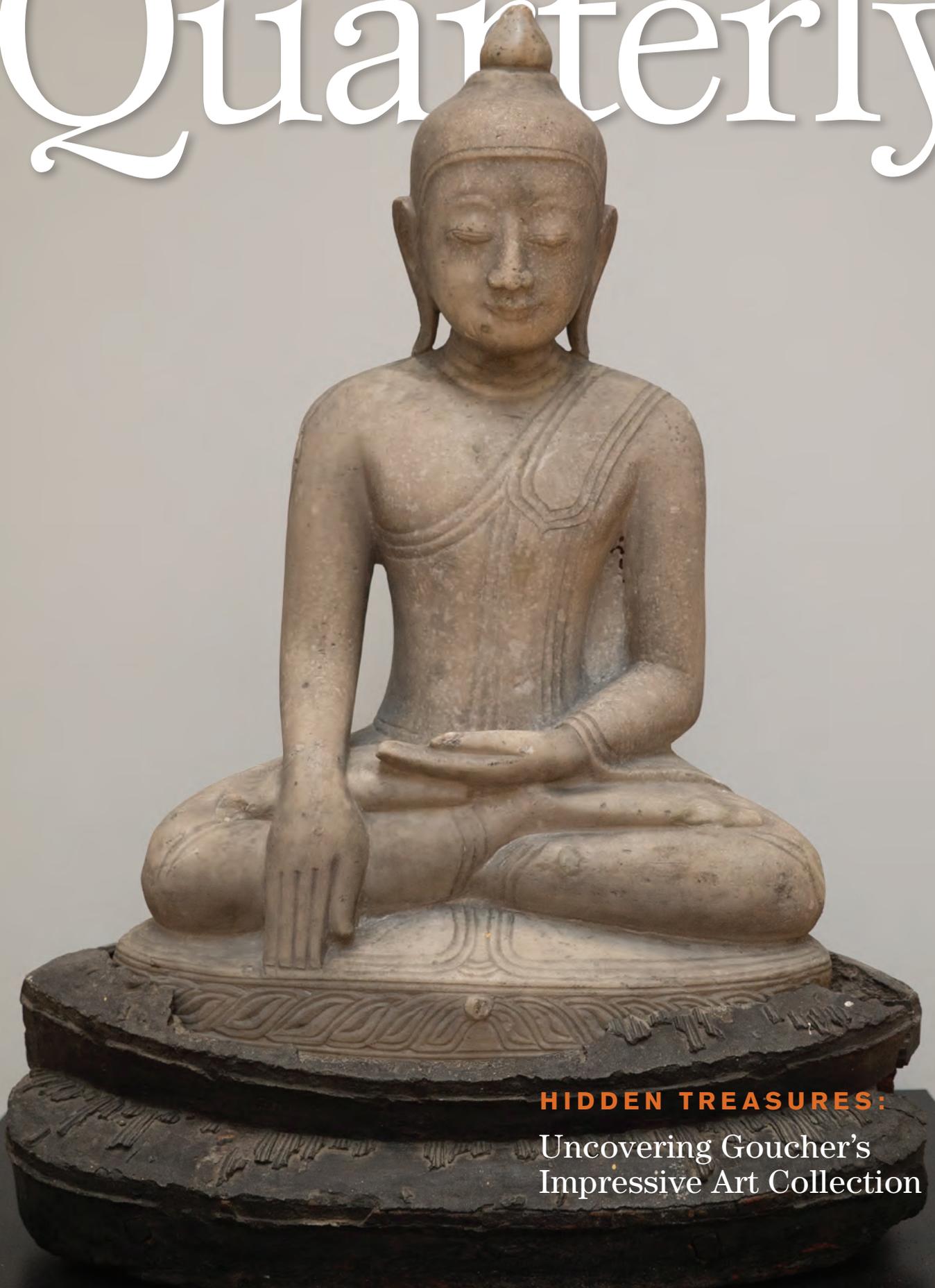


SPRING 2015

Goucher Quarterly



HIDDEN TREASURES:
Uncovering Goucher's
Impressive Art Collection

18 dorm renovations

Goucher is re-examining the ways students best learn and live in college communities and is developing a bold new vision for residential life on campus.

20 making some noise

From civil rights sit-ins in the 1960s to the recent protests about race and police use of deadly force, Goucher students have a long history of engaging in civil disobedience.

24 hidden treasures

Consisting of more than 700 impressive, wide-ranging pieces, Goucher's art collection—and its value to the college and to the art world—has become the object of renewed attention.

2 | goucher TODAY

11 | giving to GOUCHER

17 | alumnae/iUPDATE

30 | impromptu

31 | class NOTES

53 | viewPOINT







Angie Cochrun

Angie Cochrun is the communications specialist in the Office of Communications at Goucher College. Before her time with the college, she worked as a newspaper reporter, pre-school soccer coach, AmeriCorps volunteer coordinator, and winery worker, among other things.



Robert Ferrell

Rob Ferrell is a graphic designer, video specialist, and the staff photographer for the Office of Communications at Goucher College. Previously, Rob spent two years in Germany producing short documentary films and product photography for the Department of Defense. Rob holds a Bachelor of Fine Arts in graphic design from the Maryland Institute College of Art.



Chris Landers

Chris Landers is the managing editor of the *Goucher Quarterly* and a writer and content manager in Goucher's Office of Communications. His work has appeared in the *Baltimore City Paper*, *Baltimore Magazine*, *Christian Science Monitor*, *National Geographic News*, *BoatU.S. Magazine*, and other publications.



Kristen Pinheiro M.Ed. '14

Kristen Pinheiro has been at Goucher College since 2005 and is the senior director of communications. Previously, Kristen spent eight years editing magazines and special supplements for a Maryland daily newspaper. She earned a Bachelor of Arts in English at Washington College and a Master of Education at Goucher.

Goucher Quarterly

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on the front cover:

Seated Buddha, Burmese, Carved Stone, Gift of Dr. John Goucher in 1895. Photo by Rob Ferrell

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as of September 2014

total students: 1,471 undergraduates,
643 graduate students
total undergraduate faculty: 179
alumnae and alumni: 21,946

The *Goucher Quarterly* is published as a service to all alumnae/i, students, parents, faculty, staff, and friends by Goucher College, a private liberal arts and sciences college founded in 1885. For up-to-date information about the college, visit www.goucher.edu.

Many thanks go out to all
the talented people who help
produce this publication.

CELEBRATING OUR REMARKABLE GRADUATES

Every *Quarterly* issue is full of stories about Goucher's amazing alumnae/i. This issue, which features members of our community such as **Marc Grossman '96**, a high school social studies teacher and urban farmer, and **Emily Peters Kagan '03**, who competes professionally in mixed martial arts, is no different and also a reminder that each generation brings new accomplishments (see pp. 35 and 45, respectively).

Recently, the college and the Alumnae & Alumni Association of Goucher College (AAGC) have developed new ways to showcase even more of our graduates.

By the time you receive this issue, a newly created award will have been presented at the Jewell Robinson Dinner, an event named in honor of the first African American to attend the college and held annually during Black History Month. The Marguerite Barland '60 Merit Award, named for the college's first African American graduate, will have been presented to four distinguished men and women. (To view photographs from the event, visit www.goucher.edu/jewell.)

On April 24, we will have another chance to celebrate our graduates at a second newly created event—the Distinguished Alumnae/i Awards Gala, being held on the evening of the inauguration of Goucher's 11th president, José Antonio Bowen, and kicking off Alumnae/i Weekend. At this new event (for more information about the gala, visit www.goucher.edu/gala), the AAGC will present Goucher's first Distinguished Alumnae/i Awards. We will also recognize the 2015 Athletics Hall of Fame inductees and this year's recipient of the AAGC's Public Service Award. It should be an evening that gives all of us a sense of pride.

Whether 2015 represents a significant reunion year for you or not, I hope you'll come to campus on April 24 for the Presidential Inauguration and gala that evening and I invite you to stay for the weekend to participate in all of the festivities, from the alumnae/i athletic games to the all-class lunch.

Looking forward to seeing you there,

Holly Selby | Executive Director of Alumnae/i Engagement
holly.selby@goucher.edu | 410.337.6184



Transforming College Admissions

by Kristen K. Pinheiro

Goucher College became the first college in the nation to allow students to submit video applications as the decisive factor for admission. The launch of the Goucher Video Application (GVA) last September created a big stir both in higher education circles and in national print and broadcast media, including *The New York Times*, NPR, PBS, *USA Today*, *The Washington Post*, Slate.com, and *The Chronicle of Higher Education*.

“Goucher is deeply committed not just to high standards, but also to diversity and to transforming lives. We felt the best way to stay true to these ideals was to create another method for uncovering student potential.”

—President José Antonio Bowen

Prospective students and their families also took notice. By the December 1 deadline, Goucher received the highest number of Early Action applications in its history, including 64 video applications from a broad pool of high school applicants from 60-plus high schools in 20 states across the nation. In addition to visual and performing

artists, the students who applied via the GVA represent almost 30 intended majors, including communications, biology, pre-med, business management, and international studies.

When President José Antonio Bowen envisioned the Goucher Video App, a primary goal was to create an alternative admissions process that would help to negate the socioeconomic inequities often perpetuated in the traditional application process and to reach a broader population of students who are too often marginalized in college admissions. An important success of the GVA is that more than one-half of the applicants identify themselves as students of color.

“Goucher is deeply committed not just to high standards, but also to diversity and to transforming lives,” says President Bowen. “We felt the best way to stay true to these ideals was to create another method for uncovering student potential. We took a risk with the Goucher Video App, and we are optimistic this risk will pay off. At the very least, we have introduced a bold new idea that distinguishes Goucher, and we have helped start an important discussion about repairing the broken college admissions process.”

Each application—including the two-minute video, a brief application form, a signed statement of academic integrity, and two works of scholarship—was closely reviewed by an admissions counselor and a faculty member, who made recommendations regarding acceptance to a

Goucher had a record number of first-year applications for Fall 2015, thanks in large part to the incredible amount of national media coverage the college received about the launch of the Goucher Video Application.

Below is just a sample of the impressive stories that ran in print and broadcast media across the nation:

9/4/14

Goucher College allows video applications, without transcripts or test scores

The Washington Post

9/4/14

Goucher to allow students to apply by submitting a video

The Baltimore Sun

9/5/14

Lights, Camera, College?: Goucher College Introduces Video Applications

NPR

9/5/14

Can a cell phone video get your kid into college?

PBS NewsHour

9/5/14

Goucher College Opts for Video-Only Applications

U.S. News & World Report

9/8/14

A new way to apply to college: video

American Public Media's *Marketplace*

9/12/14

Goucher College aims to level playing field with video application option

USA Today

9/15/14

Are Videos the Future of College Admissions?

The New York Times

9/15/14

You're More Than Just a Number

Slate.com

9/15/14

Goucher's Video Applications Further 'Inclusion and Social Justice'

The Chronicle of Higher Education

9/27/14

Maryland School Shreds The Old Rules Of Applying To College

NPR's Weekend Edition

9/28/14

Colleges Make It Easier for Students to Show, Not Tell, in Their Applications

The New York Times

A primary goal was to create an alternative admission process that would help to negate the socioeconomic inequities often perpetuated in the traditional application process and to reach a broader population of students who are too often marginalized in college admissions.

larger review committee. Of the 64 GVA applicants, about 75 % will be admitted, which compares with 72 % for students who used the traditional methods to apply. Admitted students were notified February 1 and must commit to attending Goucher by May 1.

"We have been so impressed by the thoughtful, compelling stories prospective students told through their video applications," says Admissions Counselor Christopher Wild. "We thoroughly reviewed their complete applications, including their supplemental admissions materials, and look forward to seeing how admitted video applicants will enliven and enrich our campus community." §

Attracting Even More Outstanding Students



His Excellency Ambassador Ernest Ndabashinze from Burundi met with President José Antonio Bowen, right, and visited Goucher's campus last November.

by **Kristen K. Pinheiro**

Beginning last fall, Goucher launched two new, elite scholarship programs to attract even more bright, engaged students to enrich and enhance the campus community.

As a reflection of the value Goucher places on global citizenship, the Ambassador Scholars Program was initiated to promote the college as an ideal setting for international students to pursue a U.S. liberal arts education. This program offers ambassadors to the United States an opportunity to nominate college-bound students from his or her country for a generous annual scholarship of \$20,000 to attend Goucher College, beginning with the Fall 2015 semester. The scholarship is a renewable annual award that covers up to eight semesters of Goucher study, as long as the student maintains a 2.75 (semester and cumulative) GPA.

Nenelwa Tomi '11, admissions counselor and coordinator of international student recruitment, visited a number of embassies in Washington, DC, including Cameroon, Haiti, Georgia, Jamaica, and Slovenia to introduce and promote this new program. The college also welcomed His Excellency Ernest Ndabashinze, ambassador of Burundi, to campus.

As of the December 1 deadline, the following 13 embassies submitted one or more nominations for the Ambassador Scholars Program: Bahamas, Benin, Costa Rica, Jamaica, Malawi, Mongolia, Czech Republic, Gabon, Liberia, Mozambique, Slovenia, Ukraine, and Zimbabwe.

“Sending our students out to study abroad is only one part of the strategy for creating global awareness,”

says President José Antonio Bowen. “We need to invite more international students to campus to help establish an environment that reflects today’s society and world. International students bring first-hand accounts of different cultures, governments, and histories, and they help create a cross-cultural learning environment that enables all students to comprehend world events and address the most pressing global issues.”

“Sending our students out to study abroad is only one part of the strategy for creating global awareness.”

-President José Antonio Bowen

The Dorsey Scholars Program was created in memory of Dr. Rhoda M. Dorsey to honor her devotion to instilling knowledge, passion, and lifelong curiosity in all Goucher students.

Beginning in Fall 2015, these scholarships will be awarded to students who have demonstrated outstanding leadership skills and will provide them with mentorship possibilities, exclusive interactions with important public figures, complementary coursework, and distinctive opportunities to pursue leadership activities on and off campus. This \$5,000 scholarship is renewable each year and is awarded in addition to any merit scholarship received.

As of the December 1 deadline, more than 60 students applied to become Dorsey Scholars. Upon a thorough review by the admissions review committee, about 30 selected applicants have been invited to campus this month for an interview with a faculty member. Students who are selected as recipients will be expected to become leaders on campus and will be invited to and recognized at special campus events.

“I have very happy memories of the years I spent at Goucher,” says **Ann Miller '50**. “With recent innovations such as the Goucher Video Application, I knew I wanted to be a part of the college’s exciting future. I decided to make a donation to the Dorsey Scholars Program because I want to help a Goucher student get a great education, like I did, and become an innovator and imminent leader.”

Many other alumnae/i and Goucher leaders—including José and Kimberly Bowen and former President Judy Jolley Mohraz—have also pledged significant funds to invest in students who will blaze a trail on Goucher’s campus and beyond. **\$**

A Homecoming for Goucher's New CFO

by Kristen K. Pinheiro

Following a comprehensive nationwide search, Goucher hired Tammi D. Jackson as its new vice president for finance and administration. She joined the college community on January 2.

Jackson is already hard at work alongside President José Antonio Bowen and members of the senior staff to streamline campus operations and to grow and diversify Goucher's revenues.

"Tammi is an outstanding strategist and a wonderful colleague," says President Bowen. "I am enjoying working with her and taking advantage of her broad skill set to help poise Goucher for long-term financial health. I am confident she will help Goucher achieve many of its financial and operational goals so we can continue to give our students a stellar education, as well as to provide our faculty and staff members with a stable, rewarding workplace."

Jackson's primary role is managing Goucher's budget, endowment, finances, and campus operations—including facilities, events, and public safety. She also will develop both short- and long-term financial plans to support college initiatives, provide primary oversight of funding for capital improvement projects and deferred maintenance, supervise the treasury functions, and represent the college's interest to investment advisers and internal and external constituent and regulatory groups.

"I am thrilled at the opportunity to join such an exceptional team of colleagues," says Jackson. "The president's leadership, coupled with the Board of Trustees' vision and synergy between students, faculty, and staff, reaffirmed that Goucher is the place for me."

Jackson says that when she came to interview at Goucher, she was attracted not only to the position, but she also felt an atmosphere of newness and excitement on campus, stemming from Dr. Bowen as the new president, the proposed residential construction, and "creative and innovative" ideas such as the Goucher Video Application.

"This is an invigorating time for Goucher, and I look forward to contributing to the continued success of this fine institution," she says.

Jackson came to Goucher from Mills College in Oakland, California, where she was vice president for finance and administration/treasurer. In her role there, she served as strategic adviser to the president, cabinet, and board of trustees and was responsible for all financial matters and assets of the college.



"This is an invigorating time for Goucher, and I look forward to contributing to the continued success of this fine institution."

-Tammi D. Jackson

Leading up to her vice presidency at Goucher, Jackson spent more than two decades in finance in higher education and the private sector. In addition to her tenure at Mills College, she was associate dean of finance and administration at North Carolina Central University School of Law and executive director of financial planning and human resources at Valparaiso University School of Law in Indiana.

She also held several budgeting and finance positions at the University of Maryland, where she is also an alumna. Jackson worked during the day and went to the university's law school at night, earning her Juris Doctorate in 2000 with a concentration in corporate and commercial transactions. (She also has a Bachelor of Science in business administration from the University of Connecticut, a Master of Business Administration from Sacred Heart University, and a Doctorate of Education from the University of Pennsylvania.)

Jackson so cherished her years as a student and administrator at College Park that she says, since then, she has always considered Maryland her home, despite growing up in Connecticut. In fact, she says that regardless of all the relocating she has done for her career, she has never wanted to give up her cell phone's 410-Maryland area code.

Jackson says, "After leaving Maryland 10 years ago, I am excited to be at Goucher and am glad to call Maryland 'home' again." §



Teaching & Technology: George Greco

by Angie Cochrun

George Greco has gotten into flipping lately. The associate professor of chemistry isn't ditching academia for real estate; instead he's "flipping" his organic chemistry course, allowing students to watch lectures in their dorms and having them work on the material in the classroom.

The flipped classroom has been a change for Greco. He is known for his well-received 50-minute, in-person lectures that are held three times a week. "Many students have considered it a favorite science course," he says.

Greco was reluctant to incorporate technology into his classes, if it merely meant swapping out the chalkboard and replacing it with PowerPoint. After ample research supporting the shift, he noticed a trend toward embracing technology—including on Goucher's campus.

A noticeable trendsetter has been Goucher's own president. In José Anotonio Bowen's book *Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning*, he advocates for flipped classrooms, saying the best classes are places of "relaxed uncertainty, controversy, and discovery." Additionally, Bowen writes, "It is imperative that we stimulate both [students'] minds and their technology and not let them sit passively."

"Our colleagues have been doing active learning for years, but the sciences have been kind of left out," Greco says. So he dove in—really dove in, creating 86 videos of his lectures, a total of 14 hours, using a software program to pair the lecture videos with slides for students.

"What students like about it is they can go back if they missed something," says Greco. "They'll watch a video over and over."

He first tried the flipped method in 2013 and gave an in-class survey after the first exam. Every one of his 43 students was in favor of keeping the flipped classroom, and more than 90 percent felt the videos were a clear representation of material.

Sheyla Medina is a post-baccalaureate pre-med student who took organic chemistry with Greco this past fall, the second "flipped" class he's taught. Medina says she loved the concept and how it "demystified" the lessons. "Watching the lectures beforehand allowed me to pause on certain concepts that I had trouble with and plan my strategy for understanding," she says.

Classmate Danielle Stern says the flipped classroom "definitely seems like an advantage. I feel like I am better prepared for the exams because I have a large arsenal of possible questions and have a lot of practice with working them out."

Greco said one of the largest advantages of the flipped classroom, so far, has been that many "C" students become "B" students while genuinely trying to understand material. "The class is about solving problems, not regurgitating content, so a flip works well for the course," he says.

Results of Greco's flipped-class approach have been encouraging. Grades have gone up, and student surveys have been overwhelmingly positive, so he plans to continue to implement the teaching style more regularly. **S**

“Our colleagues have been doing active learning for years, but the sciences have been kind of left out.”
-George Greco



ARE YOU READY?

5/1/15

#GoucherChallenge



Traveling and Taking Notes

by Kristen K. Pinheiro

The message is simple: rethinking the liberal arts. In early November, José Antonio Bowen embarked on a Presidential Listening Tour of 11 cities around the United States. With two stops still to go on the tour, President Bowen has already met with hundreds of alumnae/i, parents, and other members of the extended Goucher community to reflect on the college's distinguished past and share big ideas to rethink its distinctive version of the liberal arts in the 21st century.

Prior to meeting Goucher's new president, many people who attended the events were already aware of Dr. Bowen's reputation as an innovator in education.

Barry Silverman, a parent of a sophomore, said, "He seems to be looking for new ways to freshen things up a bit. ... You've got to change with the times. He seems like a very forward-thinking administrator. Whether it's right or wrong, you don't learn anything by not trying. And he's definitely going to try."

"From what I've read, José's going to inject a lot of new blood, obviously, and make some changes," Vicki Willard '72 said. "I'm looking forward to what's going to come out of it."

At the event, many alumnae/i mentioned they had read coverage by *The New York Times*, NPR, PBS, and other news outlets about the Goucher Video Application, a bold new

admissions alternative that President Bowen envisioned.

Patrick Squires '13 said, "I am glad President Bowen has recognized and addressed the archaic admissions process and didactic methods of most college and universities. I believe his responses in the *New York Times* article were spot on—we are at a point in time where information is so readily available that an education should offer more than just professing. It's outstanding to see my *alma mater* paving the way for a distinct and valuable college education."

Steven Klepper '97, president of the Alumnae/i Association of Goucher College, said, "Judging by the media exposure we're getting, it feels like the nation is looking at us as a bold experiment in saving the liberal arts education."

A sentiment that came up along all stops on the Listening Tour is excitement about Goucher's future with President Bowen at the helm.

"Education should be exciting and innovative, and his ideas are!" according to Nancy Andersson '69.

Marion Wallerstein Pines '44 said, "I'm excited. I think Dr. Bowen is a risk taker. He's going to stick his neck out; he's not afraid to fail."

Sara Landon, parent of a junior transfer student, said, "I think the kind of bold thinking that Dr. Bowen wants to bring to campus is what you have to do as a college president



“Judging by the media exposure we’re getting, it feels like the nation is looking at us as a bold experiment in saving the liberal arts education.”

-Steven Klepper '97



now. Higher ed is in big trouble, and schools that aren’t innovative will go out of business. I was really excited when I read that he was selected as the president. And we’re thrilled to have him.”

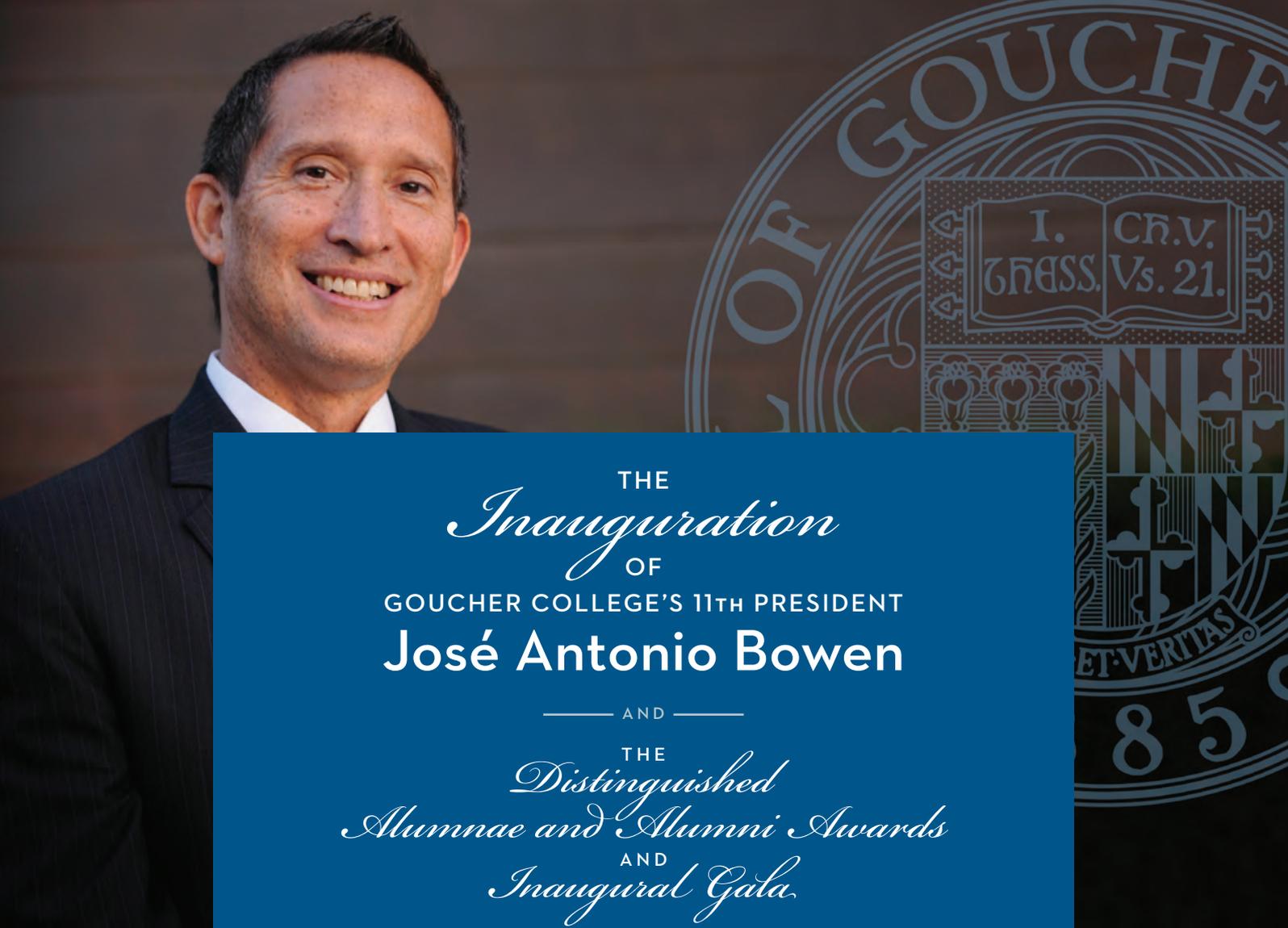
For his part, President Bowen says, “As a musician, I have spent a lot of time on the road, but this has been one of the most satisfying and successful tours I’ve ever been on. Goucher graduates are so passionate—about education, of course, but especially about the liberal arts education this college provides. Our alumnae/i have come to these events to share their own perspectives of what makes Goucher so remarkable, and they have brought exciting ideas to the table to help this college stand out as a true exemplar in higher education.” §

UPCOMING LOCATIONS

4/1
Dallas, TX
6:30-8:30 p.m.

4/2
Austin, TX
6:30-8:30 p.m.





THE
Inauguration
OF
GOUCHER COLLEGE'S 11TH PRESIDENT
José Antonio Bowen

— AND —
THE
*Distinguished
Alumnae and Alumni Awards*
AND
Inaugural Gala

FRIDAY, APRIL 24, 2015

2 P.M. INSTALLATION CEREMONY
KRAUSHAAR AUDITORIUM

3-5 P.M. RECEPTION
ROSENBERG GALLERY

**6:30 P.M. DISTINGUISHED ALUMNAE/I AWARDS
& INAUGURAL GALA**
DECKER SPORTS AND RECREATION CENTER

Honoring

SUZANNE FINEMAN COHEN '56
DR. JEAN HARVEY BAKER '61
DR. LYDIA VILLA-KOMAROFF '70
BRADFORD SHELLHAMMER '98
JAMILA THOMPSON '01

AND

Celebrating

DR. JOSÉ ANTONIO BOWEN

CIVIL RIGHTS

THEME SEMESTER SPRING 2015

Generous Backing for Goucher's Civil Rights Theme Semester

This spring, the entire Goucher community has launched a semester's worth of courses and special events around the theme of "Civil Rights: Past/Present/Future" to explore the multifaceted, ongoing struggle over the meaning of "civil rights."

The theme semester was conceived as a way to honor anniversaries related to the 20th-century civil rights movement, but even more importantly, as an opportunity to discuss how civil and human rights have been promoted in the past, how they are being protected today, and how to ensure a future where barriers to full opportunity are stripped away and equality for all is possible.

Faculty from a broad range of disciplines are teaching courses to explore the significance of civil rights yesterday and today. Members of Student Affairs are collaborating with students to develop opportunities to explore the topic through conversation and debate. The theme semester is also featuring a high-profile speakers series, a photography display, talks, panels, film screenings, concerts, and a public exhibition that is designed to encapsulate the history of civil rights at Goucher and in Greater Baltimore.

This theme semester has been a tremendous undertaking, spearheaded by James Dator, assistant professor of history and Africana studies, and Emily Perl, assistant vice president for student success—with the help of many faculty, staff, and students. But with all the hard work that went into planning this theme semester, many of the components that are making it a success would not have been possible without the generous support of Goucher's donors.

The college is especially grateful to Robert Meyerhoff, who has underwritten the expense of bringing to campus these prominent speakers: Gen. Colin L. Powell (February 4),

"The Goucher community has always been dedicated to civil rights, in their myriad forms."
 —Margaret-Ann Radford-Wedemeyer

UMBC President Freeman A. Hrabowski III (February 26), and Ta-Nehisi Coates, national correspondent at *The Atlantic* and author of the memoir *The Beautiful Struggle* (April 14). Additionally, the Roszel C. Thomsen Lecture Fund is making it possible for Goucher to present a lecture by Michelle Alexander, author of *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (April 20).

"From our origins as an all-women's college at a time when gender equality was not a priority in higher education, to our students' and alums' informed and staunch commitment to issues of social justice today, the Goucher community has always been dedicated to civil rights, in their myriad forms," says Margaret-Ann Radford-Wedemeyer, vice president for development and alumnae/i affairs. "Fortunately, the college has been able to garner the respect and support of like-minded donors such as the Meyerhoff and Thomsen families to help inform members of our community and beyond and to inspire them to take action to advance human rights everywhere."

Please remember alumnae/i are invited to campus to participate in all of the upcoming events and the ongoing community-wide discussion about this important and enduring theme.

—Kristen K. Pinheiro

A Lesson in Diplomacy

Goucher College was proud to welcome Colin L. Powell as a Spring 2015 Robert and Jane Meyerhoff Visiting Professor. Powell, the retired four-star general and former secretary of state, spoke to hundreds of students, alumnae/i, faculty, staff, and neighbors from around Greater Baltimore on February 4.

For more than 50 years, Powell has devoted his life to public service, and his deep commitment to democratic values and freedom has been felt throughout the world.

In 1987, he was selected to act as President Ronald Reagan's national security adviser and then served under presidents George H.W. Bush and Bill Clinton as the first African American chairman of the Joint Chiefs of Staff. He was appointed in 2001 as secretary of state for President George W. Bush, making him, at that time, the most powerful African American ever to hold office. Powell's numerous awards include two Presidential Medals of Freedom, and he is the author of the best-selling autobiography *My American Journey*.

During his presentation, "Diplomacy: Persuasion, Trust, and Values," Powell described the delicate process of forging alliances, bringing people and countries together, and promoting universal human ideals of democracy and peace around the world.

Throughout the evening, he offered sage advice: "In 2016 Superman isn't coming, and Superwoman isn't coming. We just have to be 'super people,'" he said. "We simply have to do something to bring us together again as a people."

His presentation was filled with anecdotes from years of service at the highest levels of international affairs. Yet, Powell conveyed an engrained sense of humor and humility. He said, "It ain't where you start in life; it's what you do with it."

Powell's presentation was part of Goucher's theme semester titled "Civil Rights: Past/Present/Future," a community-wide discussion about the many struggles for universal freedom.

He encouraged the audience not to ignore how far we have come as a nation in terms of race relations, despite recent turmoil over such incidents that happened in Ferguson, Missouri, and on Staten Island. "Civil rights isn't a matter of law; it's civility," Powell said. "If you're taught to love, you love."

—Kristen K. Pinheiro



Other upcoming events during Goucher's semester-long exploration of civil rights issues of yesterday and today:

4/14

Ta-Nehisi Coates, national correspondent at *The Atlantic* and author of the memoir *The Beautiful Struggle*

7 p.m., Hyman Forum of the Ungar Athenaeum

4/20

Michelle Alexander, associate professor of law at Ohio State University and author of *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*

7:30 p.m., Kraushaar Auditorium



When General Colin L. Powell was on Goucher's campus, he graciously met with staff, alumni, and students who have served in the U.S. military. Back row (L to R): Percy Moore '95, Wayne Mitchell Jr., Edward Matthews, Calvin Gladden II P '13, Sean J. Gallagher; front row (L to R): Calvin Hardy, David Myers, General Powell, Bernard Smith, Stefan Schultz '16, Christopher Rice '15

Athletes Giving Back

The Blue & Gold Society, Goucher College's athletics fundraising group, scored points last year with the completion of a new pavilion. The \$100,000 project was finished last summer, just in time for Family Weekend. Overlooking Beldon Field and Gopher Stadium, the pavilion serves as a prime tailgating spot for games and other events at Goucher.

The Blue & Gold Society is entering its 12th year of supporting athletics at the college as a part of the Greater Goucher Fund. In addition to the Beldon Hill Pavilion, donations to the society have developed the Goucher Athletics Hall of Fame in the Decker Sports and Recreation Center; provided a new golf cart for sports medicine and game operations; and paid travel fees for alumnae/i and other guest speakers to talk to students about athletics, academics, and life after graduation through the Athlete Enrichment Series.

Athletics Director Geoffrey Miller says fundraising by the Blue & Gold Society has been a real boon to Goucher's sports teams, affording them opportunities that aren't in the regular budget. The women's field hockey team was able to travel to Argentina over winter break, a trip that wouldn't have been possible if they hadn't raised \$40,000, Miller says. About half of that money came through the society.

Greg Permison, assistant director of annual giving for athletics and young alumnae/i, reports that the Blue & Gold Society raised \$220,000 in 2014, up from less than \$40,000 when he started in 2011. Additionally, the Fourth Annual Blue & Gold Weekend drew 400 people during Alumnae/i Weekend last year, doubling the attendance from three years ago.

"The Blue & Gold Weekend is an unbelievable time to have alums come back and reflect on their time here," Permison says.

Next up, the society is hoping to replace the seating around the Goucher tennis courts and renovate the facilities for the college's nationally ranked equestrian program.

—Chris Landers

Fundraising by the Blue & Gold Society has been a real boon to Goucher's sports teams.

Charity Starts at Home

Being a college student often conjures up images of fishing through couch cushions for change, but some Goucher students are finding funds to give back to the college as part of the Gophers for Goucher program. Headed by a leadership committee of 15 underclassmen and 12 seniors, the group hosts trivia and movie nights to raise money during the year.

Greg Permison, assistant director of annual giving for athletics and young alumnae/i, and Development Coordinator Ali Schiller oversee student philanthropy at Goucher. So far they've raised almost \$2,000 from 140 student donors. Permison says Gophers for Goucher is as much about educating the students on the extent to which the college relies on donations as it is about actually raising the funds. He says he hopes students will carry that sense of philanthropy beyond graduation and continue to support Goucher throughout their lifetimes.



Suzanne Knoebel '48

A Heart for Horses



When renowned cardiologist **Dr. Suzanne Knoebel '48** wasn't saving lives, serving as the first female president of the American College of Cardiology, or publishing children's books and fiction novels, she was falling in love with horses. Her equine interest started as a child when she often accompanied her grandfather to the racetrack, and later as she owned her own horses that raced nationwide.

“This gift will go a long way to support the college and its equestrian program, both of which meant so much to Dr. Knoebel.”
-Greg Permison

Knoebel, who passed away last year, gave Goucher a \$1 million bequest, with half going toward unrestricted funds and the other half earmarked for the equestrian program. Her donation will help kick off a complete redesign and renovation of the aging facilities that house the college's award-winning equestrian team and 28 horses.

“She loved Goucher, and she loved horses,” said Greg Permison, assistant director of annual giving for athletics and young alumnae/i. “This gift will go a long way to support the college and its equestrian program, both of which meant so much to Dr. Knoebel.”

Director of the Equestrian Program Jen Bunty said this gift will help give current and future students facilities that match the caliber of the team. Goucher's equestrian program has steadily garnered accomplishments, ranking sixth in the country last year. It is also a part of the Intercollegiate Horse Show Association, which includes more than 4,000 colleges and universities.

Bunty said the college has begun working with an architect and engineers and is in the planning stages of the overhaul, which will require much more fundraising in the future. The project has been through multiple phases, stalling behind larger, more pressing needs of the college.

“A gift of this magnitude is a first for the equestrian program,” Bunty said. “I feel lucky to have had the opportunity to meet Dr. Knoebel, who felt truly connected to the equestrian program—one of Goucher's oldest traditions.”

—Angie Cochran

Evelyn Dyke Schroedl '62

Enduring Support



Evelyn Dyke Schroedl '62, a longtime staff member and friend to Goucher College, has made a very generous endowed gift to establish a scholarship fund to transform students' lives and create tomorrow's leaders.

Schroedl has given a gift of \$1 million in appreciated stock to provide need-based financial aid to students who have graduated from Maryland public high schools. The Evelyn Dyke Schroedl '62 Endowed Scholarship Fund will help deserving students for whom an undergraduate degree from a private liberal arts college would be unattainable without receiving financial aid.

Part of the impetus for her gift was her own experience of being unable to afford college. She says, "I wanted to have a scholarship for some needy person because when I finished high school in February 1935, it was the middle of the Depression, and my family couldn't possibly send me to college. There may be people like that now who could benefit from some help."

Schroedl's career at Goucher spanned an impressive 32 years, beginning in 1949 when she became an assistant in the Registrar's Office. After auditing several courses at the college, she decided to pursue an undergraduate degree.

"I wanted to have a scholarship for some needy person because when I finished high school in February 1935, it was the middle of the Depression, and my family couldn't possibly send me to college. There may be people like that now who could benefit from some help."

-Evelyn Dyke Schroedl '62

Over an 11-year period as a full-time employee and a part-time student, Schroedl earned a Bachelor of Arts degree in English and membership in Phi Beta Kappa.

In 1975, she became Goucher's registrar and continued in that position until 1981, with the exception of a brief period when she served as associate director of admissions. During her tenure as registrar, she represented Goucher at professional organizations, chaired conferences, and wrote articles for inclusion in professional publications.

For more than 65 years, Schroedl has been a kind and constant supporter of the college. In addition to this most recent gift and many others, she established the Irwin C. Schroedl Jr. Lecture in the Decorative Arts and Material Culture in 1997 to honor the memory of her husband and bring prominent art personalities to Goucher's campus.

She reflected on her long tenure at the college saying, "I loved everything about Goucher. I loved my studies. I loved all of my professors. I loved the work I was doing, and I felt very comfortable giving the money out of something that my husband had built up because he enjoyed his relationship with Goucher also."

—Kristen K. Pinheiro

Meet Goucher's New Director of Alumnae/i Affairs

“I welcome this opportunity to use my past professional experiences, specifically my work in program evaluation and assessment, to help provide a crucial link between Goucher alumnae/i and their beloved *alma mater*.”

-John Paul “J.P.” Javier-Wong



Goucher College is pleased to welcome John Paul “J.P.” Javier-Wong as the new director of alumnae/i affairs. Javier-Wong joined the college in mid-January and quickly immersed himself in planning this year’s Alumnae/i Weekend and embraced his strategic role in the college’s division of Development and Alumnae/i Affairs.

“J.P. is an energetic innovator with a highly collaborative spirit,” says Holly Selby, executive director for alumnae/i engagement. “He is committed to maintaining and strengthening relationships between Goucher and its various constituencies and developing a pipeline for alumnae/i leadership, as well as the philanthropy that is vital to the college’s mission of providing an unparalleled liberal arts education.”

Collaborating with the executive director and director of the annual fund, Javier-Wong will oversee Goucher’s alumnae/i programming from reunions to the Host and Legacy initiatives. He is also tasked with providing a stream of volunteer leadership and increasing philanthropy for the college, particularly from alumnae/i who graduated within the last 25 years.

His previous professional experiences in student affairs have prepared him well to help lead Goucher’s Office of Alumnae/i Affairs. Javier-Wong comes to Goucher from Towson University, where he served for five years as the coordinator of new-student programs. In this role, he planned and executed large- and small-scale programs, primarily during orientation; recruited, selected, trained, and supervised more than 150 student leaders annually; and managed the programs’ budget.

“I have worked extensively with prospective and new students and see many parallels between their experiences and those of recent alumnae/i. I welcome this opportunity to use my past professional experiences, specifically my work in program evaluation and assessment, to help provide a crucial link between Goucher alumnae/i and their beloved *alma mater*,” says Javier-Wong. **S**

— Kristen K. Pinheiro

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hello Fellow Alumnae/i,



There's so much news to share, I barely know where to begin. As you read this, there are just a few stops left on the Listening Tour—events held in 11 cities from Boston to L.A. to allow Goucher's new president, José Antonio Bowen, a chance to meet you and listen to your thoughts.

By all accounts, the tour has been a success. I attended the first event, held last fall in downtown Baltimore's American Visionary Art Museum, and had a great time. Among other things, José spoke about the Goucher Video Application, which has received a great deal of media attention; the extraordinary importance of a liberal arts education; and his plans to replace Stimson (yes, you read that correctly! Go to page 18 for more information).

In return, many of the nearly 175 alums attending the Baltimore event spoke about what made their Goucher experiences unique. Again and again, our fellow alumnae/i mentioned the amazing faculty members they'd had as teachers and mentors and the relationships they formed with them and their classmates as being a transformative part of their undergraduate years. If you weren't able to attend a Listening Tour event, but would like to offer your thoughts, please visit www.goucher.edu/about/listening-tour.

Later this semester, of course, is our Alumnae/i Weekend, which will be held April 24-26. As usual, the weekend will be jam-packed with presentations, athletic games, chances to reconnect with your former professors, and opportunities to hang out with fellow Gophers.

I'm also delighted to announce that a new alumnae/i director has joined the college. His name is John Paul "J.P." Javier-Wong, and he comes to Goucher from Towson University, where he was the coordinator of new-student programs (read more about J.P. on the preceding page).

Believe it or not, the news doesn't end here: I'm happy to say that on Friday, April 24, in conjunction with Alumnae/i Weekend, José will be inaugurated as Goucher's 11th president. You all are welcome to attend—and this year, the Parade of Classes will be included as part of the inaugural procession. I'm also happy to announce that on April 24, Goucher will present the first Distinguished Alumnae/i Awards to honor some of the college's most illustrious alumnae/i at a gala that evening.

I can't wait to see you all at the inauguration, the gala, and Alumnae/i Weekend.

Sincerely,

Steve Klepper '97

Dorm Renovations

A new vision for residential life



Architect's rendering of the new freshman village and centralized dining hall

When Goucher moved from its downtown Baltimore campus to Towson almost 60 years ago, the intention was to create a serene home for students, a place where they could have life-changing educational experiences.

On the current campus, college officials are taking advantage of the latest research in higher education to re-examine the ways students best learn and live in college communities and how the design of the campus can help reinforce Goucher's 3Rs—relationships, resilience, and reflection, which ultimately help students succeed academically and personally.

Under the new leadership of President José Antonio Bowen, a plan is being developed to create a bold vision for residential life on campus and to highlight unflinching commitment to investing in the future of Goucher College.

Already, the Board of Trustees has given significant early support for this audacious plan by authorizing a \$20 million jumpstart investment to help fund the first phase of this new plan for residential life. This renovation and construction is estimated to cost \$54 million of a total \$170 million, 10-year project that will also address deferred maintenance in Dorsey College Center, Hoffberger Science Building, Kraushaar Auditorium, Meyerhoff Arts Center, and athletic facilities, as well as in other residential facilities.

"While we are still in the early stages of this process, we are planning on overhauling multiple dormitories, creating more on-campus faculty housing, enlarging green spaces for community-building, and consolidating dining in the heart of campus," says Linda Barone, project manager of Goucher's Facilities Management Services.

The college will be working with Baltimore-based architecture firm Ayers Saint Gross to complete this far-reaching plan that will emphasize new educational models and new learning communities everywhere on campus. Groundbreaking is slated for this May, with students occupying and benefiting from the new facilities as soon as the Fall 2017 semester.

As Goucher's administrators began to imagine reconfiguring the campus, they drew upon studies that

demonstrate students' living quarters dramatically impact their college experience. Creating a strong residential community enables students to learn more effectively, and it makes them happier, which will help them stay at Goucher until graduation.

"The type of housing that is available to students matters, and different types of housing are more desirable and more beneficial to them at different stages of their college careers," says Bryan Coker, vice president and dean of students. "Almost all Goucher students live on campus, and we need to give them a range of housing options that both reflect and reinforce their increasing maturity."

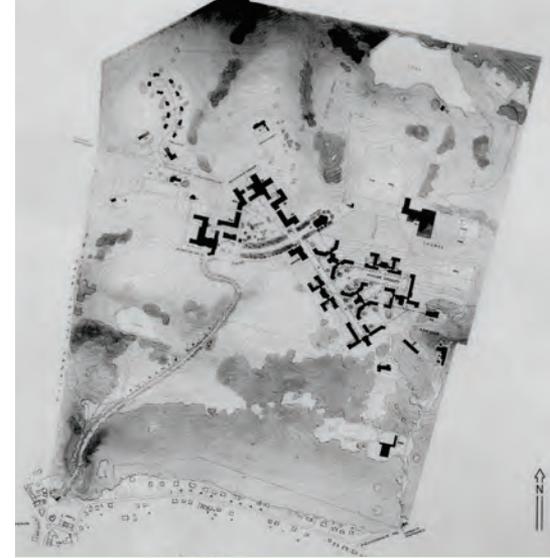
Faculty and staff across campus have been reading and discussing *How College Works* by sociologists Daniel F. Chambliss and Christopher G. Takacs. In the book, the researchers assert that first-year students flourish most when living in a traditional residence hall with shared bathrooms. They get out of their rooms, meet new people, have access to a community assistant, and begin building friendships.

Those relationships, Chambliss and Takacs argue, have a significant impact on the way students perform academically and continue to influence them throughout their lives. They write, "Dorms ... have a fundamental power in producing friendships: they repeatedly (and involuntarily) bring students into close proximity."

The current plan calls for razing Stimson and Froelicher halls and building a new first-year village that will house 475 first-year students close to the center of campus, directly adjacent to the Decker Sports and Recreation Center and a new centralized dining facility. The dorms for new students will include a mix of single and double rooms, as well as common space outside to support community-building.

Most first-year Goucher students live in Stimson Hall, a traditional dorm, in either double or triple bedrooms. Although Stimson does offer a strong sense of community, it was built in the '60s—as some of you may remember—and it's now the most worn and least desirable residence hall on campus.

"For first-year students, entering college is an exciting, but sometimes-overwhelming, step toward adulthood," says



Original master plan of Goucher's campus from 1938



A three-dimensional architect's rendering of the upper-division village

“The type of housing that is available to students matters, and different types of housing are more desirable and more beneficial to them at different stages of their college careers.”

-Bryan Coker

Emily Perl, assistant vice president for student success. “Integrating these students into the college community and helping them to forge friendships and build community is crucial for their retention and academic success.”

As for older students, they do well when they are offered choices with increased privacy and autonomy—shared suites, for example, where a few bedrooms adjoin a shared bathroom or living room, or in apartments that include a small kitchen.

Right now, most older Goucher students live in traditional residence halls. To give them more choices, an upper-division village will replace Stimson Hall with 425 new shared suites and apartments, where other students can choose to live with friends or in a single room. Located closer to the edge of campus, the units will still have access to amenities and community assistants, but in a more flexible environment that will help them prepare for post-graduation independence.

“It is our job to help prepare students academically, but also socially, for their lives after Goucher,” says Perl. “Providing them with housing that enables them to become more independent, more self-actualized, is another way to help them develop much-needed life skills.”

All of these proposed new spaces will include faculty housing options, bringing the living-learning community concept to life by extending education from the classroom to the residence halls to give students an even more meaningful campus life experience.

The layout of the villages will establish two large open spaces, with new buildings defining the edges of these innovative community spaces. The upper-division village will lead to the Van Meter walkway, and the first-year village will allow a defined pedestrian connection from the new upper-division village to the Decker Sports and Recreation Center.

“This undertaking will improve on-campus housing dramatically, support students’ success and development, allow faculty to live on campus again, and create an exceptional residential campus environment that will be a distinctive feature of Goucher,” says President Bowen. “The college also will be able to house a larger student body if enrollment grows, which will help us to be more nimble in the long run.”

Dining facilities are another important part of residential life on a college campus. By many measures, Goucher does a great job of feeding students delicious and healthy meals. The college offers many dining options all over campus, and *The Princeton Review* even ranks Goucher 19th in the nation for food quality.

However, Goucher’s dining locations are at odds with the way students, faculty, and staff live, learn, and work. The dining hall with the most seats is at the edge of campus and receives much less traffic than the considerably smaller venues in its center.

The new plan also calls for creating a large community dining hall at the Pearlstone Student Center, where students can sit and enjoy a meal together—although grab-and-go options will still be available for those with time constraints. The goal is to instill a sense of a community in dining at Goucher.

“It’s an exciting time at Goucher,” says President Bowen. “We still need to develop our plan further and raise the funds for this project, but we believe building living-learning communities is an integral part of our mission to redefine the liberal arts for the 21st century.” §

— Kristen K. Pinheiro



MAKING SOME NOISE

Civil Rights and Civil Disobedience at Goucher

By Chris Landers

On a rainy evening last winter, around 100 people packed into a room in Goucher's Pearlstone Student Center. The main topic of discussion was a recent protest on campus, sparked by events in Ferguson, Missouri, and held in solidarity with similar protests around the country.

Students had staged a walk-out, encouraging others to join. Some felt the protest was disruptive, or even misguided. Others struggled to voice the larger issues of racism and discrimination. It was a raw discussion that stretched for hours, with high tempers and tears. Early on, Jeff Dowd, visiting assistant professor of sociology, tried to add some historical perspective to the discussion.

"We have this kind of idealized vision of, for example, the civil rights movement of the sixties," he told the students, faculty, and staff who were assembled. "We look back on it as this pristine movement with this clear goal, and everyone was agreeing. ... But that's not true. There was all of that messiness; there were riots; there were disruptions. All of those kinds of things happened before because that's how social movements function. That's how social change happens."

It's easy to forget—as the civil rights battles and protests of the past become frozen in black-and-white photographs—that the activists' successes

were not inevitable. They didn't seem easy or guaranteed to **Ruth Busch '64**, who participated in anti-segregation demonstrations as a Goucher student in the early '60s.

A self-described outsider, Busch was a poor kid from the Bronx who was nervous about participating in the protests. For one, she says, "I was fearful of losing my scholarship because of what might be seen by the administration as conduct unbecoming a 1960s Goucher girl." She says her parents also worried, as Holocaust survivors, about what could happen if she defied the state. "Luckily," she says, "their belief in social justice meant that they came around in the end."

Florence "Bunny" Kolodner '64 was Busch's roommate, and she regards her own participation in lunch counter sit-ins as a very important time in her life, at an important time for the country.

When Kolodner came to Towson from New York, she was amazed by the discrimination she found. "Coming from suburban New York City in 1960 and seeing 'No Coloreds' or 'Colored Only' drinking fountains was the shock of my life," she says. "I really did not know these things existed ... Towson was a very working-class area. It was very segregated."



1. Joyce Denison, left, and Harriet Cohen '66 study in jail after a 1963 anti-segregation demonstration. 2. Students stage a die-in to protest police brutality in 2014. 3. Students march outside Baltimore's City Hall in 1963. 4. Students protest racism and discrimination outside the Julia Rogers Building on Goucher's campus late last year.

Baltimore was the site of one of the first anti-segregation sit-ins, led by Morgan State students in 1955 at Read's drugstore downtown. Morgan students would take a leadership role throughout the anti-segregation movement, through the Civic Interest Group (CIG), which grew to include college students from Goucher and the Johns Hopkins University. After the successful integration of Read's, CIG students focused their attention on the Northwood Shopping Center and Northwood Theater, near Morgan. Protests there began in 1955, and black Morgan students were joined by white Hopkins students in picket lines.

It wasn't until 1960 that Goucher students became a significant presence in the CIG, according to a history of student protests written by Robert M. Palumbos for *Maryland Historical Magazine*, but they made up for lost time.

Palumbos writes, "Goucher quickly built a reputation as a school whose liberalism surpassed any of the other predominantly white colleges in Baltimore." He quotes the student-run *Hopkins Newsletter* from November 1960: "Goucher College is successful because it has what Hopkins doesn't have: a strong sense of awareness that real education entails far more than the contents between two covers; that a school's educational burden isn't fulfilled unless it has done more than the bare minimum."

Roslyn Garfeld Lang '64 wrote an account of her involvement with CIG for the Civil Rights Movement Veterans website. In it, she describes meeting up every Saturday with students from Hopkins and Morgan. Everyone dressed their best and split into groups containing black and white students. Then they went to out dinner to see if they were served or asked to leave. Some students stuck around after being barred, running the risk of being arrested. In fact, Lang was taken into custody for her participation in a sit-in in late 1961.

CIG eventually expanded its campaign to the Eastern Shore, protesting segregation in Cambridge and Chestertown.

Goucher's faculty largely supported the protests. In 1961, an anti-segregation letter that was published in the *Goucher*

Weekly and sent to local businesses was signed by 75 faculty members, including then-president Otto Kraushaar. City Students, a group of Goucher students who lived off campus, also joined the movement.

Sara Kay Sherman Smullens '62 co-chaired the group, which paid visits to Towson restaurants to lobby them personally. Restaurant owners said they were afraid white patronage would decline if they admitted black customers. So in 1962, Goucher students took a poll of the area and found that 85 percent of white Towson residents would, indeed, patronize integrated restaurants. The Goucher students returned to the businesses with their findings. The campaign was a success.

Not everyone agreed with the protestors, however. An angry parent of a recently arrested student wrote a letter dated April 1963 to former President Kraushaar, who responded, "I well understand and sympathize with your feelings that activities of this sort should not be encouraged." But he couldn't hold back support of the student, either: "On the other hand," Kraushaar continued, "the best of the literature they read in their college courses is full of all sorts of examples, ranging from Socrates to Thoreau, and the 'obligation' to civil disobedience based on conscientious objection."

The student's name is redacted in the copy of that letter, but she was likely one of the 400 students from Goucher, Morgan, and Hopkins who were arrested a few weeks prior in a campaign to desegregate the Northwood Theater, an event that became a watershed in the Baltimore desegregation movement.

There had been other movie theater protests, according to Busch, and they worked. "If you stepped over a line set by the police," she recalls, "you were arrested and carted off to jail. The mass protests got results; once one movie theatre desegregated, we moved on to the next shopping center. Eventually the threat of ongoing protests got other shop owners to compel their movie theaters to capitulate."

“A SCHOOL’S EDUCATIONAL BURDEN ISN’T FULFILLED UNLESS IT HAS DONE MORE THAN THE BARE MINIMUM.”

Joyce Denison, then a 21-year-old student at Morgan State, was among the students arrested at Northwood. Denison’s picture, sitting and studying behind bars next to Goucher student **Harriet Cohen ’66**, was published in *The Baltimore Sun* and even reached *Jet* magazine.

Denison remembers being scared as she and the other women were taken to jail. She was arrested on the third night of the protest—the night the judge decided to teach students a lesson by setting bail at an unattainable \$500 each. The sheer number of demonstrators who were arrested overwhelmed the facility.

“Now remember,” Denison says, “we did have some training in nonviolent techniques, or some of us did, but a lot of us were not familiar with the Baltimore criminal justice system. We knew the students back at campus had our backs, as well as the faculty—though that was sort of unspoken—but we were voluntarily putting ourselves at risk.”

Denison says of the Goucher students at the protest: “They went to jail with us, so I would say they were just as dedicated as we were. In some sense they might’ve put themselves more at risk.”

She says students were worried about losing vital funds from scholarships or work study. Parental disapproval was a concern as well, and given events farther South at the time, the threat of bodily harm was also very real. “We paid a much greater price than just being able to pay for a ticket to watch a movie,” Denison says. “It was not a picnic.”

It was while the students were in jail that the management of the Northwood Theater finally caved. Denison credits the pressure brought by news stories of thousands of out-of-state students amassing to join the protest. Local reinforcements were also in the works, including a reported 700 Goucher students.

The Baltimore Sun reported tears being shed in the jail as the decision was announced to the arrested students. Six days later, Maryland passed a public accommodations law, banning discrimination against African Americans in restaurants and hotels.

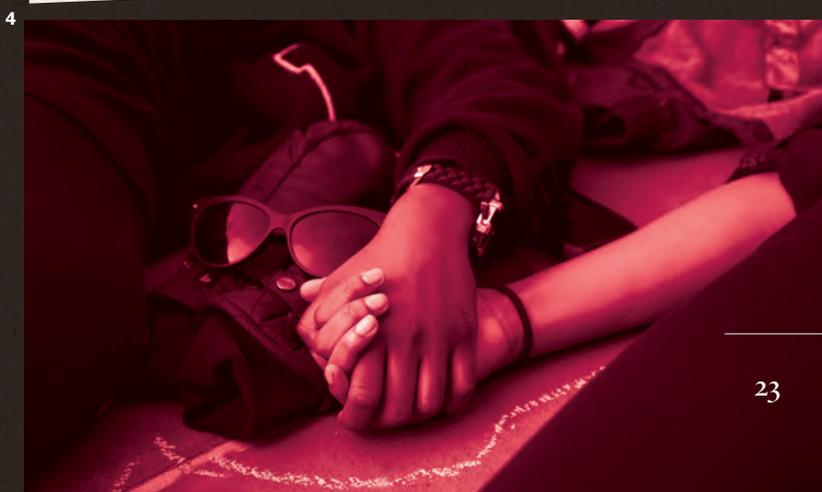
After the Northwood protests, and after 1963, student activism in Baltimore began to fragment, as Palumbos puts it, “with the rise of Black Nationalism and the emergence of the Vietnam War as the focus of white student radicals.” But for many Goucher students, their activities in the early ’60s set them on a path of activism.

In 2010, Baltimore’s Civic Interest Group was among those recognized by the U.S. House of Representatives, which praised the “courage, determination, dignity, and commitment exemplified by those pioneering students who dared to challenge a segregated society.”

Busch lives in New Zealand now, but she writes in an email that “Goucher, its ideals and often its realities, have shaped my life. I became a ‘truth and justice’ lawyer, helping to change the laws about domestic violence in NZ and give voice to those who were silenced in and by the legal system.”

Kolodner lives in New York City. When she spoke by phone late last year, she had just had a conversation with her daughter, who was taking part in police brutality protests in the city. Kolodner says it’s all part of the same struggle, and her daughter is continuing a tradition with roots at Goucher.

Near the end of the meeting following the on-campus protests last semester, **La Jerne Terry Cornish ’83**, associate provost for undergraduate studies, spoke to the students and others who had gathered. *The Quindecim* reported her remarks: “I’m proud of everyone in this room tonight. It is time you exercise your power,” she said. “Many of us could not be prouder of you for the noise you raised yesterday. There are times when you have to make some noise. Don’t you forget it.” §



HIDDEN TREASURES

UNCOVERING GOUCHER'S IMPRESSIVE ART COLLECTION

THEY'RE ALL AROUND CAMPUS—A BUDDHA STATUE IN THE LIBRARY, a landscape print in an office, a sculpture near the chapel, or a tapestry in the President's House. "We like to refer to it as Goucher's hidden treasures," Sonja Sugerman, art and artifacts collection curator, says of the college's vast art collection. And a lot of this collection is hidden in plain sight.

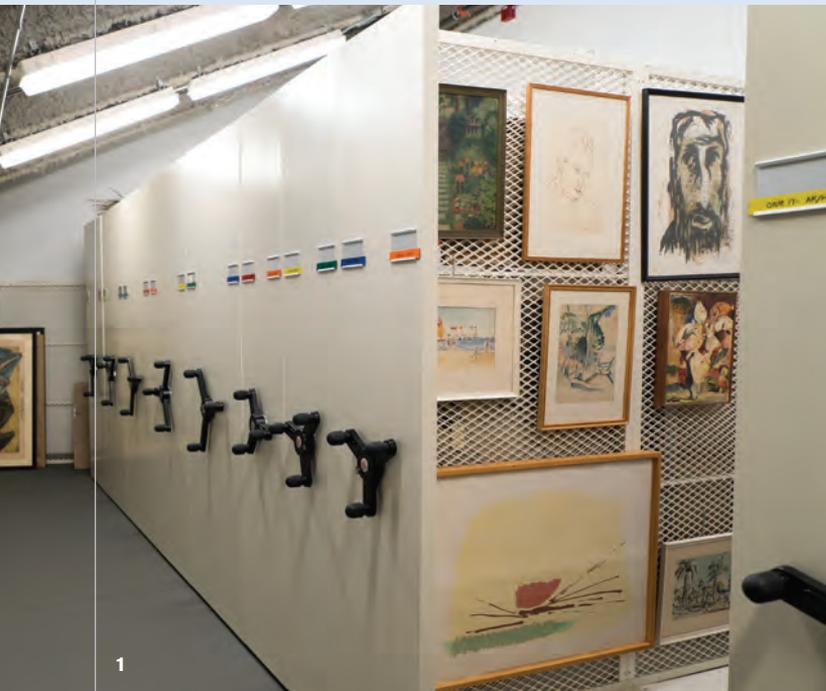
Consisting of more than 700 pieces, the assemblage contains almost every possible collectible: Coins, prints, drawings, paintings, and photographs are stored and displayed alongside African masks and Asian pottery. The collection began with the college's inception in 1885, when one of its founders, John Franklin Goucher, donated the first pieces from his travels—including from Egypt, Mexico, and Italy—to help educate students.

The original collection was housed in a college museum in Goucher Hall of the old campus, encompassing ancient manuscripts, coins, armor, shells, sponges, corals, rugs, watercolors of Native Americans circa 1851, even mummies—a royal Egyptian princess and a middle-class woman of the Ptolemaic period. It soon grew to include Tiffany windows, a gift from some of the first graduating classes in memory of Mary Fisher Goucher; World War I propaganda posters donated by Clinton Winslow, a founder of the college's Political Science Department; and various other pieces from the Baltimore and Goucher communities.

BY ANGIE COCHRUN



Lila Katzen, "Composition," 1955, Oil on Canvas



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1. The Irene Grill '52 Storage Facility houses off-view pieces of Goucher's art collection. 2. Gladys Goldstein, "Untitled," 1967, Oil on Canvas 3. James Rosati, "Undine," 1959, White Marble 4. Edward Berge, "Young Nude," circa 1900, Bronze on Marble Base



When Goucher moved from St. Paul and 23rd streets to its Towson campus in 1954, a museum was not in the college's new plans. A *Baltimore Sun* article from August 1950 titled "Moving Day: To Keep Or Not To Keep?" detailed the "biggest, touchiest job of housecleaning."

Bird eggs, glass from Egyptian tombs, minerals, Civil War cannonballs—staff sorted through it all and packed what would make the move to Towson. There was much to consider. "Thousands of young ladies have come to Goucher and then gone out into the world, all corners of it. Each of them, it seems, has sent something back to the old school," reporter Ralph Reppert observed at the time.

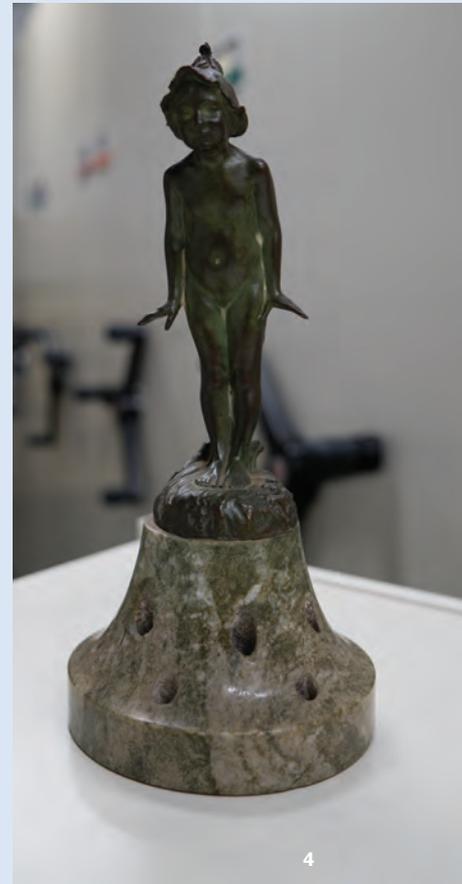
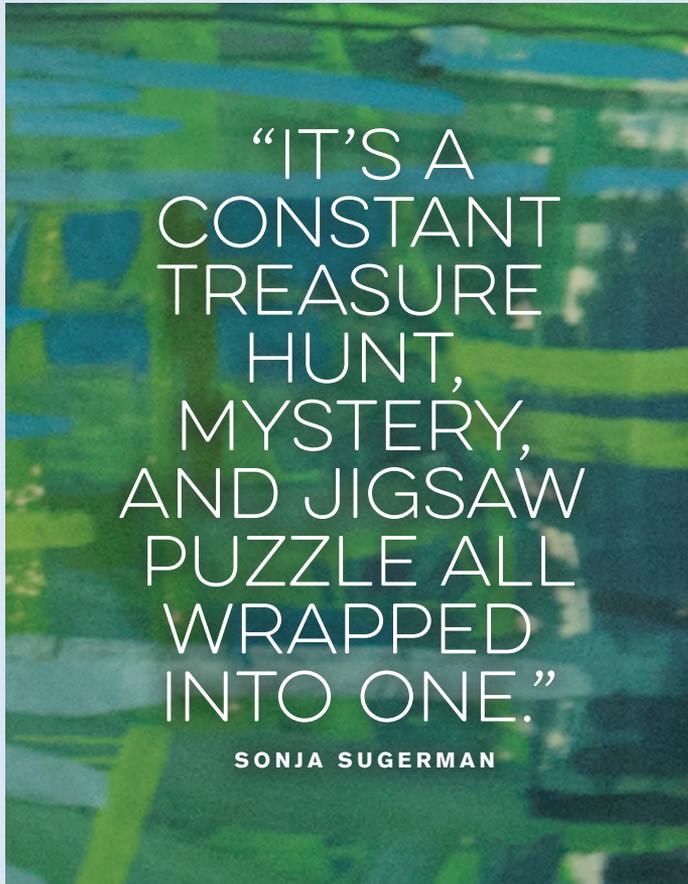
Many pieces made the transition to the new campus and were exhibited or displayed in the Julia Rogers Library, Van Meter Hall, or scattered around campus, while others were given away, sold, or indefinitely loaned out to places such as the Walters Art Museum and the Johns Hopkins University.

Since then, there have been additions to Goucher's collection by notable members of the community, alumnae/i, and monetary gifts with stipulations, such as a gift in the 1970s that mandated the money had to be spent on artwork in the span of one year, and each piece could not cost more than \$1,000. "That was kind of neat," Sugerman says. "They were all new and emerging artists, and most of them have gone on to have pretty incredible careers. We might





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have spent \$900, but now it's worth much more." She says the overall collection has not been recently appraised.

Different employees have worked sporadically on the collection through the years, but Sugerman's position is part of a renewed focus on the pieces and their value to the college and to the art world. The position is housed in the Art and Art History Department, which plays a vital role in the life of the collection.

Sugerman, who started in the summer of 2013, says she's "not your typical art historian." She has a Master of Arts in teaching from George Washington University's museum education program and a Master of Philosophy in post-Renaissance fine and decorative art from Christie's Education of London in conjunction with the University of Glasgow. Her experience creates a broad background for tracking, maintaining, and celebrating Goucher's art collection.

"It's a constant treasure hunt, mystery, and jigsaw puzzle all wrapped into one," she says. "As an art historian, this is a blast." It's also time-consuming and intricately detailed, as stacks of binders, cards, and a computer tracking system can attest. Some pieces have information or ID numbers; others don't. Still others don't match the information they have. Most of the collection is in storage (Sugerman estimates about 85 percent), and some of it needs restoration or display work.

Sugerman works with Goucher's Art Collection Committee, which started in 2006 as part of the "Transcending Boundaries" campaign and is chaired by trustee **Marilyn Southard Warshawsky '68**. Warshawsky says the group was organized to help oversee the collection and create a precedent and procedure around accepting and honoring pieces and donors.

Warshawsky says various considerations determine if a piece is right for Goucher: Can it be used for teaching purposes? Is it something that would enhance the collection? And will it beautify and be exhibited on the campus? "We wanted to have some sort of framework, in fairness to the donors and college," she says.

"Education is a priority," Sugerman said. One teaching example is the use of a "mystery object" project for "The History and Methods of Art History" taught by Associate Professor of Art History April Oettinger. Students view an object from the collection and analyze it from different perspectives: formal, Marxist, semiotic, and contextual. In the class "Neoclassicism – Impressionism," Professor of Art History Gail Husch has students base an entire project around a print from the collection.



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Sugerman is eager for students, not just art students, to take advantage of the collection more in upcoming semesters. “I think everything we have—in its own way—is fascinating,” she says. “It’s finding the story and being able to tell the story. You have to know science, technology, history, and fashion ... it all comes together through art and the art that came before and after.”

In the past year, art history and research method classes have used pieces from Goucher’s collection as research projects. The benefit goes both ways, with students getting great research experience, as well as them adding information about pieces to the collection records.

Sugerman hopes to make the collection even more educational, possibly by starting a museum studies and museum exhibition course. Students could curate a show from the collection, picking the pieces, doing research, and writing the wall text. Another goal could be creating a sub-collection, a touchable one. “This is really exciting and special,” Sugerman says. “Most art and art history students don’t get to touch art, even at the master’s level.”

An immediate project is to label all the public art around campus by the end of this year, including the title, donor, year given, and some biographical information on the artist. Pieces are scattered around campus, with the largest group—34 objects—being displayed on the first floor of the President’s House.



“I’M AN
ART LOVER.
I BELIEVE ART
SHOULD BE
AVAILABLE TO
EVERYONE.”

KIMBERLY BOWEN



1. Dale Chihuly, “Royal Raspberry Seafoam Pair,” 2007, Studio Edition, Blown Glass 2. Seated Buddha, Burmese, Carved Stone, Gift of Dr. John Goucher in 1895 3. Head on Socle, Liberia, Wood 4. Theodoros Stamos, “Statis I,” circa 1960, Oil on Canvas 5. Antoine-Louis Barye, “Lion and Serpent,” circa 1850, Bronze

Kimberly Bowen says when she and President José Antonio Bowen moved in, it was tough to decide which pieces to display. “I really love them all,” she says. “I’m a huge Robert Motherwell fan, so I’m beyond thrilled that we have one of his works. Also, I love the Alexander Calder tapestries because they’re so unusual. Most people are only familiar with his mobiles, so it’s really great to have works of his in a different medium.”

She says she was surprised by the size and assortment of the collection and finds it sad it’s not more visible. “I’m an art lover. I believe art should be available to everyone. My hope is that we can make what we have more accessible and visible to people so it can be enjoyed not just by our community, but others as well.”

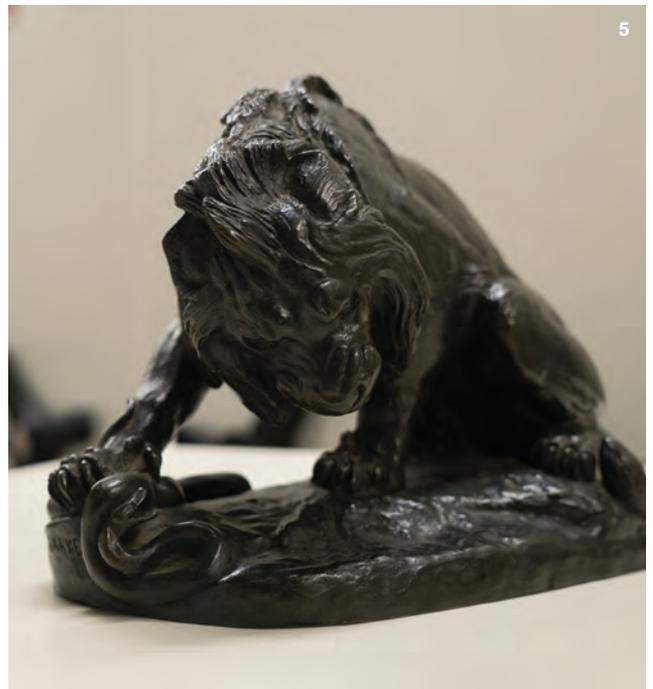
Bowen says curating and displaying art takes time, money, and attention to details—like labeling the works.

“If you see a sign on a wall, you pay the piece a little bit more attention,” Sugerman says. “Alums gave this work; they gave it with the intention of it educating future generations of Goucher students, and they should be educated by it.”

Some recent donations include outside sculptures, as well as a painting being donated by a young alum. Sugerman and Warshawsky said it’s mostly alumnae/i who have donated to the collection in recent years, something they’re

immensely grateful for as they build the program.

“I like that we have so many pieces from so many different eras and media; our art collection is very varied,” Warshawsky says. “My hope is we can display it and use it even more, so people can enjoy it.” §





(im•promp'too) adj. Something made or done offhand, at the moment, or without previous study; an extemporaneous composition, address, or remark.

Yousuf Al-Bulushi

Yousuf Al-Bulushi came to Goucher's Peace Studies Program last year from the University of North Carolina at Chapel Hill, where he received his doctorate in geography. It's tough to catch him in his office, but if he's not in class or exploring Baltimore, you might find him playing for the Baltimore Kickers in the Maryland Major Soccer League or checking out the shelves at Red Emma's bookstore and coffeehouse in Station North.

I have to ask, because it's the first publication listed on your CV, what is the Revolutionary Picnic Collective?

Ha! That was a name taken up in jest for the journal *Antipode: A Radical Journal of Geography*. They hold the Summer Institute for the Geography of Justice, and I went to the third one, in Athens, Georgia. There were about 30 of us there, 20 or 25 young scholars or Ph.D. students and about seven or eight of the leading scholars in the field. And we were each asked to give presentations about the work we were doing and engage in conversations about the field. One of the students came up with the name "Revolutionary Picnic Collective" as a space where we could have our discussions over lunch, just so we could continue our conversation. We ended up writing a series of reflections on the conversations we had there, so that was the co-authored paper in the journal.

What is radical geography?

Within the field of geography there's a subfield of radical geography that really began to take off during the sixties and seventies, in the middle of a lot of global unrest and protest—the civil rights movement, the feminist movement, the queer movement. It really began to seep into the discipline of geography, which up until that point saw itself as a field that simply produced knowledge, primarily for the state. So against that, the sub-discipline of radical geography began to think about people who haven't been the focus of university studies, people who've been excluded—marginalized communities—and we focus our attention on understanding those communities.

What's your impression of Baltimore so far?

Baltimore has some real challenges; historically, its population has shrunk every decade since the fifties, so it's similar to other places like Detroit in that sense. It highlights racial inequalities. Obviously, the African American community was the worst hit by de-industrialization, but at the same time, despite all of those challenges, it has some of the most interesting small, grassroots social justice projects.

Does the city interest you, in terms of your area of study?

Definitely, and that was a major attraction about coming to Goucher. A lot of liberal arts colleges are located in rural areas off the beaten path. Goucher has a unique opportunity to put that liberal arts project to work in an urban setting. For someone like me, a geographer who's particularly interested in urban processes, this is really a great space to do that. You really couldn't ask for a better case study for some of the transitions that the U.S. has gone through. I've begun to explore the city, bit by bit, checking out some of the community spaces, checking out some of those old industrial spaces, and I'm looking forward to doing more of that.

—Chris Landers

Marc Grossman '96

the Farming Life



“For the changes that are going to happen, there have to be people actually doing something. I wanted to be one of the people actually doing, as opposed to telling others what to do.”

The farm is pitch black as **Marc Grossman '96** threads his way carefully through the electric fence. It's cold—last night's early frost killed off a shipment of vegetables that was already spoken for—but tomorrow's vegetables need to be washed and packed, and 150 pounds of garlic should have gone into the ground a few weeks ago. Even as he sets out, he knows he won't get to everything tonight.

Such is the uncertain nature of a small farm, which is why Grossman keeps his day job as a high school teacher. He comes out to this farm in Brookeville, Maryland, a couple of times a week in the colder months, even in the dark and the cold, there are vegetables to tuck under blankets and a new irrigation system to protect against the freeze.

“You have to love it, otherwise you don't last very long,” Grossman says as he stakes out a patch of ground for the next day's delivery of leaves from Baltimore County. The farm is certified organic, and these leaves will form the compost for next year's crops.

Grossman credits Goucher with giving him the flexibility he needed to learn all the varied skills running a farm entails, as well as a sense of perspective about the endeavor.

“Goucher taught me how to think critically,” he says. “It gave me the skills to learn a lot of things, and it gave me the skills to see the role of something this small in the larger world.” He laughs, and adds, “I wonder how many Goucher grads are farmers.”

Grossman didn't start out as a farmer post-Goucher. After graduation, the history major headed to Capitol Hill as an intern. But life inside the beltway didn't agree with him, so he joined the Peace Corps. After a three-year stint building water systems in Bolivia, Grossman returned to Ohio, where he grew up. He spent some time at Stratford Ecological Center, an educational farm and nature preserve, exploring a lifelong interest in farming.

“I didn't want to be the policy advocate,” he says. “For the changes that are going to happen, there have to be people actually doing something. I wanted to be one of the people actually doing, as opposed to telling others what to do.”

Grossman returned to school to get a teaching degree at George Washington University, then he took a position in Montgomery County, Maryland, where he still teaches high school social studies. Meanwhile, in his spare time he grew seedlings to sell at market. When that proved not to be economically feasible, he rented six plots in a community garden and grew salad greens. He scored a slot at a local farmers' market, and that was his niche. “I didn't make any money,” he recalls, “but I didn't lose any, either.”

At the market, he met John Brill, a fellow small farmer who was expanding the community garden at Our House, a residential job-training center for at-risk male teens. The farm is a for-profit operation that, at least in theory, is separate from the nonprofit Our House. The farm sells its organic produce and free-range eggs to local restaurants and at farmers' markets, and it offers a Community Supported Agriculture (CSA) program.

Neither Brill nor Grossman were making it on their own in agriculture, so in 2008 they decided to team up and take advantage of the available farmland—now grown to 12 acres—and the job-training aspect of the Our House program. The young men who live on site are paid wages to do skilled and unskilled labor, from digging ditches to fixing tractors, all while working toward their GED in the evenings.

Grossman now has almost reached a stage where he breaks even for the amount of money he's put in over the years, to say nothing of the time involved.

“I don't have a grand vision for where we'll be in ten years,” he says. “Right now we're just trying to nail down what we have, and to do it well. I'm just doing my part, making my contribution.”

— *Chris Landers*



Some friendships
last a lifetime.



Alumnae/i Weekend
April 24-26, 2015

Emily Peters Kagan '03

strong Resolve



“As far back as I can remember I was playing ‘ninjas’ with my brothers and watching all the martial arts movies that made it big from the late ‘80s to mid-‘90s,” says **Emily Peters Kagan '03**.

However, until Kagan arrived at Goucher College and joined the Jujitsu Club, she never actually practiced martial arts herself.

“Goucher’s where I got my first martial arts training,” says Kagan, who now is under contract with the Ultimate Fighting Championship (UFC), a professional mixed martial arts (MMA) organization that is the fastest-growing sports association in the world.

At Goucher, Kagan majored in business management with a concentration in international business. She says she had a lot of great classes, taught by professors who truly inspired her. “I really valued the human-ness that the professors brought with them in their teaching and in their advising duties.”

Goucher also offered her a scholarship, which she used to subsidize an internship with a high-tech Israeli company over several summer and winter breaks. Two weeks after she graduated, she moved to Israel, where she lived and worked for three years.

While in Israel she sought out martial arts schools to train in earnest. “Once I started in one gym, it just sort of catapulted. I really decided to go the route of martial arts,” she says.

In 2006, Kagan returned to the United States to pursue a career that joined her love for the outdoors and her passion for helping others. “I had wanted to do wilderness therapy before I graduated college, but I became intimidated by all of the requirements,” she says. “Somehow I thought moving to another country would be easier!”

She spent the next three years as a therapeutic wilderness guide and residential counselor for young women at camps and programs in Minnesota, New Hampshire, and Maine, her native state.

Kagan says Goucher was influential in leading her to this next step in her career. “Being at Goucher and connecting with a lot of women really educated me on what it means to be a true

feminist and supporting and empowering other women,” she says. “I found myself wanting to reach out to women specifically to help them, which was why I went back to the idea of wilderness therapy.”

But it was tough work, and Kagan says she just got burnt out. “I realized I wanted to give myself more attention, do some things for myself that I just wasn’t able to do with the intensity of the job,” she says.

It was actually the young women with whom Kagan was working at the wilderness program who asked why she hadn’t committed herself to martial arts. “I thought to myself: What would it look like if I did take it to another level?” she says.

At the end of 2009, at age 28, Kagan packed up her station wagon with everything she thought she would need and moved to New Mexico to pursue her dream of being an ultimate fighter.

“I came out here without a place to live, without a job. I just did it and hoped for the best,” she says.

She was invited to train at a gym in Albuquerque, and within three months she had her first amateur fight. She finished 2010 with four amateur fights. In the next year, she had three more fights, finishing her amateur career with five wins and two losses.

In September 2012, Kagan made her pro debut with a decision win. She continued to train and fight, train and fight.

Last December, she got a call from Dana White, president of the UFC, who told Kagan she was one of 16 women chosen to appear on the *Ultimate Fighter Season 20*, the first with an all-female cast, and that she was going to be contracted into the UFC.

“It was kind of like when Ed McMahon shows up with the Publishers Clearinghouse check at your front door,” she says. “I felt like I won the lottery.”

On the show, Kagan fought the No. 2-ranked female ultimate fighter to win the first-ever strawweight (115 lbs.) championship title. Kagan lost by decision after two rounds, but she says it was a controversial fight. “I thought it should’ve gone another round,” she adds.

In December, she fought at the Hard Rock Hotel and Casino in Las Vegas, during the *Ultimate Fighter Season 20* finale. The match went three rounds, but Kagan lost in a unanimous decision.

Kagan says her ultimate goal is to succeed in the UFC. “It would be great to get to fight my way back up to another opportunity for the belt.”

—Kristen K. Pinheiro

in Memoriam



Arlynn S. Stark

1942-2014

Arlynn S. Stark, the founder and director of Goucher College's undergraduate and graduate dance therapy programs, died of breast cancer on November 17, 2014, in Denver. She was 71.

Stark grew up in Baltimore with a passion for dance. She attended the Julliard School of Music as a dance major. After an injury ended her career, she became interested in a new form of psychotherapy known as dance/movement therapy. She helped found the American Dance Therapy Association in 1966 and served as one of its early presidents.

While practicing dance therapy at psychiatric and mental health facilities in the Baltimore area, Stark earned a Bachelor of Science in psychology in 1972 from the University of Maryland, Baltimore County. She went on to earn a Master of Science in dance/movement therapy from Goddard College and a Master of Arts in administrative science from the Johns Hopkins University.

She was working as a dance therapist from 1971 to 1978 at Sheppard and Enoch Pratt Hospital when she quit to direct and teach in Goucher's dance therapy master's program. At the time, Goucher was the eighth college in the nation to offer a master's in dance therapy, which is used like modern dance to demonstrate emotions and help patients express their feelings.

"Arlynn was unstoppable! She was an unforgettable member of the dance/movement therapy community and a wonderful teacher and leader. The world will miss her gifts," said **Nancy Bennett-Karasik '89**.

After leaving Goucher in 1994, Stark founded a successful private practice and worked with several mental health practices. Her specialization included working with victims of physical and sexual abuse.

In 1997, Stark married James Mims and moved to Evergreen, Colorado, where she continued working in the mental health field until recent years.

Stark was diagnosed with breast cancer in 2000 and battled it successfully. In 2011, it re-emerged and became aggressive.

Stark is survived by her husband and son.



Nannielou Reier Conklin

1926-2014

'48

Nannielou Reier Conklin '48, a pioneer of American radio astronomy and interstellar research, died in Seattle on November 16, 2014. Born in Springfield, Illinois, in 1926, she majored in mathematics at Goucher College, where she took a course in astronomy that inspired her to overcome gender discrimination and pursue her future career.

After graduating from Goucher she seized an opportunity at the Naval Research Laboratory, which had acquired a radio telescope to exploit the newfound wartime experience with radar.

In 1955, Conklin began doctoral studies at Harvard. Her 1958 dissertation on the nearby spiral galaxy M33 was the first Ph.D. dissertation by a woman using her own radio astronomy data. In 1965, she moved to the Radio Astronomy Laboratory at the University of California Berkeley.

Over the course of her impressive career, Conklin pioneered studies of neutral hydrogen in nearby galaxies and of the structure of the interstellar medium in the Milky Way and other galaxies. She also played a key role in early discoveries and investigations of interstellar masers.

Conklin's remarkable professional achievements are even more impressive when considered in historical and personal contexts. Gender was an unavoidable issue during her career: In 1954, women made up just 3 percent of physicists and astronomers and were almost always paid significantly less than men. Conklin faced both overt and covert prejudice against women scientists.

In her personal life, two troubled early marriages left her trying to balance single parenting of her two daughters, Amy and Mary, with the demands of research. In 1960, Conklin was diagnosed with multiple sclerosis and struggled with fatigue, disability, and pain. Realizing the extensive travel required for observations and experiments would become increasingly difficult, Conklin took early retirement from Berkeley in 1977.

She and her husband, Garret Conklin, whom she had married in 1968, moved to Menorca, Spain, and later to Vermont and then Seattle.

Conklin is survived by her two daughters and five stepchildren. Her husband and a stepson, Garret Conklin Jr., predeceased her.

BIG Ideas



by President José Antonio Bowen

I know we have all read troubling reports that the future of liberal arts colleges is precarious due to demographic shifts, lower high school graduation rates, sticker shock, public skepticism about higher education, and a decline in families' real ability to pay. Maryland, in particular, has a declining population: In the next decade, the number of high school students in the region is expected to decrease by 25,000.

With fewer students and lower demand, Moody's predicts 40 percent of liberal arts colleges will soon fail. In this increasingly competitive field, we at Goucher College must rethink our unique version of a liberal arts education for the 21st century.

Goucher already does many things well: We offer small classes, community engagement, study abroad, excellent faculty, a beautiful campus, plenty of food options, opportunities for internships, recreation facilities, a strong career center, and significant financial aid. However, every school and college marketer already knows these features are now basically viewed as "essentials" for all students—things they take for granted all colleges will offer.

What we are asking now is what can Goucher really do better than anyone else? We must clearly articulate our singular benefits and then communicate them in everything we do.

We need a plan that is authentically Goucher and builds on our values and history, but it also must be bold enough to make us stand out in a sea of other colleges, and broad enough to be embraced by our entire community. This is no easy order, and it will require some innovative, out-of-the-box thinking.

“We need a plan that is authentically Goucher and builds on our values and history, but it also must be bold enough to make us stand out in a sea of other colleges, and broad enough to be embraced by our entire community.”

-President José Antonio Bowen

The Big Ideas Group has been formed and charged with finding a value proposition that is uniquely Goucher, but big and distinctive enough to attract potential students. Known as BIG, the steering committee includes representation from all constituencies, but it is predominantly led by the faculty. Over the next year or so, BIG will be rethinking our mission, examining our market research, and looking at what some other colleges and universities have done to help shape Goucher's unique focus for a distinct advantage in the new ferociously competitive higher-ed marketplace.

Below are some of the big ideas BIG members are considering:

Simplify our education requirements.

Like most colleges, Goucher has too many general education goals (liberal education requirements, or LERs) that are both vague and separated from the outcomes of individual majors. We will undergo an inclusive and thoughtful process to determine whether we can simplify the LERs and replace them with a set of four to six broad goals that define a Goucher education.

Balance the liberal arts.

Students are allowed to self-segregate into majors and avoid the subjects they are uncomfortable with (except for the required classes, of course). I strongly argue students are not broadly educated for the 21st century if they take one math class and avoid anything quantitative for four years. BIG will examine if it makes sense for us to return to the original breadth of liberal arts.

Integrate our 3Rs.

We have introduced the 3Rs (relationships, resilience, and reflection) into many aspects of our campus culture. We will need to determine how we can integrate these outcomes into everything we do, including any new learning goals we establish.

Emphasize scholarship.

Almost a century ago, U.S. colleges sacrificed breadth for more depth, and the “major” was created. We must offer programs and curricula that stress scholarship and individual research, which may mean de-emphasizing traditional majors. With the increased pace of innovation and discovery of new knowledge, being able to analyze and learn new things is now more important than ever.

Declare a mission, not a major.

I have asked this before: What if students declared a mission, not a major? With our current curricula, we spend a lot of time in meetings, making sure students navigate the academic path we want for them. BIG will look at the possibility of eliminating majors, allowing faculty instead to spend more time advising and mentoring individual students.

Set rubrics and academic progress.

If we simplify learning goals, we will need to develop more detailed rubrics with standards we can use over four years. Students should know the goals and how they are progressing toward those goals. Students should be asked continually to improve their academic skills; we should expect more from seniors than we do from sophomores.

Track students’ pathways.

We have all talked about how relationships and great advising are hallmarks of a Goucher education. The more we want to give students choices, yet guide their development, the more we need a way to track the various pathways they are taking through both curricula and experiences. Whatever learning goals we decide upon, we will need a robust system for connecting students’ passions, advising, courses, and experiences.

Assess usefulness of grades.

There is broad support on campus for eliminating first-year grades. Grades are a lot of work, but they more often obscure feedback and real assessment. As we work toward proving what our students have learned, grades may end up being deemed impractical and ineffective measures of student success.

Internationalize our student body.

International students bring lots of benefits and represent one of the real opportunities for growing our student body and increasing diversity. We need to rethink the study abroad requirement in this context and assess what else we can do to internationalize Goucher.

If you want to read more about the work of the Big Ideas Group, go to:

www.goucher.edu/about/office-of-the-president

As alumnae/i of this fine institution, you know best what is truly unique about Goucher. You can provide the steering committee members—and me—with invaluable insight and ideas to help re-envision Goucher as an unparalleled leader in the liberal arts. I look forward to discussing these big ideas, as well as your big ideas, during Reunion Weekend, April 24-26.



Because you deserve the best.

Join President José Antonio and Kimberly Bowen and Goucher Professor of English Juliette Wells for the Jane Austen Tour to Hampshire, Oxford, and London

June 7-15, 2015

Goucher has a special connection to Jane Austen thanks to the extraordinary Austen collection donated to the college by Alberta H. Burke '28. Now, for the first time, you're invited to immerse yourself in the author's world, on an exclusive tour for Goucher alumnae/i led by Austen scholar and Goucher English professor Juliette Wells.

- Visit the places where the author lived and wrote, beginning with the Hampshire village of Steventon and its environs, which shaped her youthful imagination.
- Enjoy private tours of Jane Austen's House Museum and Chawton House Library, including lunch in the Great Hall.
- Spend a day in historic Bath, which Austen chose as the setting of two of her novels, and visit the city's Jane Austen Centre.
- In Oxford, take a behind-the-scenes tour of the Bodleian Library where you will view Austen manuscripts, *The Watsons* and *Volume The First*.
- Consider Austen's authorship and legacy on a visit to her grave in beautiful Winchester Cathedral.
- Join University of Oxford Professor Kathryn Sutherland for a private conversation about Austen's works.
- Stay at Hampshire's charming country house hotel, Tylney Hall, and London's elegant, 5-star Royal Horseguards hotel.

Starting from
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A Peek Inside

Goucher students' connection to the long struggle for civil rights spans from anti-segregation campaigns across Baltimore in the 1960s to modern-day lie-ins to protest racial discrimination and excessive police force.



ALSO IN THIS ISSUE

■ **Transforming College Admissions:**
An Update on the Goucher Video Application



■ **Teaching & Technology:**
How One Professor "Flipped" His Classroom for Improved Learning



■ **Traveling and Taking Notes:**
President José Antonio Bowen Shares Big Ideas on the Road