

TODAY

BRIDGE BUILDER

Migdalia Loyola Meléndez '96
helps Minnesotans connect
with their government.

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FROM LEFT: DINA AVILA; DAVIDE BONAZZI; DAVID J. TURNER; CHAD BUNK; NASA

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"The more people know how to access government, the more it's going to change their lives," says Migdalia Loyola Meléndez '96, Minnesota Governor Tim Walz's deputy chief of staff for public engagement.

PHOTO: DAVID J. TURNER

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**PHOTO
• OF THE •
DAY**

In the campus community's Mac Daily newsletter, students, faculty, and staff share photos of Macalester's people and places.



"Members of the 2022 Ordway summer research crew enjoy a float on River Lake after successfully installing the field station's dock." Submitted by Professor Jerald Dosch.



"The Trash Collectors were victorious in the Macalester Intramural Soccer League with an overtime full-court shot by Aiden Yang '25. The team won while also representing over ten different countries." Submitted by Jesus Castillos Palacios '24.



"Macalester's pipe band, led by Michael Breidenbach '96, won second place in grade 3 at the Midwest Pipe Band Championship in June. Zippa Curiskis '25, Rhys O'Higgins '24, and Meridith Richmond '12 are members of the pipe band. Congratulations!"



"Members of Professor Louisa Bradtmiller's 2018 Oceanography FYC gathered for one last reunion as current students. Congratulations, Class of 2022!" Submitted by Louisa Bradtmiller.

Educational innovations

Thanks for publishing two excellent articles about education and curriculum development in the Spring 2022 issue; namely, "Professors Look Beyond the Lecture" and "Lecture Notes: Exploring Sensation and Perception." It's been a long time since information about educational innovations has been featured in *Mac Today*, and these articles are most welcome.

Damian Brindell '78
North Wales, Pa.

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More Speech —Not Less—Is Vital to Learning

The free exchange of ideas is a cornerstone of liberal education. Colleges like Macalester must support open debate and welcome a diversity of viewpoints.

The American Association of Colleges and Universities defines a liberal education as one that "empowers individuals with broad knowledge and transferable skills, and a stronger sense of values, ethics, and civic engagement ... characterized by challenging encounters with important issues, and more a way of studying than a specific course or field of study." Such challenging encounters are constructive and should not be feared.

Of course, the current climate in the US is one that feels very divisive. I don't blame anyone for being nervous about expressing a controversial point of view. As a bioethicist, I was trained to take on the thorniest of topics in my research and scholarship, and I still sometimes feel bashful about disagreeing openly with colleagues and friends. But the skills to do so effectively are essential for the thriving of a democratic society. So, we must treat differences of opinion as opportunities to learn and grow.

For this reason, we encourage academic departments at Macalester to invite speakers to campus from across the political spectrum who are passionate about their areas of expertise. We train students to communicate persuasively in classes, using evidence to support their arguments. Through co-curricular programming like forensics (did you know that Mac students won the collegiate Ethics Bowl national championship this year?), we provide opportunities to apply these skills in dialogue with students from other college campuses. And, in the fall, we are bringing the "Congress to Campus" program to Macalester to demonstrate how elected leaders on different sides of an issue can engage respectfully in a vigorous disagreement.

At Macalester, we want to foster an environment that challenges our students and helps them form opinions. That includes encouraging them to remain curious, listen deeply, practice discernment, and maintain a learning stance as they encounter ideas that are unfamiliar or even in conflict with their worldviews. We want them to engage courageously with the most vexing controversies of the day. Sometimes it gets messy and that's okay.

Does the principle of free speech mean we must tolerate threats of violence in our community or condone behavior that creates a hostile working and learning environment? No, of course not. Freedom to express a point of view does not include infringing on the rights of others to live and learn on our campus. As a private institution, Macalester has the legal autonomy to define a code of conduct that would apply consequences to people who cause harm through their actions (including language that meets the definition of harassment).

Instead of restricting people's words, we need to establish a clear understanding that the freedom to express an idea is not the



"Kindness is a virtue and it's important that we each develop the compassion to not intentionally wound with our words."

same as freedom from consequences. When you say something unpopular or untrue, people may not agree—and that's their right. The listener can respond to say they are hurt, or angry, or no longer want to listen. That response also is free speech. It's not feasible or even desirable to imagine speech without consequences.

We also must do our best to develop awareness about the impact of speech. Kindness is a virtue and it's important that we each develop the compassion to not intentionally wound with our words. Expressing a point of view need not devolve into a personal attack. Conflicts can be resolved collegially. It's possible to merely say, "I disagree" or "that argument is not persuasive to me." We all have a responsibility to be respectful of others, even (perhaps especially) when we don't see eye to eye.

Members of the Macalester community have told me that I should serve as a moderator of speech to protect people from ideas they deem hurtful or uncomfortable to hear. I strenuously disagree. No member of the Mac community should be restricted by me from hearing an idea or a point of view. That's not my role as president, nor should you want it to be. It would limit members of this community in ways that are dangerous. Indeed, I think the opposite is true. More speech—not less—is vital to learning. "To suppress free speech is a double wrong," Frederick Douglass said in 1860 after a crowd opposing abolition blocked him from speaking at a meeting. "It violates the rights of the hearer as well as the speaker."

One of my highest priorities is to ensure all members of this community feel included and all voices can be heard—even the ones that challenge or upset us. We must do all we can to promote the exchange of ideas, anticipating that it sometimes will result in passionate conflict. Challenging encounters help us to sharpen our thinking and may even cause us to shift our perspectives. If that sounds uncomfortable, perhaps we are doing our jobs well.

Dr. Suzanne M. Rivera is president of Macalester College.

DAVID J. TURNER

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GRAND

Dean of Students Kathryn Kay Coquemont (left)
and Macalester College Student Government
President Jordanella Maluka '23

Finding the Way Forward

This spring, Jordanella Maluka '23 (Stockholm, Sweden; Kinshasa, Democratic Republic of the Congo; and Kasulu, Tanzania) was elected president of Macalester College Student Government (MCSG), after serving as MCSG's vice president and chair of the Student Services and Relations Committee. Over the next year, Maluka will work closely with Dr. Kathryn Kay Coquemont, who joined Macalester in January as the college's dean of students and associate vice president of student affairs. We sat in on a conversation between the two leaders about building relationships, seeking feedback, and reimagining the student experience with an equity lens.

Kathryn: As a new dean of students, I'm really curious: what is your vision for your presidency?

Jordanella: I decided to run because I saw this as a platform where I could enact positive change. I want to work more closely within the whole legislative body and our committees, but also with more students. We want MCSG to be accessible and transparent.

Kathryn: I love that. What I'm hearing you say is that you want to make sure that students know that MCSG is *their* student government.

Jordanella: Exactly. It's so important for us all to realize that we are a community together, and all our voices matter—and that both MCSG and the administration are ways to bring change, including through working together.

Kathryn: In a similar way, I want students to know that we are their administration, working for and with them. That doesn't mean I agree

with everything that comes across my desk. I've had conversations where I say, "I see it differently, but let me explain why." At the same time, I'm also here to listen. Sometimes a student has explained why they think my perception is wrong, and I change my opinion. That relationship just needs to be more in person than virtual.

Jordanella: It's really important to make sure all students feel like their voice is heard. How do we bring all those perspectives into decision-making? Right now, the role that international students have in our community is top of mind for me. How are their voices represented?

Kathryn: International students have been asking how we can better support them and their unique experiences, and I hope that you and Bobbie [Pennington '24, MCSG vice president] and I will be able to move the needle there considerably. I think just simply having three people at the table with overlapping goals but also diverse perspectives will help us continue to build on the progress we've already made as a global community.

Jordanella: Do you see other ways to support students who have expressed feeling unheard on campus?

Kathryn: I think it's not that students have gone unheard or that the work hasn't been done—but that input means we've done it in a way that hasn't translated, and that's just as big a problem as if we haven't done the work at all. We need to create ongoing feedback loops, so we don't have to go all the way back to square one if a solution we try doesn't work. How can we integrate every piece of that problem-solving together?

DAVID J. TURNER

And another thing about engagement: trust-building is just harder when we're on Zoom, and when we're stressed out. My hope is that we can be in an environment that creates more intentional spaces for community support in times of stress, and also thinking about how we build trust in ways that sustain us not just in happy times, but when we're in conflict.

Jordanella: I think all of this work will bring about positive change. This year I worked with the Hamre Center on increasing mental health services, which is a big topic of discussion on campus. In the recent student survey, it's one area where people want improvement.

Kathryn: And sometimes change happens, but it looks different from how students thought they would measure it. For example, from outside the Hamre Center, it might seem like we need more clinicians—but this spring, we were able to build in more administrative roles to manage documentation and insurance tasks, so clinicians can have more time with students.

Jordanella: It's really good to hear that update. The conversation has been on expanding their resources, but that doesn't always mean quantity.

Kathryn: I love that reframing. We also expanded the hours for our insurance specialist, so we can work more closely with our campus-provided insurance company to bring more providers into the policy.

Jordanella: Students have lots of questions about insurance. I think it's great to see that insurance specialists will have more hours to support students.

Kathryn: I remember not understanding what a co-pay is—as well as questions about dealing with a landlord, or picking a retirement plan in my first job. How are we preparing students better for the life we want y'all to live, first as a student and also beyond graduation?

Jordanella: Student success goes way beyond what happens in the classroom. Such a big range of factors contribute to a student's experience on campus, and we need to always keep that in conversation when we make decisions and plan for the future.

Kathryn: That's the big question that you and I are going to tackle together with our teams: What is fair and equitable for the student experience? That can be through any lens. It can be regarding students who are coming from other countries, or working on campus, or who might not be able to go home during winter break and need housing. Equity looks different now than it did pre-COVID.

Jordanella: A hundred percent. Last fall, we were all excited to come back together in person, but we've realized that we need to look at things in different ways. Just because something worked well ten years ago doesn't mean we need to do it that way now.

Kathryn: I love that. That's part of what we're doing this summer: having the time and space to imagine what it can look like—and the path to get there. We'll come back in the fall refreshed, with great ideas to find the way forward together.

SHELF CONSCIOUS

Ever wonder about all those books lining professors' offices? We're with you.

Sociology professor and legal studies co-director Erik Larson teaches courses on the sociology of law, economic sociology, and comparative-historical sociology.

Any standout books you've read recently?

Halfway Home: Race, Punishment, and the Afterlife of Mass Incarceration, by Reuben Jonathan Miller, is based on participant-observation research Miller conducted with people who had been released from incarceration and draws on his observations of his own and his family's experiences. It gets to the wider cultural understandings that we place on people trying to become part of society again after they've been stripped of societal membership.

What's one of your all-time favorite reads?

Independent People, by Halldór Laxness, is a novel set in the early twentieth century about a poor farmer in rural Iceland whose main goal is to not have to depend on other people. The book has sharp, witty criticism of the widely held belief that being independent makes life good. Yet, Laxness portrays the main character as a whole person, helping a reader get a sense of how people come to believe in that fantasy.

What book is crucial to understanding your academic niche?

I'm going to cheat and list two. *The Common Place of Law*, by Patricia Ewick and Susan Silbey, shows how law endures as a powerful structural and cultural force by giving us flexible ways to enact ideas from law in everyday life. *The Sense of Dissonance*, by David Stark, gives insight about innovation, ideas, and thinking. Stark persuasively shows how innovation emerges from the interplay of values in tension, by combining things in new ways.

What's something you love to read that we might not expect?

One not immediately related to questions that I teach about is *Sevens Heaven*, by Ben Ryan. He was the coach of Fiji's men's rugby team that won the gold medal at the 2016 Olympics in Rio—the first Olympic medal in the country's history.

What one book would you recommend to everyone at Macalester?

An odd recommendation: *The Oxford English Dictionary* is twenty volumes; it takes up a lot of shelf space. But it is such a great dinnertime thing—a word comes up and it's like, "Wait, have you ever thought about that?" We look it up together, and flip through the volume to see what else is around it. There's something about that experience of serendipity.

—Talia Bank '23

Whose shelf should we visit next?

Email mactoday@macalester.edu.

Honors Project Insights

BY TALIA BANK '23

Every year, Macalester seniors conduct a wide range of original academic and creative work. We browsed this year's list of honors theses and asked a few authors to tell us more about their projects and what they learned.



"Don't Beep At Me: Using Google Maps APIs to Reduce Driving Anxiety"
Daniel Chechelnitsky (Shoreview, Minn.)
Computer science and linguistics

"Google Maps drew my attention because I was interested in how the path-finding algorithm between the starting and ending location works. Then this project coincided with my own personal experiences with Google Maps. Sometimes to take the fastest path it makes me go through really sticky situations while driving that I'd rather just avoid. This got me wondering if there's a way to update the algorithm to find the least stressful path by using aggregate heart-rate data instead of speed limit in its calculation function. I built my own map, built the whole algorithm from the ground up. In terms of future work, the more people use my app, the more accurate the data becomes. There's so much room that I can expand upon; this is a project I can always come back to and work on."



"The Value of Education: Unpacking School Policy Decisions During the COVID-19 Pandemic"
Erika Somani (Singapore)
Global health and international development

"Looking at school reopening decisions during COVID, you have lives saved from COVID restrictions versus the long-term impacts of remote schooling on things like education, economics, and society. I wanted to know more about how school policymakers who are not public health experts made these sorts of public health decisions. Generally, humans are really bad at thinking about cost and benefits, especially considering future people and future impacts. It was definitely to be expected that politics and personal perspectives influence decision making, but to a level that definitely surprised me. We need to have better systems and structures in place so that leaders can make decisions that better support all people—not just people currently alive and not just people in specific circumstances."



"The Sounds of Home: A Composition Portfolio"
Paul Cosme (Quezon City, Philippines)
International studies and music

"The Philippines is a polycultural state. The concept of Filipino national culture is syncretic, dynamic, and it's always been continually recreated. To create Filipino national culture is attending to the folk sources from different regions but also recognizing deep colonial scars. And what some people define as Filipino national culture might not be what I experience—it's unique to every person. That's why I named this project 'The Sounds of Home' instead of calling it 'The Sounds of the Philippines' or whatnot—because home is something unique to me. It was really hard to bring it alive and to rehearse. I did not expect to turn myself into a quasi-conductor, working with people on how they should play my works. But we have great musicians, and it was a learning experience. In essence, everything really just all came from the heart."



"Did the Clean Air Act Improve Environmental Justice Disparities?"
Jared Jageler (Barrington, Rhode Island)
Economics

"My motivation for seeing whether the Clean Air Act improved environmental justice outcomes in the United States came from my interest in the intersections of economic data analysis with public policy and justice. While the dataset was massive, the most challenging aspect of the project was digging for causation, not just correlation. How do you figure out whether it was actually the Clean Air Act that caused this change when there's countless things happening in the country at the same time? It's a complicated story, so I was pleasantly surprised to find evidence that the regulations did help close those gaps. Questions about justice are something that economics has kind of historically ignored, but undergraduate research can be an avenue where the field can diversify and try to promote a more equitable message."



"Ginanaandawi'idizomin: Anishinaabe Intergenerational Healing Models of Resistance"
Zoe Allen (White Earth Nation, Minnesota)
Sociology and American studies

"I'm an Anishinaabe, Lakota, and Dakota student and I've always wanted to do work around my community. I have known and loved and cared for a lot of people who struggle with addiction in the White Earth Nation, so this is a project that's very close to my heart. It's been really hard to do, but it's also really important to me to give that perspective because I feel like there aren't a lot of Native perspectives in academia, especially when it comes to really hard issues like addiction. There's been heightened awareness around our historical trauma and the things we've endured due to colonialism—we're able to speak more to that now. My project is an oral history revolving around intergenerational healing and how that's currently being practiced in my community. Ginanaandawi'idizomin, the title of my project, translates to how we heal each other. The main tenet of this work is healing through culture, and my interviewees really spoke to that."



"Information Imperialism as Hybrid Warfare: The War on Ukraine"
Maya Sobchuk (Kyiv, Ukraine, and Los Angeles)
International studies and political science

"I'm from Ukraine originally, and when the war first happened in 2014, I was very shaken by it, and that's why I wanted to study international relations. But when I came to college, I realized that the war was being fought not only with tanks, missiles, and traditional warfare, but also through information and media. It was fought just as much in cyberspace as on the ground. In today's context of the full-scale invasion, I feel like something I have been trying to warn about in my thesis actually happened. That's why I think that it's just as important to think about information in the same way we think about conventional military tactics. With my project, I was trying to paint a holistic understanding of the information-scape in Ukraine and why that's contributed to what's happening right now."

STRATEGIC PLANNING PRIORITIES TAKE SHAPE

After collecting more than 2,500 pieces of community input through the *Imagine, Macalester* strategic planning process, the college's senior leadership team and Strategic Planning Champions identified emerging key themes this spring. Through additional listening sessions and feedback, those themes evolved into one overarching "headline" that will guide the plan:

Imagine, Macalester: A Signature Liberal Arts Curriculum that emphasizes a **Residential Campus Experience** in a **Vibrant City** within the **Wider World**

Four overlapping and interdependent imperatives will expand on that headline's themes:

- **Academic distinction:** Foster teaching/learning/research that is challenging, energizing, inspiring, joyful, and engages students in problem-solving.
- **Financial sustainability:** Create experiences that are irresistible to future students, and inspire the support of alumni and friends of the college.
- **Social responsibility:** Identify and dismantle structural barriers to access, diversity, inclusion, equity, and justice.
- **Community well-being:** Promote holistic health, personal development, shared experiences, and human connection.

Next steps:
September: College leadership shares a draft plan for another round of community feedback.
October: The Board of Trustees reviews the plan, before implementation begins.

More information:
macalester.edu/strategic-plan
strategicplan@macalester.edu



Congratulations, graduates!
This spring, the Mac community honored three classes, with the traditional Commencement ceremony for the Class of 2022 on May 14, and a graduation celebration the following day for the Classes of 2020 and 2021. As graduating seniors entered the Macalester Stadium for their ceremony, cheering faculty and staff lined their path.



ATHLETICS Hannah Grosse's specialty in track and field is flying more than eleven feet high through the air. It might sound daunting, but the MIAC indoor pole-vaulting champion has one big key to success: just keep it simple. "It's easy to overthink pole-vaulting, but you just have to let go of everything in your head," says Grosse '22 (Coon Rapids, Minn.). "I always did my best when I was most relaxed, when it felt like practice, so I just tried to emulate practices where you just show up after your regular day and vault."

The biology major leaned on that approach throughout a college career shaped by injury, illness, and COVID cancellations. This winter, she broke through those challenges by setting the indoor school record of 3.46 meters in January, then winning the MIAC title in February for the first time in Mac program history. This spring, Grosse set the outdoor school record by clearing 3.60 meters (that's 11 feet, 9.75 inches) and was named the Doug Bolstorff M Club Women's Sport Student-Athlete of the Year.

She credits pole-vaulting coach Alex Wise '07 with helping her develop the mindset that brought her success—and giving her the idea to pay it forward by guiding other athletes in their own careers. "His coaching has made a huge difference," says Grosse, who is talking with other alumni about how she can stay involved in the sport. "I want to be able to give that to other people."

RAISING THE BAR



FROM LEFT: JULIA BINTZ '24 (2); CHRISTOPHER MITCHELL '01

Driving the Future of Ethical Technology

BY JANA WIEGAND '12

When Sara Berger '10 was growing up, her grandfather was diagnosed with Alzheimer's disease. Even though she felt scared watching his decline, she still wanted to know what was happening inside his mind. She wondered why he could remember the lyrics to songs, but not her own name. It was the first of many experiences that sparked her lifelong fascination with the brain, including becoming a neuroscientist who specializes in pain.

Today Berger works as a researcher at the IBM Thomas J. Watson Research Center, which weaves together artificial intelligence, hybrid cloud, quantum computing, and other technology to advance the hardware and software systems that shape business, government, health care, climate, and sustainability. In 2021, MIT Technology Review named Berger one of 35 Innovators Under 35 for her work with machine learning—finding better ways to quantify chronic pain and predicting ways to relieve it.

Berger's work is informed by more than a decade of research, and she knows that technology alone can't solve the problem. How people experience pain is influenced by biological, psychological, and socio-cultural factors, which is why traditional diagnostic and treatment methods don't suffice. No single set of data—whether coming from an MRI or a patient's day-to-day 1-10 pain rating—tells the whole story. Without a more comprehensive approach, even the best machine-based intelligence will miss critical information related to chronic symptoms, omit the influence of things like racial identity, gender identity, and social determinants of health, and potentially introduce or worsen bias within the medical system.

In a former client-facing role, Berger spent four years working with a medical

device company to develop longitudinal chronic pain measurements in patients with spinal cord stimulators. She sat at the table with engineers, clinicians, computational psychologists, and other technical experts, trying to design the future of personalized, technology-informed digital health systems. Her team used a combination of wearable and environmental sensors to collect individualized data, utilizing machine learning to combine and analyze that information alongside self-reported updates. But Berger knows that this type of holistic approach is still the exception, rather than the norm.

Her current challenge goes beyond just humanizing digital tools, and tackles how to overcome systemic biases in designing technology and fundamental research—without exacerbating existing disparities in vulnerable populations. For example, at-home health care apps are still built around the assumption that everyone has internet access, modern technology, and similar interactive abilities and needs. Similarly, the clinical trials that inform medical advancements often rely on the subset of people who can afford to participate—overlooking those who live in hospital deserts, lack reliable transportation or childcare, and need financial compensation for time away from work. They often also ignore the mistrust many marginalized communities have in the medical system and medical research due to historic and present-day mistreatment.

"So you can have this idea, a technological capability, and 'good intentions,' but underlying all that are still systemic harms," she says. "Good intentions mean nothing if they don't result in meaningful, positive impacts for people."

She credits Macalester for giving her the tools to think about critical issues

At IBM, Sara Berger '10 brings an interdisciplinary lens to imagining better health care research.



through a multidisciplinary lens. In the neuroscience major, professors regularly asked her to consider how philosophy, computer science, biology, chemistry, and artificial intelligence intersected. As a minor in women's, gender, and sexuality studies, she explored an even wider range of perspectives.

"I remember looking forward to feeling discomfort because I'd never been exposed to a certain idea before and it totally challenged my worldview," she says.

Berger went on to earn a PhD in neuroscience at Northwestern University in 2016. During grad school, she was part of a translational lab helping medical professionals develop personalized care for pain patients. Through neuroimaging technology, her team identified biomarkers that could predict who might develop chronic pain after a certain injury, or who might respond to a placebo.

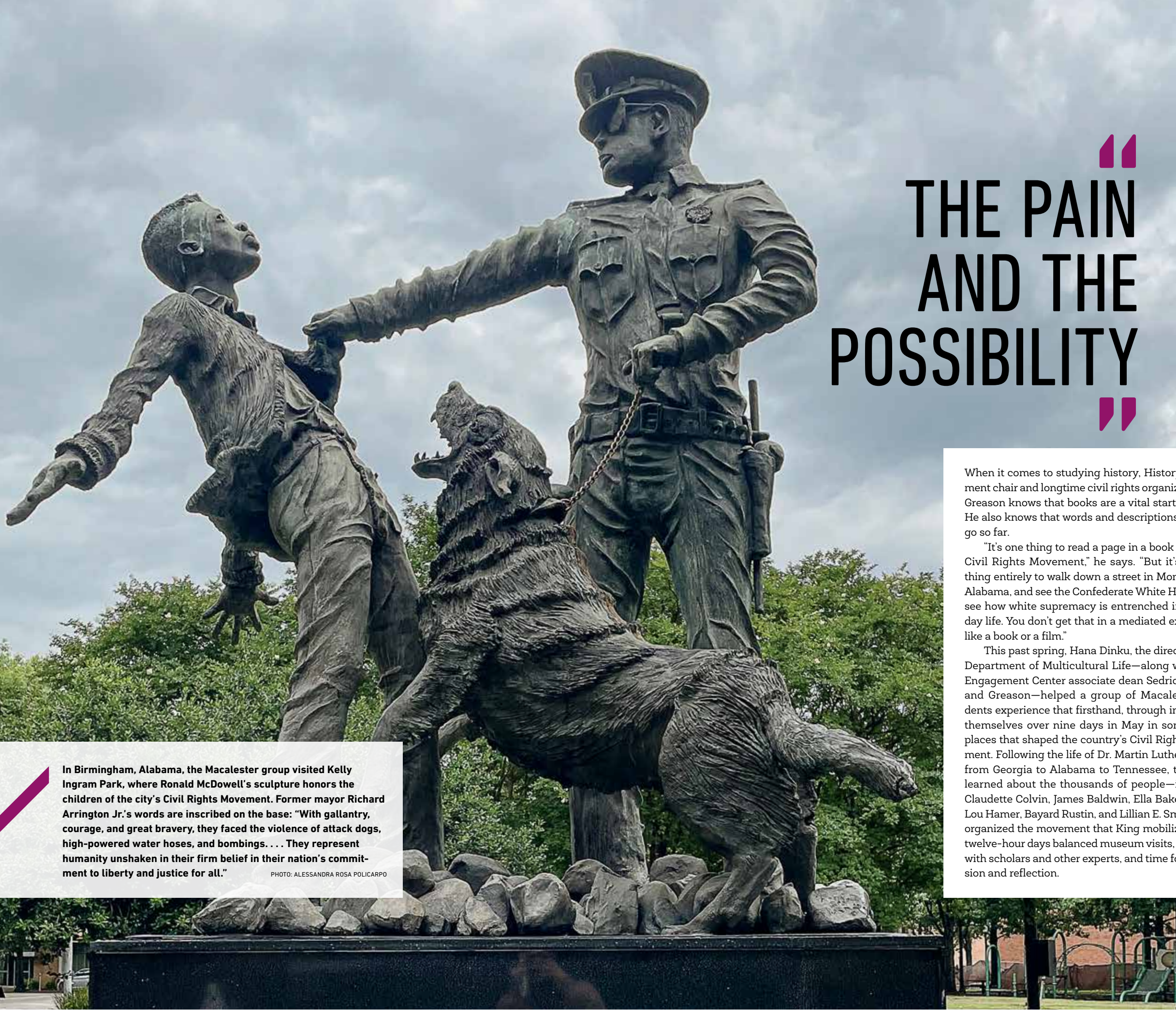
However, private companies began to approach them about different ways to leverage this information. It bothered Berger that in the wrong hands, her research could be manipulated or misused. She started thinking deeply about the field's bioethical aspects, and she saw an opportunity for how business, rather than academia, could be in a better position to drive and deploy values-driven research.

Today at IBM, Berger is exploring those possibilities and broadening her focus beyond pain research specifically. She recently began a large theoretical project examining the frameworks and processes underlying technology development and research. Her ultimate goal is to design a community-informed, responsible tech research model that can be used across industries, including health care spaces.

"The optimist in me is saying that there is a way to build this, but it's an incredibly tough problem," Berger says, acknowledging the privilege of being in such a space and determined to situate herself where she can remain proactive, accountable, and inclusive.

"I never thought that I would say that I'm a neuroscientist doing pain, ethics, and participatory research at a tech company. But here I am," she says. "And the time for interdisciplinary research is right now."

Jana Wiegand '12 is a writer based in Ithaca, New York.



THE PAIN AND THE POSSIBILITY

This spring, the Department of Multicultural Life led a group that explored the Civil Rights Movement's places, people, and lessons.

BY REBECCA DEJARLAIS ORTIZ '06

When it comes to studying history, History Department chair and longtime civil rights organizer Walter Greason knows that books are a vital starting point. He also knows that words and descriptions can only go so far.

"It's one thing to read a page in a book about the Civil Rights Movement," he says. "But it's another thing entirely to walk down a street in Montgomery, Alabama, and see the Confederate White House, and see how white supremacy is entrenched in day-to-day life. You don't get that in a mediated experience like a book or a film."

This past spring, Hana Dinku, the director of the Department of Multicultural Life—along with Civic Engagement Center associate dean Sedric McClure and Greason—helped a group of Macalester students experience that firsthand, through immersing themselves over nine days in May in some of the places that shaped the country's Civil Rights Movement. Following the life of Dr. Martin Luther King Jr. from Georgia to Alabama to Tennessee, the group learned about the thousands of people—including Claudette Colvin, James Baldwin, Ella Baker, Fannie Lou Hamer, Bayard Rustin, and Lillian E. Smith—who organized the movement that King mobilized. Their twelve-hour days balanced museum visits, meetings with scholars and other experts, and time for discussion and reflection.

Earlier this year, the Department of Multicultural Life-led pilot project became the first initiative to be selected to receive funding from the Macalester Fund's Racial Equity Support designation, to which more than 750 donors have contributed since the designation's inception in 2020. The DML adapted a curriculum and itinerary developed and shared by community collaborator and former Macalester staff member Cynthia Fraction. Through an application process, seventeen students representing a wide range of academic disciplines, class years, and lived experiences were selected to participate.

Coordinating the logistics—especially amid surging travel expenses and an ongoing pandemic—was no simple feat. But each day, the program reaffirmed the trip leaders' belief in the power of experiential learning as students deepened their knowledge, challenged the narratives they encountered in their education so far, and made new connections about how the past shapes the present.

Now spread out around the world, the students will begin to process how to carry what they learned into classroom conversations, semesters abroad, and summer internships. "An immersive educational experience like this Freedom Ride has its greatest impact in the months and years to come," Greason says. "These students became leaders for civil and human rights through this journey."

In Birmingham, Alabama, the Macalester group visited Kelly Ingram Park, where Ronald McDowell's sculpture honors the children of the city's Civil Rights Movement. Former mayor Richard Arrington Jr.'s words are inscribed on the base: "With gallantry, courage, and great bravery, they faced the violence of attack dogs, high-powered water hoses, and bombings. . . . They represent humanity unshaken in their firm belief in their nation's commitment to liberty and justice for all."

PHOTO: ALESSANDRA ROSA POLICARPO

In the following pages, several students reflect, in their own words.

I loved the museums we visited—they tell stories in so many different ways, and you just get absorbed into it. When we visited the Legacy Museum in Montgomery, we arrived at 9 a.m. A while later, I thought we had been there for about an hour, and I looked up and saw that it was 12:30 p.m. I just didn't notice the time passing, and everyone else had already left. I've never been to a museum like that in Brazil. I was talking with a friend who's also an international student and we're like, "We want to build a museum in our countries now"—a museum that can tell this story to our countries as well. —**Alessandra Rosa Policarpo '24 (Belo Horizonte, Brazil)**

One night in Memphis, we had free time, and a group of us went to this place called King's Palace on Beale Street. At Stax Records, we had learned about how blues and funk and soul and rock and roll were all born to some degree out of the Civil Rights Movement—turning pain and anger and hatred into love through music. That night, a group played rock and roll and funk on a little patio for about two hours. We danced that whole night until I was dripping in sweat. I think that was my favorite moment from the trip. It was amazing to see it all in action on Beale Street. I was caught in this one moment in this wave of historical significance carried through the Civil Rights Movement on this street, in this place. —**Razik Saifullah '24 (Hudson, Wis.)**

Just as our visits with professors and to various museums provided a lot of important information, I felt what was equally important was leaving these spaces and getting to talk with the faculty and other students afterward. Alongside the specialists' perspectives, we also shared valuable criticisms with each other, which was one of the most influential aspects of this experience for me. I used to feel insecure about questioning the limited ways Black history is told, including by Black people, since I haven't been exposed to many examples of trans and disabled perspectives being made explicit in this history. The moments I was supported during this trip in being critical helped to affirm for me that it is not only okay but actually necessary for me to question the way our narratives are told. With this in my heart, I intend to be more vocal to elevate trans and disabled realities of our predecessors that are otherwise made invisible. —**Ariadne Smith '23 (New York)**



ALESSANDRA ROSA POLICARPO (2)

We saw how much the history of the Confederacy shapes the present. We visited the first Confederate White House, which didn't talk about the legacy of slavery and referred to the Civil War as the War of Southern Independence, with a much more sympathetic tone toward Jefferson Davis. In Montgomery, we saw the Davis Theatre across the street from the Rosa Parks Museum. Two days after the school shooting in Uvalde, we visited the 16th Street Baptist Church in Birmingham, where four girls were killed in a bombing in 1963. That was one of the most emotional days for me. It was heartbreaking to see the connection between how the Texas children were described in the news and how the four girls were described in the memorial. —**Ryan Cotter '24 (Mercer Island, Wash.)**

The Legacy Museum in Montgomery was the most intense and painful day for me, because the museum is so immersive and effective at conveying how much pain was purposely and consciously inflicted on Black people. At the end, you reach the Reflection Room. The ceiling is golden and reflecting all the light around it, so it's shimmering. There are huge quotes on the wall: "We shall overcome," "Let us march on till victory is won," and there's gospel music playing in the background. That's when I really realized: I want to be part of this movement that's not going to stop.

The same day, we went to the National Memorial for Peace and Justice. There are iron columns that represent each county in the US where lynchings happened. On each column are the names of all the people who were lynched. You go into this building where these lines and lines and lines of columns are just facing you. And then you go down this wooden ramp, and when you're at the bottom, you look up and see all of the columns hanging above you as a literal representation of looking up at people who were lynched. Professor Greason said it best: from the vertical oppression of the iron columns and this daunting lighting, it feels like you're drowning in blood. —**Razik Saifullah**

THE GUIDES



Hana Dinku
Director of Diversity Education, Leadership, and Inclusion
Department of Multicultural Life

"Immersive programs and experiential learning were pivotal moments in my own education—I know how valuable this is."



Walter Greason
Professor and Chair
History Department

"It's one thing to read a page in a book about the Civil Rights Movement. It's another thing entirely to walk down a street in Montgomery, Alabama, and see the Confederate White House, and see how white supremacy is entrenched in day to day life. You don't get that in a mediated experience like a book or a film."



Sedric McClure
Associate Dean and Co-Director
Civic Engagement Center

"I want students to be familiar with the players, situations, and circumstances that led to bringing our lived experiences closer to the American ideal. The Civil Rights Movement is American history, and it's full of pain and possibility."

THE ITINERARY



DAY 1

Class: Downtown Atlanta tour with entrepreneur King Williams

Group reflection time

DAY 2

Class: "Lillian E. Smith, A White Woman Dedicated to Dr. King's Work," Dr. Matthew Teutsch, Piedmont University

Lunch at Paschal's

Class: "Civil Rights and the Atlanta University Center," Dr. Tanya Clark, Morehouse College

Group reflection time



DAY 3

Drive to Montgomery

Rosa Parks Museum

Group reflection time



DAY 4

The Legacy Museum and National Memorial for Peace and Justice

Class: "Booker T. Washington: Tuskegee University as the Real Wakanda," Dr. Kwesi Daniels, Tuskegee University

Group reflection time



DAY 5

Drive to Birmingham

16th Street Baptist Church

Kelly Ingram Park

Group reflection time

DAY 6

Drive to Memphis

Slave Haven Underground Railroad Museum

Cotton Row

Group reflection time



DAY 7

Ida B. Wells Plaza and Statue

Stax Museum of American Soul Music

Class: "Master Narratives: A Critical Look at the National Civil Rights Museum," Dr. Charles McKinney, Rhodes College

Group reflection time



DAY 8

National Civil Rights Museum

Lunch at Central BBQ

Afternoon: Free time

Group reflection time

I'm from Brazil, and my family has African ancestry. People don't usually know this, but Brazil received actually more African people than the United States. Since I was a child, I was curious: Why was my hair not the same as the "good hair"? Why was I treated differently? Or why was I always trying to be white? And of course, we have this racism and colorism in Brazil—the darker you are, the more you suffer.

I started researching the history of enslaved people in North and South America. And when I came to the United States, I was very curious to see what the dynamics were like here. I started taking some classes about Latinx communities, and a class last summer comparing Brazil with the United States after slavery. And then when I saw the civil rights trip, I was so curious to learn more about this history and to see the differences and the similarities in Brazil, and how it can help me better understand the racial dynamics in both Brazil and the United States. —**Alessandra Rosa Policarpo**



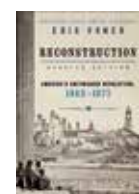
I feel humbled by the trip. I realized I didn't know half as much as I thought I did about the degree of violence that happened, the lengths to which white people went to make sure Black people couldn't thrive in the United States. I feel a lot more confident now in knowing when something stems from white supremacy. I know how I hold it in me from its systemic grip, and I know that I want to do better. —**Razik Saifullah**

On the end of my first day, it really sunk in that this wasn't just going to be an educational experience for me. I felt a responsibility that I didn't realize before: to bring what I learned to the rest of the Mac community. And I'll be honest—during my last few days there, I was also very nervous. How will I act on what I've learned? How will I keep learning? What if I do the wrong thing? Am I really capable of helping to contribute to something, the necessary change possible? And as part of the next generation, what comes next within this greater journey of United States history? That's daunting.

College students like me led a lot of the protests in the Civil Rights Movement. I'm halfway done with college, and it made me ask myself what I could've done, and what I can be doing now. People think being an activist is just being on the front lines and showing up at all the protests. But there's so many different roles you can take on. I saw that the most important actions you can take start locally, rather than trying to change the whole world all at once. It all adds up over time. —**Ryan Cotter**

RECOMMENDED READING

Professor Walter Greason compiled a list of readings for students (tinyurl.com/GreasonResearchGuide), including these titles:



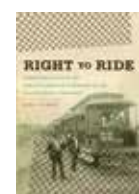
◀ **Reconstruction: America's Unfinished Revolution**
Eric Foner



◀ **Industrial Segregation**
Walter Greason and David Goldberg, eds.



◀ **How the Suburbs Were Segregated: Developers and the Business of Exclusionary Housing**
Paige Glotzer



◀ **Right to Ride: Streetcar Boycotts and African American Citizenship in the Era of Plessy v. Ferguson**
Blair Kelley



◀ **Demonic Grounds: Black Women and the Cartographies of Struggle**
Katherine McKittrick



◀ **Creating Black Americans: African-American History and Its Meanings, 1619 to the Present**
Nell Irvin Painter



◀ **Clean and White: A History of Environmental Racism in the United States**
Carl Zimring



At the start, we had an established reflection time, usually after dinner. But as the trip went on and reflections were becoming more profound, they started to become laced throughout everything we did. We'd talk on bus rides, during lunch and dinner: we'd ask, "So, what did you think?" and it would sprawl into an entire discussion. We started to formulate our own questions and possible answers, and it was really interesting to see the group dynamic evolve throughout the trip. Our supervisors became a lot more open, and students became a lot more candid with their reflections, too.

This was probably one of the most educational and reflective weeks of my life. I want so badly for this trip to happen annually. This kind of travel—four cities in one week—is something that a lot of Macalester students couldn't have afforded on their own. The fact that this trip was paid for by Macalester took so much burden off so many students. It's an incredible opportunity that's so accepting, with so many warm people and intentionality behind what they're choosing to expose you to and with so much classroom and real-life experience. —**Razik Saifullah**

I left the trip feeling empowered. I feel inspired to tell this story and see how I can apply this back home as well. It's kind of hard to explain to my family what it's like to live here, because I think many people who have never visited the United States think about this American Dream. I have more confidence now to talk with my family about this history, and I understand how events today connect with what happened in the past. I think every person in the United States should visit these places and these museums. Everyone should go through this experience to learn and work to build a good society, everyone together. —**Alessandra Rosa Policarpo**

Subscribe to the DML's newsletter to learn about upcoming programming: email dml@macalester.edu.
@Macalester_multiculturallife

THE MUSIC

As soon as the itinerary began to take shape, Hana Dinku says, she knew it had to include music: "We wanted students to understand the beautiful culture that's come from the ways in which Black folks have resisted and constantly struggled—the incredible way of capturing the pain and raw emotion—as well as the joy and creativity and celebration of the Black identity." In addition to contributing song ideas themselves, Dinku, McClure, and Greason invited the guest lecturers to share the music that resonates with them, and also asked students to contribute songs that helped them better understand what the group was learning. Here's a selection from their list:



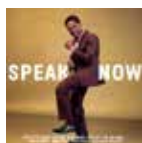
Alabama
John Coltrane



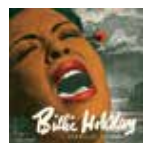
Rock N Roll
Mos Def



Higher Ground
Stevie Wonder



Speak Now
Leslie Odom Jr.



Strange Fruit
Billie Holiday



The Revolution Will Not Be Televised
Gil Scott-Heron



Revolutionary Generation
Public Enemy



Imani I
Grupo IMANI, Dessa Ferreira



A Change is Gonna Come
Sam Cooke



Mississippi Goddam
Nina Simone



Stand Up (From Harriet)
Cynthia Erivo



Lift Every Voice and Sing
The Boys Choir of Harlem

CLOCKWISE FROM LEFT: ALESSANDRA ROSA POLICARPO (2); HANA DINKU; RAZIK SAIFULLAH

RAZIK SAIFULLAH

How to succeed in business

(the Macalester way)

By Erin Peterson
Illustrations by Davide Bonazzi

Macalester is known for its commitment to the liberal arts, its international and multicultural perspective, and its deeply engaged students who want to make a positive impact on the world—which is exactly what makes it an ideal school for anyone who wants to succeed in business and entrepreneurship.

If that sentence made you do a double-take, you're not alone. Mac is recognized in many areas, but its success in preparing students for business careers and entrepreneurial ventures can sometimes fly under the radar.

But the numbers don't lie. Economics is routinely among the most popular majors on campus, and in 2019, the last pre-pandemic graduation year, 70 students—a full 13 percent of the graduating class—earned a degree in the field. Mac alumni can

be found in top roles at Fortune 500 companies such as 3M and Ecolab as well as at investment banking firms including Goldman Sachs. They've launched and grown successful businesses. And employers say that even when they have hundreds of applicants for roles, the resumes of Mac grads routinely rise to the top of the pile. "In many ways," says Joyce Minor '88, the Karl Egge Professor of Economics, "a liberal arts education can be much broader and more beneficial than a technically oriented degree."

Although Macalester doesn't have a dedicated business major, alumni say that they build the skills they need to excel in business careers and entrepreneurial ventures. Want to know what makes Mac alumni stand out from the crowd? Here's the road map they followed.

MEET YOUR GUIDES



Ali Alizadeh '85
Visiting economics professor at Macalester. He co-founded the private investment firm Hemisphere with Peter Ahn '87.



Kevin England '06
Vice president of corporate development at 3M in St. Paul



Pete Ferderer
The Edward J. Noble Professor of Economics at Macalester



Caroline Chinhuru '17
Investment officer at Calvert Impact Capital, a global nonprofit investment firm



Aaron Gallegos '13
Corporate development manager at 3M in St. Paul



Liang Ding
Professor of economics at Macalester



Najada Kumbuli '09
Head of investments for the Visa Foundation in Washington, D.C. Previously, she was an investment director at Calvert Impact Capital.



Karl Egge
Professor emeritus of economics at Macalester



Joyce Minor
The Karl Egge Professor of Economics at Macalester



Theo Nsereko '21
Private equity analyst at Goldman Sachs in New York City



Chloe Vasquez '24
Double major in political science and economics from Denton, Texas

STUDENTS START WITH THESE FOUNDATIONAL COURSES...

Future investment bankers...

learn the ropes in upper-level economics courses from Liang Ding: Finance, Empirical Finance, and Capital Markets. Students learn to do market analysis, study portfolio management models, and use computer coding techniques to back-test quantitative trading strategies in the market (in other words, they use historical data to analyze the potential value of specific trading strategies). “These are practical, market-based courses,” Ding notes. “Students taking these classes are typically interested in investment banking, wealth management, and corporate finance jobs after college.”

While budding entrepreneurs...

nab spots in “Exploring the DNA of Successful Startups,” taught by Ali Alizadeh. Alizadeh, an entrepreneur himself, gives students an insider’s perspective on the logistics of starting a business from scratch, as well as the mindsets that can fuel success. He explains: “I want students to connect to the notion that for whatever they see around them—a cup of coffee, a pair of glasses, a computer—there was someone who looked at it and said, ‘Why is it this way?’ and ‘I can do this better.’”

And all business-minded students...

benefit from “Deals,” the quintessential course for students who want to pursue a business career. Dreamed up by Karl Egge and currently taught by Joyce Minor, the course is nominally about specific transactions within the business world or non-profit sector. But its structure encourages career exploration. A different economics alum shares their trajectory in each class, and students join the speakers at class lunches and dinners. Guest experts come from fields including finance, investment banking, private equity, venture capital, corporate finance, and entrepreneurship. “It’s a course that helps students broaden their idea of what’s possible, and imagine what their lives can look like after Macalester,” says Minor.

THE SIX DEGREES OF KARL EGGE

Spend enough time with most Macalester economics alumni working in business today, and you’ll probably discover a connection back to Karl Egge. Egge, who developed the alumni-focused Deals course in 2006, has nurtured relationships with Macalester students and alumni in business since 1970.

“Whenever my group was looking for junior people, I knew I could email Karl,” says Kevin England of 3M. “He’d have his Rolodex and could reach out to five or ten people.”

Egge takes his role as a career matchmaker seriously. “If you didn’t grow up with parents who could tell you how to get business internships, you might not know that you were supposed to do that,” he says. “Someone has to lead you to the water—and then you can drink it.”

Joyce Minor, who now teaches the Deals class and who also connects alumni and students, describes Egge’s work as building a “family tree” of economics students and alumni. She’s committed to maintaining what he started. “At the root of all of it is Karl,” she says. “I see myself as the watering can who helps keep those amazing roots alive.”

THEN CONTINUE THEIR EDUCATION OUTSIDE OF CLASS.

The classroom is the first place most students build their business and entrepreneurial chops, but Mac offers plenty of opportunities to apply those skills outside of formal courses.

For example, the Economics Department each year brings sixteen students to New York City to socialize with alumni on Wall Street. “When you have the chance to ask someone questions at a casual reception, you realize that they’re more than just their impressive LinkedIn bio,” says Minor.

Another popular option is the Mayo Innovation Scholars Program, helmed by economics professor Pete Ferderer and biology professor Liz Jansen.

Teams of five students with backgrounds in either the sciences or economics work together for six months to assess the market potential of new technologies developed by researchers at the Mayo Clinic. “We get them to think about the potential size of the market, competitors in the market, potential licensing partners, development costs, and changes in technology that might offer an advantage or disadvantage,” says Ferderer. At the end of the program, this interdisciplinary team presents their findings to the product inventors, project managers, and others at the Mayo Clinic in Rochester.

The experience can often open doors. “Having the Mayo name on your resume is really valuable,” Ferderer says. “Students build important skills, and there are a lot of career opportunities within health care.”

Others may opt for the eight-week MacStartups program, which runs over the summer and offers students a \$4,400 stipend and \$500 in seed funding to build and launch their creative ideas. Recent projects have included personal finance apps, home hydroponics systems, and digital mental health tools.

They join these student-run clubs:

Women in Economics
supports networking among students, faculty, and alumni.



Students in the **Macalester Investment Group** manage its real-life portfolio.

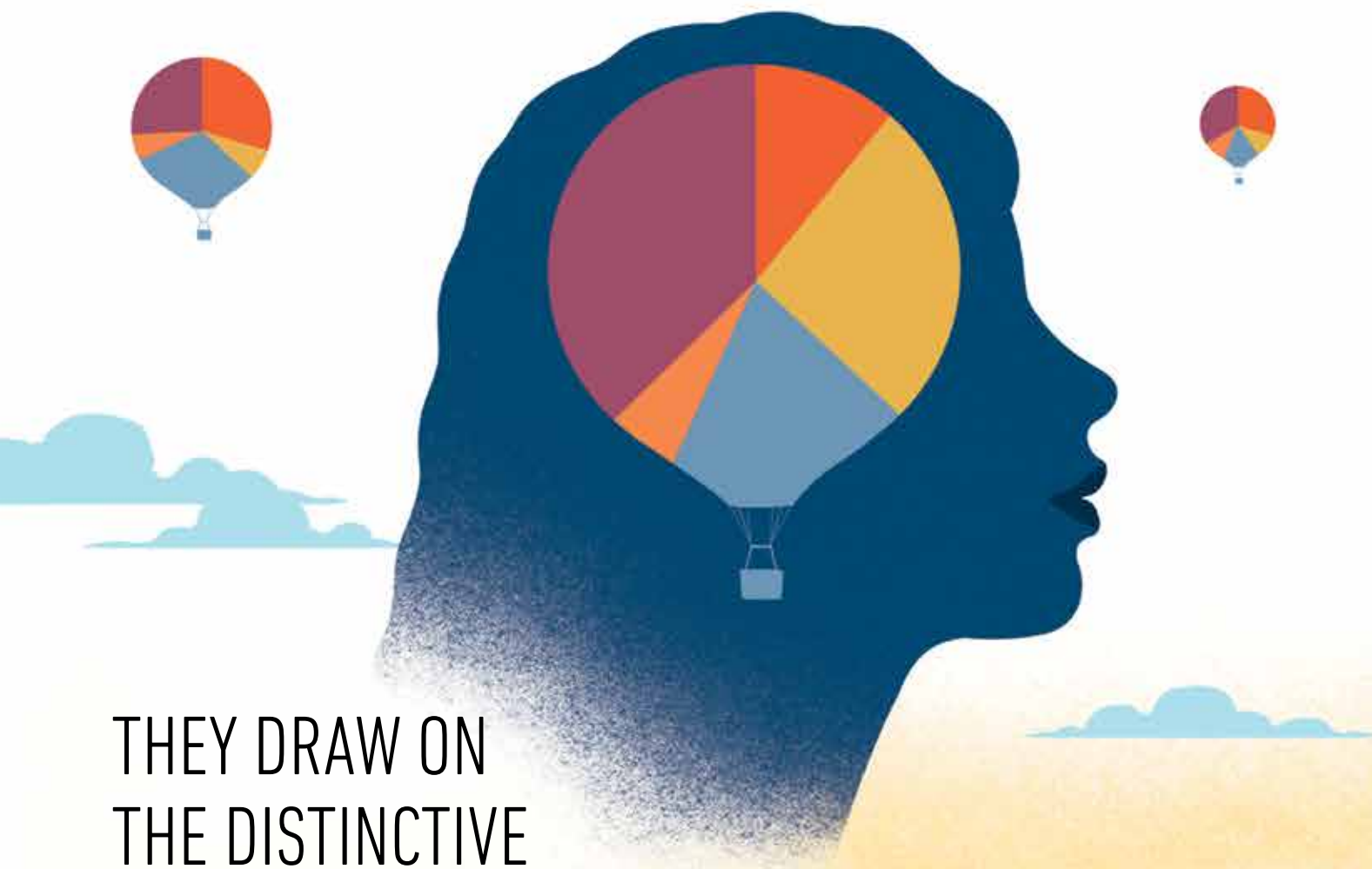


The **Macalester Entrepreneurship Club** hosts events and discussions with entrepreneurs.

(And recognize that you can develop business skills through virtually any activity.)

Theo Nsereko attributes much of his success as a private equity analyst at Goldman Sachs to a surprising source: soccer. “It was huge,” he says. “The competitive mindset, learning to work on a team, managing your schedule—it helped shape who I am today.”

Caroline Chinhuru, now an investment officer at Calvert Impact Capital, says that her conversations with members of the student organization Afrika! fueled her desire to use her economics degree in ways that could effect positive change around the world. “I had so many conversations with people in which we looked at the world around us and thought, ‘This could be better,’” she says. “It doesn’t have to be this way.”



THEY DRAW ON THE DISTINCTIVE “MACALESTER MINDSET.”

These five traits have helped alumni thrive in business environments.

CRITICAL THINKING: Joyce Minor will be the first person to tout the value of practical, applied courses for students who want to pursue business careers—and she adds that the core economics courses provide students with a powerful foundation of knowledge. But she’s also quick to add that these classes are not enough. “It doesn’t matter if you’ve taken fourteen finance courses if you can’t figure out how to solve a problem,” she says. “Critical thinking is a key skill developed in a liberal arts education, and that’s beneficial for any business career.”

FLEXIBILITY: Aaron Gallegos of 3M is grateful for the kind of curiosity and mental agility that he honed at Mac. “You can learn all about different concepts, but the reality is that nothing in business is ever how it’s ‘supposed’ to be,” he jokes. “You’re dealing with many different problems or challenges that you’ve never thought about before. And when that happens, you’ve got to find a creative way to solve a problem.”

GLOBAL MINDSET: Caroline Chinhuru says the international perspective she internalized at Macalester has been particularly useful in her work at Calvert Impact Capital, a global nonprofit investment firm. “I work with people from so many different countries,” she says. “Everyone comes at an issue in a different way. Although I don’t always agree with them, being able to appreciate those differences and communicate effectively with people who are different from you is a really valuable skill set.”

ETHICS AND INTEGRITY: “Macalester students want to change the world,” says Ali Alizadeh. “And they want to do that in an ethical, principled way. They’re driven to do well, and they’re driven to do good.”

COMMITMENT TO INCLUSION: Theo Nsereko of Goldman Sachs says that Macalester’s attention to diversity and inclusion was something he’d mostly taken for granted—until George Floyd’s murder pushed those discussions to the forefront, both nationally and within the smaller world of Wall Street. “It didn’t occur to me that in the rest of the world, it wasn’t the norm to have these kinds of conversations,” he says. In discussions of systemic racism and how to achieve equity, “people on Wall Street were often pushed out of their comfort zones,” he says. “But I was comfortable discussing those topics. That was a real benefit.”

THEY PURSUE THE WORK THEY FIND MEANINGFUL...

Why do Mac alumni and students decide to work in business or pursue entrepreneurship? We asked a few to share what drives them.

**THEY SEEK
A CHALLENGE.**

**THEY GET TO WORK
ACROSS MANY
DIFFERENT FIELDS.**

**THEY MAKE A
BROADER IMPACT.**

**THEY CREATE
SOMETHING NEW.**

“My favorite part of my job is tackling really hard problems with great teams. I am very lucky to be able to work for people that I really look up to in my current role and in prior roles.” —Aaron Gallegos

“I really appreciate the opportunity to work on deals in a multitude of sectors including technology, health care, consumer goods, industrials, and more alongside interesting people who are passionate about investing.” —Theo Nsereko

“In my roles within the impact investment ecosystem, I get to use capital to drive not just financial returns, but social and environmental returns.” —Najada Kumbuli

“I have a project plan to start anti-venom companies in places that don’t have anti-venom made for their region.” —Chloe Vasquez ’24, who used the principles from the “DNA of Successful Startups” course to develop a product idea after her mother was bitten by a venomous snake.



THEN RETURN TO HELP THE NEXT GENERATION.

Aaron Gallegos can trace many of his roles back to Macalester connections—including his current role at 3M, which he learned about, in part, from Kevin England ’06. It’s one of the reasons he’s always happy to help a Mac student, and when students reach out for a call, he’s an open book. “I’ll always talk to a Mac person for twenty minutes,” he says.

Building on a longstanding collaboration between Alumni Engagement and Career Exploration, Macalester recently has increased its investment in supporting the alumni network for all majors and career paths by dedicating a staff position as a liaison between the two offices, to help facilitate more of these connections through networking programs on and off campus. After seeing alumni in his classes while he was a student, for example, Gallegos has been thrilled to return to campus to speak in Joyce Minor’s investment banking class multiple times. Says Gallegos of the full-circle moment: “The first time was pretty surreal.”

THE CHAIN OF SUCCESS

MARGOT KANE ’02



NAJADA KUMBULI ’09



CAROLINE
CHINHURU ’17



PREETA
RAGHUNATHAN ’19

Joyce Minor likes to joke that the alumni network resembles the kids’ game Barrel of Monkeys—one alum will lend a helping hand to a graduating student or young alum, who will go on to help future grads years down the road. “Any alum can start a chain, and other alums will help keep it going,” she says. “I’m so thankful to the many alumni who pay it forward by helping current students.”

Here’s how the Mac alumni community works:

In 2009, [Margot Kane ’02](#), who at the time worked at Calvert Impact Capital, learned that [Najada Kumbuli ’09](#) was looking for her first job. The two met for coffee before Kumbuli interviewed—successfully—for a position as an analyst at the organization.

Years later, Kumbuli was looking for someone to fill an analyst role and reached out to her Macalester professors to get a handful of recommendations for candidates—and at the end of the interview process, [Caroline Chinhuru ’17](#) had risen to the top of the pack.

Chinhuru has since had the opportunity to introduce other Macalester students to Calvert Impact Capital, and after an informational interview with [Preeta Raghunathan ’19](#), Raghunathan was hired as an investment analyst and spent two years in the role.

Erin Peterson is a Minneapolis-based writer.

BRIDGE BUILDER

BY LAURA BILLINGS COLEMAN

**Migdalia Loyola
Meléndez '96
helps Minnesotans
connect with
their government.**



Just before Minnesota lawmakers returned to the Capitol this spring, Migdalia Loyola Meléndez '96, Governor Tim Walz's deputy chief of staff for public engagement, convened a few dozen leaders from across the state in an online meeting. The representatives of rural and urban communities, Native communities, communities of color, and disability and LGBTQ+ communities gathered to talk about what to expect as legislators resumed their debate on the fate of an historic \$9.25 billion state surplus.

Sitting in her office at the Capitol, gazing into a computer screen, she warmly greeted the online assemblage without a hint of Zoom fatigue. Quite the opposite, in fact.

"I actually find it fascinating to think how much we are able to do now because of video conferencing," says Loyola, who started this position in February 2019, meeting people in coffee shops and hiring staff to handle the various types of constituent contacts the governor's office typically receives each year. When the pandemic hit a year later, limiting travel and forcing office workers like her to log in from home, "there was a lot of grief about what we lost and what we had to adapt to," she says. "But at the same time, all of these barriers we used to think about—How do you bring many people together from different areas? What will it cost? How do you make it accessible?—just got lifted. Now I look back and wonder, why didn't we think of this before?"

Finding ways to make the democratic process more accessible to the people it serves is Loyola's mission as head of the office of public engagement for Governor Walz and Lieutenant Governor Peggy Flanagan. Her position is a first-of-its-kind effort to ensure that the views and voices of those who are far too often underrepresented in state government—including veterans, people of color, Native people, immigrants and refugees, people with disabilities, and members of the LGBTQ+ community—are reflected in the administration's work. Critics on the other side of the aisle originally grumbled about the cost of staffing the new office, which handles everything from requests for proclamations to input about pending legislation, but the unprecedented events of the last two years may have proven the department's value.

"If we had not had this office through COVID and in the aftermath of the killing of George Floyd, it would have been really difficult to be able to maintain that dialogue with community members," Loyola says. While Minnesotans are known for their chart-topping levels of civic engagement, they were even more eager to offer feedback in 2020. During that year, her office handled nearly thirty times the number of constituent contacts than the previous year. "People are living through some hard things right now," she says. "The weight that we have carried as a society, and hearing those stories all of the time, it can be very daunting. But I want to approach every conversation from a place of empathy and understanding, so that people leave that interaction feeling heard,

and feeling like their opinion was valued. At the end of the day, I try to ask myself, 'How many bridges did I build today?'"

A native of Puerto Rico, Loyola came to Minnesota to study international studies and environmental studies at Macalester. After college, she spent two decades working for nonprofits such as Casa de Esperanza (now Esperanza United), Planned Parenthood, and Blue Cross Blue Shield's Center for Prevention. Working with communities on social justice and equity initiatives has been the common denominator in all of her career moves, she says, "though I never imagined myself in government, because when I was at Macalester, jobs like mine did not exist."

But Loyola says she believes more states and local institutions will need to expand their public engagement efforts if they hope to turn the tide on Americans' declining levels of trust in government, especially within communities of color. "Making change—especially legislative change—is not easy," she says. "That is not an accident,

because many of our systems were constructed to be exclusionary. There's been a long history of people not being able to be part of the process."

That's why her office also reaches out to communities, making individuals aware of policy proposals and legislative opportunities that may affect them, while actively soliciting ideas for making laws and systems simpler for people in Minnesota to access and understand. Signs of progress include new proposals for making state grant-making opportunities more equitable for organizations led by Indigenous, Black, and other communities of color, and encouraging a more diverse group of Minnesotans to take part in the open appointment process for the state's 130 boards, commissions, task forces, and advisory councils. Loyola

is also proud of how quickly the state translated all of its COVID-19 communications into Spanish, Hmong, and Somali, and how it ensured public health press conferences included ASL interpretation and closed captioning.

"Embedding equity into all of these decisions is not an easy undertaking," she says, "and it came from the community really pressuring and asking for these changes." Now the question facing her office is how to maintain the innovations beyond the pandemic. While swift, sweeping changes are rare in state government, Loyola says that these smaller successes give her hope that more transparent, more representative, and more responsive government systems are possible, regardless of the outcome of November's gubernatorial election. "You're not going to change everything in just three years, but I do hope that we've opened doors in new ways, and that people have seen what's possible for their communities through the legislative process, even when I'm not here," she says. "The more people know how to access government, the more it's going to change their lives."

St. Paul writer Laura Billings Coleman is a frequent contributor to *Macalester Today*.

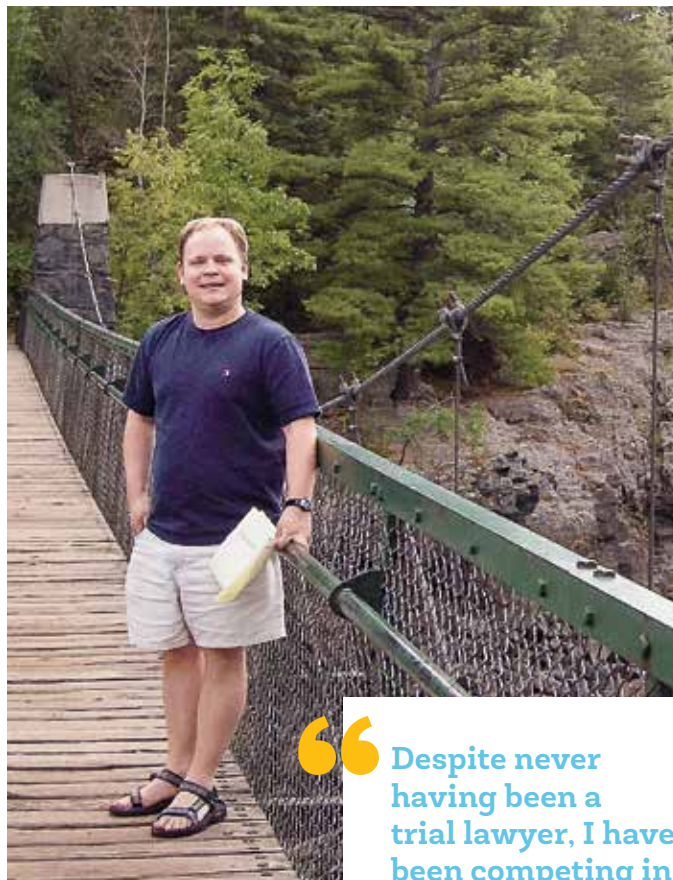
“I want to approach every conversation from a place of empathy and understanding, so that people leave that interaction feeling heard, and feeling like their opinion was valued. At the end of the day, I try to ask myself, ‘How many bridges did I build today?’”

DAVID J. TURNER

VALUES IN ACTION

Each year, the college's Alumni Awards celebrate alumni who exemplify a deep commitment to Macalester's values. Award recipients are nominated from across the global Mac community, then selected by the Alumni Board. Meet this year's winners.

BY JULIE HESSLER '85,
ALEXANDRA MCLAUGHLIN '16, AND
REBECCA DEJARLAIS ORTIZ '06



TOBY HEYTENS
Class of 1997
Distinguished Citizen Award

After co-founding Macalester's mock trial team as a first-year student, Toby Heytens pursued a distinguished law career, including clerking for Justice Ruth Bader Ginsburg, teaching law at the University of Virginia, serving as solicitor general of Virginia, and arguing before the US Supreme Court.

"Macalester's values of civic commitment and social justice have defined Toby's career," writes his nominator. "He defended Virginia's decision to remove statues of Confederate war figures, a job at which he succeeded."

In 2021, President Biden nominated Heytens to a seat on the US Court of Appeals for the Fourth Circuit. The Senate confirmed his nomination in November.

"My first job after law school was as a law clerk to a federal court of appeals judge," Heytens says. "That job changed my life, and I treasure the thought of getting the chance to play a similar role in other people's lives."

“Despite never having been a trial lawyer, I have been competing in or coaching trial advocacy competitions for more than half of my life and have learned more from it than any class I ever took or job I ever had.”



ROSALIND SANTOS MOLDWIN
Class of 1957
Distinguished Citizen Award

Rosalind Santos Moldwin dreamt of becoming a doctor. "I enjoy working for the good of families and communities," she says.

After marrying and having three children, she applied for medical school. But the interviewers told Moldwin that her age disqualified her.

Moldwin didn't give up. She enrolled in a physician assistant program and worked to empower the role. In Michigan and Connecticut, governors appointed Moldwin to the first state licensing boards for physician assistants. She helped define the accreditation of physician assistants, including their ability to write prescriptions.

Born in the Philippines, Moldwin served as president of Macalester's Cosmopolitan Club, promoting friendship between US and international students. Her leadership continued to shine at Hartford Seminary and as director of religious education at First Congressional Church in Austin, Minnesota.

"Rosalind has exhibited her Mac values by not letting her race, sex, or age stop her from accomplishing much throughout her life," her nominator writes. "She has touched many lives for the better."

“I am grateful for the experiences and learnings that I had at Macalester, from the classroom to the Cosmopolitan Club to the Tartan Troopers.”



BRIAN COSGRIFF
Class of 1983
Distinguished Citizen Award

Before each basketball practice, Brian Cosgriff huddled his team together and reminded them to "never become satisfied." He told them: "Always work to be your best on the court, in the classroom, and in your life."

Cosgriff models those values, devoting his career to teaching elementary school physical education and coaching high school basketball. Cosgriff built the Hopkins

girls basketball program into "one of the most premier high school programs in the country," writes his nominator, with fifty players continuing on to collegiate, professional, and Olympic basketball. Others became doctors, nurses, lawyers, and military officers.

"I love how my players have gone on to do amazing things in their lives—not only with their careers, but with their families," Cosgriff says. "Seeing them use the skills and work ethic that they learned through playing basketball brings me joy."

“I deeply care about each player on my team, not just the best players who play each night. In fact, I have the utmost respect for players who come to practice every day, knowing they might not get to play in the next game.”



DAMIAN ANTHONY VRANIAK
Class of 1972
Distinguished Citizen Award

After college, Damian Anthony Vraniak wrote to university faculty nationwide in hopes of helping with some of the top research on parenting.

After earning a doctorate in psychology from Vanderbilt University, Vraniak went on to substantially impact the nurturing of American Indian children and families, from preschool programming to

“My passion and gift is engaging children and families in nature.”

doctoral-level training.

Vraniak's many accomplishments include designing and directing one of the first gifted programs for American Indian public school students; writing the first \$1 million grant to study emotional development in American Indian children, which helped jumpstart a prestigious national mental health center; beginning an annual international gathering of American Indian and Alaska Native psychologists and graduate students, now in its thirty-fifth year; and designing a unique, culturally based environmental education program.

"Damian has invariably served others first," writes his nominator. "He has worked tirelessly to foster the health and well-being of American Indian and Alaska Native children and their families."



“We’re seeing the world in black and white and a little bit of gray right now when it comes to gender, and it’s time that we saw it in living color.”

MICHAEL SNAVELY
Class of 2012
Young Alumni Award

As a family medicine physician in Oakland, California, Dr. Michael Snavely says he experiences a lot of vicarious joy.

“I prescribe hormone therapy and provide gender-affirming care for gender expansive folx, and people get so excited when they start to feel like themselves in their bodies,” he says. “It is hard not to share in that excitement.”

In addition to his work at the Gender Affirming Health Program at University of California, San Francisco, Snavely travels to Texas monthly to provide abortions, and works at Oakland’s La Clínica de La Raza, a health center founded by and for the Latinx community, where he also is a union member and a member of the anti-racism working group.

“I also find joy in community,” he says. “I believe that coming together collectively with others is the answer both to questions of social justice as well as personal happiness.”

KYERA SINGLETON
Class of 2011
Catharine Lealtad Service to Society Award

At a museum in Medford, Massachusetts, Kyera Singleton is centering enslaved people’s stories—and connecting their histories to the current movement for racial justice.

Singleton is the executive director of the Royall House and Slave Quarters, the only known free-standing structure where enslaved people lived in the northern United States. During the pandemic, her innovative leadership included creating virtual events to bring the museum to new audiences.

Singleton views her work as “anything but neutral,” writes her nominator. “Her museum asks audiences to reflect deeply on uncomfortable truths, and to question firmly held cultural assumptions.” She emphasizes enslaved people’s humanity and resilience by highlighting acts of resistance and moments of joy and pleasure.

“You have to center Black people as political agents in their own history. We have always fought for our own freedom, and everyone else’s, and continue to do so today.”



Who should Mac honor next year?

Nominate a classmate or friend for the 2023 Alumni Awards by Sept. 26: macalester.edu/alumni/alumniawards



JAMES CUMMINGS
Class of 1986
Charles J. Turck Global Citizen Award

“James Cummings is a fiercely effective advocate for promoting education across borders,” writes his nominator. “He has been a teacher in rural Kenya, a teacher and international bridge-builder in the US, and the founder of a critical African educational initiative—using his own resources and creativity.”

Cummings founded Kijana Educational Empowerment Initiative in 2002. The US and Kenya based educational nonprofit has invested in more than thirty schools in Kenya and opened its first independent school, the Kijana Global Innovation School, in 2020.

“My aims with Kijana are not only to assist and build schools in Kenya, but to develop cross-cultural connections and advance American schools and culture,” Cummings says. “While the US is advanced in technology, we have much to learn from older, perhaps more socially advanced cultures. In sharing resources, experiences, and ideas, Kenyans and Americans can together advance human society.”

“We want to improve the world and advance the idea that we ‘all live in the same house,’ as John Lewis said, and we all have contributions to make.”

“The realization that Macalester core values and dedication to service, internationalism, and social justice carry forward from my contemporaries to more recent grads and current students gives me great hope for the future.”



BURKE STRICKLAND
Class of 1969
Alumni Service Award

As much as Burke Strickland values his college geography courses, he’s quick to clarify that the sum of his Macalester education was much broader, with many layers added through civic engagement, cultural events, and opportunities around campus.

He applies the same big-picture lens to his dedication to the global Mac community. Over the years, Strickland has fostered connections by planning and hosting regional chapter events in Texas and mentoring students in their academic work and career exploration. Most recently, he inspired a Big Questions program audience with his Macalester story, and facilitated a strategic planning listening session. Beyond his extensive Macalester engagement, Strickland—who concluded his career at The University of Texas MD Anderson Cancer Center—is active in Houston organizations and an avid traveler.

“Burke is a true champion for the college—he is always thinking of ways to connect alumni across generations, with the goal of building a stronger community,” writes his nominator. “He’s an amazing volunteer and ambassador for Macalester.”

“As part of my teaching, I stress the importance of understanding the history of public health in social context. Too often we assume problems are new and we spend unnecessary effort struggling to find solutions rather than appreciating how the problems evolved and how solutions to similar problems of the past have been approached successfully.”



CAROL WOLF RUNYAN
Class of 1972
Distinguished Citizen Award

For nearly forty years, Carol Runyan has worked in the public health discipline of injury and violence prevention. She is a professor emeritus at the University of North Carolina, Gillings School of Global Public Health.

After having founded and led the renowned UNC Injury Prevention Center for over two decades, Runyan founded the Program for Injury Prevention, Education and Research at the University of Colorado.

Throughout, Runyan says she has taken great joy in helping students “learn principles of public health and injury prevention as a way to fulfill their dreams of making the world better through both research and practice.”

Her work has proven the life-saving impact of smoke detectors and included core research in home safety and young worker safety, as well as the prevention of violence, suicide, and drug abuse.

“We in public health can’t ever know which specific people we helped,” she says, “but as one school of public health puts it, ‘We save lives, millions at a time.’”

CHOOSING HIS OWN ADVENTURE

Summer camp director
Jeff Freedman '87 has
“camp spirit” all year long.

BY JULIE KENDRICK

Jeff Freedman '87 grew up spending long, glorious summers at camp. His days were filled with hikes, spirited athletic competitions, and canoe trips and waterskiing on evergreen-rimmed lakes. In August, he'd return home feeling “campsick”—wistful and let-down as he returned to everyday life. But these days, that glow never fades. As a longtime summer camp director, he's been able to savor the best parts of residential camping life for the past twenty-three years.

“Being a camp director is a labor of love,” Freedman says. His current work is a perfect fit for his outgoing, high-energy personality, and it's a calling he pursued after following a more traditional career path.

Freedman, who grew up outside Philadelphia, has always been passionate about sports, and both of his careers have involved athletics. He played tennis and basketball for Macalester, achieving GTE and CoSida Academic All-American status in tennis, and was captain of both teams his senior year. On the first day of basketball practice, a teammate affectionately called him “Freedo”—a nickname that stuck.

After earning a law degree from the University of Denver, his first job out of law school was in the National Collegiate Athletic Association's enforcement division, then headquartered in Kansas City, where he investigated major rules violations involving coaches, boosters, and current and prospective student-athletes in Division 1 football and basketball programs. “My enforcement job was extremely adversarial in nature,” he says. When the NCAA moved its headquarters from Kansas City to Indianapolis, Freedman decided to make a change. He did some soul searching, imagining jobs in which he could apply the values he'd embraced at Macalester, both in the classroom and on the athletics courts: keeping a global perspective, creating community, being a strong teammate, and giving back.

Thinking back to summers he'd enjoyed as a youth attending both Camp Winaukee, in New Hampshire, and Lake Owego Camp, in Pennsylvania, he realized that summer camp might be the right place for him. He became director of Camp Winaukee starting in 1999, then moved to Lake Owego Camp in 2014. “What are the odds of becoming the director of the two camps I'd attended as a young man?” Freedman wonders aloud. He feels blessed by the

change of life direction. “I couldn't have scripted a better, more rewarding job, and it was an amazing community to raise my three kids,” he says. “Each summer I get to forge lifelong memories and be impactful. I'm so fortunate.”

Fortunate, yes, but busy, too. During the fifty days of camp operation each summer, Freedman starts his workday at 7:15 a.m. with a staff meeting, and then gathers with more than three hundred campers by the flagpole at 8:10 a.m. “Our campers and staff come from all over the world, so I say good morning in ten languages,” he says.

The man whom campers and staff call by his Mac-bequeathed nickname, “Freedo,” seems to be everywhere at once. In addition to interacting with campers, he and his co-director are responsible for managing ninety counselors, three nurses, kitchen staff, and housekeeping and maintenance crews. Three days a week, he leads campers on an eighteen-mile mountain bike excursion in the Poconos and helps run daily tennis and basketball clinics. Before lights-out each night, he reads aloud to the younger boys, and enjoys s'mores with the entire camp every Friday night.

When the camp is quiet, he returns to his office to handle parent communications, send photos of happy campers, plan for the next day, and set up prospective camper tours. He usually gets to

bed well after midnight. As jam-packed as his days are, the seven weeks of camp fly by. “I tell campers to ‘carpe diem’ and seize each of these days, since life doesn't get any better than camp,” he says. “We are a 24/7 organized recess.”

Once the last camper leaves, Freedman and his co-director begin preparing for the next year: planning, traveling to recruit potential campers, and hiring staff. “With a big budget and population in the hundreds during the season, my job is very much like a mayor of a small village,” he says.

“The goal here is to foster diversity, acceptance, tolerance, and respect, which are all core values I saw embodied at Mac,” Freedman says. “Our camp is an oasis for young men to grow, cultivate independence and self-confidence, and be their authentic selves.” And he makes a strong link between what happens at camp and what he carries from Macalester: “My college years provided me with so many opportunities to meet people from other cultures and backgrounds, learn about myself, and be encouraged toward personal growth. That's certainly our end goal at camp, too.”

Julie Kendrick is a journalist whose work appears in HuffPost, The Takeout, *EatingWell*, and the Minneapolis *Star Tribune*. Follow her on Twitter: @KendrickWorks.



CHAD BONK

Cosmology

and the Fate of the Universe

The centerpiece of Hubble Space Telescope's 25th anniversary tribute, this image shows Westerlund 2, a cluster of about 3,000 stars located 20,000 light-years away in the constellation Carina.

BY JOE LINSTROTH

Gazing up at the night sky has a tendency to spark deep thoughts about life, perspective, and how everyone and everything got here. Add to that the study of gravitational physics and the interaction between light and matter, and that's essentially the foundation for astronomy professor Anna Williams's course "Cosmology and the Fate of the Universe."

Through a blend of big philosophical questions and challenging mathematical puzzles, Dr. Williams and her students explore the knowns and unknowns of our universe and beyond.

What big questions do you ask in the course?

The two biggest questions we ask are: "How did the universe begin?" and "How will the universe end?" And in order to answer those questions, we also have to understand where we are in the universe today. We are located in the Milky Way galaxy, which is part of a local group of galaxies. It turns out this whole system is moving with a larger flow into a supercluster, which is a large group of smaller galaxy clusters. So physically speaking, we're part of a system that is still forming the largest-scale structure in the universe.

Understanding all this requires that we collect data, which brings up other questions like: What information do we need to obtain? What physical theories and mathematics do we have at our disposal that we can use to understand the data and observations? What new tools do we need to develop? What new math? What

new observations do we need to take in order to figure out how the universe began and how it's going to end?

Cosmology is the branch of astronomy that focuses on the universe's structure and evolution. When you're teaching something so mind-blowing, where do you even begin?

I think a fun place to start is just asking simple questions like, "Why is the night sky dark?" If we start with a very simple understanding of the universe, for example, if we assume the universe has been around for forever and it's not evolving—that time and space are static—then we would expect light from all the stars and galaxies to have made it to Earth today. That would mean the entire sky would be bright, but it's not. And because of that, we know that there must be a finite age to the universe, because there hasn't been enough time for light from all of the stars and galaxies to make it to us. There must have been a beginning.

If we can break it down into simple observations that people are used to experiencing in their everyday lives, I think that's a fun way of grounding the students in the class and in cosmology.

What mathematical concepts do you employ in your class to examine the universe?

At the heart of cosmology, mathematically, is Einstein's theory of general relativity. His famous theory explained various astronomi-

cal observations that we had at that time in the early twentieth century, and it's very complicated math.

But luckily in the 1920s, the Russian physicist Alexander Friedmann found an analytical solution to Einstein's equation, and now we have a relatively simple thing called the Friedmann Equation, which lets us think about how different forms of matter and energy in the universe affect the evolution of the universe and its expansion.

Just by manipulating one variable at a time, we can create vastly different histories and evolutionary fates for the universe. It's quite a beautiful equation that makes it fun to keep turning the knobs and uncover all of the possible scenarios. In the end, we're able to adjust the variables such that we have a very tidy description of the timeline of the universe we live in.

This is all pretty complicated stuff. What do students really have to work to understand?

Often when we talk about special relativity and general relativity—the idea of time dilation, that time moves differently in different frames—that is often a really fun conversation and a lot of students have to chew on those topics for a while.

The simplest way to think about special relativity is that we've got this speed limit, the speed of light, and it has a lot of implications for how time is measured in different frames. And then when we think about general relativity, we add in gravity and how energy affects space-time and vice versa.

What excites you about the future, in terms of advancements in technology? What mysteries could we possibly find answers to in your lifetime?

I consider myself to be an observational radio astronomer, and I'm interested in magnetic fields in galaxies, which are important when we think about a galaxy's energy balance. They provide pressure support and accelerate particles, and so understanding what they are and what their strengths are in galaxies is important in order to really understand the full dynamical evolution of a galaxy. By observing different magnetic field strengths in different systems, we can see how they evolve on different scales. And maybe then we can backtrack to their origins.

It turns out our own Milky Way has magnetic fields that make spiral structures, and we observe these in other galaxies, but we don't have a good understanding for how they formed or evolved. So I'm excited about the next generation of radio telescopes that are currently coming online or being proposed, like the Square Kilometre Array and the next-generation Very Large Array in New Mexico.

We use these radio telescopes to observe magnetic fields in other galaxies, and it's amazing that we might be able to understand how they began in the universe and also how they form.

PHOTO: NASA, ESA, THE HUBBLE HERITAGE TEAM (STSC/AURA), A. NOTA (ESA/STSC), AND THE WESTERLUND 2 SCIENCE TEAM

CLASS NOTES

1969

Mary Kagin Kramer and her husband, Carl Kramer, received a lifetime achievement award from Leadership Southern Indiana in recognition of their forty-plus years of community service. They have held leadership roles with more than thirty organizations that serve southern Indiana and the Louisville, Ky., metropolitan area, including the American Red Cross, Rotary International, and the Boy Scouts of America.

1973

The Class of 1973 will celebrate its 50th Reunion June 8–11, 2023.

The University of Maryland has named Robert Percival a distinguished university professor in recognition of his scholarship and contributions to the field of environmental law. It is the highest faculty appointment the university bestows, and Robert is the first law professor to be so honored.

1978

The Class of 1978 will celebrate its 45th Reunion June 8–11, 2023.

1980

After working for ten years in transplant immunology, Nancy Wilson has returned to the field of virology. She sequences and analyzes SARS-CoV-2 variants at the AIDS Vaccine Research Laboratory at the University of Wisconsin–Madison.

1982

Daina Mileris retired from the Chicago Public Schools in September 2020 after thirty-six years as a teacher, instructional coach, administrator, curriculum writer, and workshop facilitator. She also worked with the Chicago International Film Festival and Facets Multimedia for eighteen years. She opened the restaurant GBK in southwestern Michigan with her husband, Patrick, and is pursuing her interest in freelance photography and writing.

1983

The Class of 1983 will celebrate its 40th Reunion June 8–11, 2023.

Allen Smart is the author of "The Index Explosion: A Curated Collection of Social Sector Indexes, Rankings and Measures to Inform Grantmaking in the United States," a report published by Brandeis University to assist the philanthropic community. Allen is founder of PhilanthropyWoRx, a partnering and consulting organization dedicated to improving philanthropic practice.

1988

The Class of 1988 will celebrate its 35th Reunion June 8–11, 2023.

1992

Andrea Specht has been named executive director of the American Craft Council, a Minneapolis-based nonprofit that works to advance the craft field. She was previously executive director of Normandale Community College's foundation and executive vice president of advancement with the institution. Andrea has also served on the boards of numerous nonprofits.

CLASS NOTES PHOTO POLICY:

We publish one photo per wedding.

We welcome photos of alumni gathered together anywhere in the world and publish as many photos as space permits.

Photos must be high-resolution, approximately

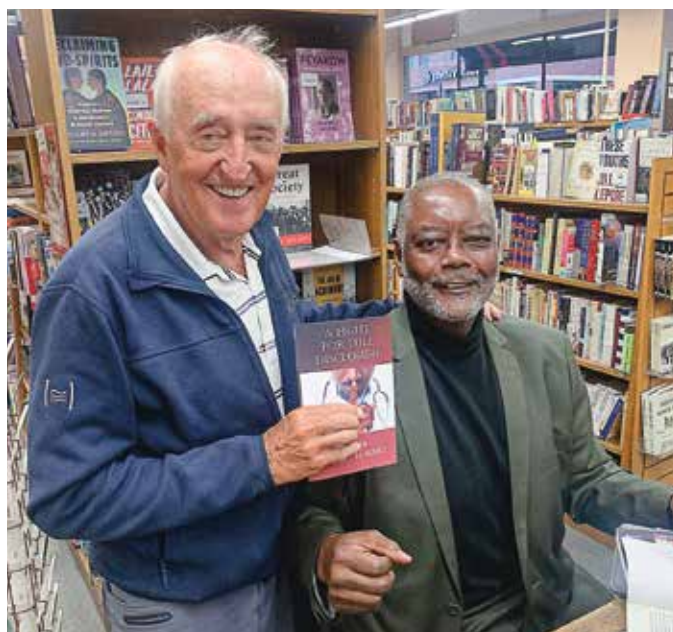
2MB or greater in file size.

Email alumnioffice@macalester.edu to request a Mac banner for an upcoming wedding or other gathering.

If you have a question about your class note, call editor Rebecca DeJarlais Ortiz at 651-696-6123.



Several alums gathered in Virginia in February to celebrate the thirtieth birthday of Silka Schreiber '13 (front row). Back row from left: Jayne Discenza '13, Kai Peterson '13, Shawn Greene '13, Patrick Leppink-Shands '13, and Joe Nagel '12.



Dr. Stanley Berry '75 (right) celebrated his new novel, *A Fight for Full Disclosure*, at a Minneapolis book signing, with professor emeritus of economics Karl Egge in the audience.

WHAT CLUB DID YOU LOVE AT MAC?

"Having a show on WMCN every year was definitely a highlight of my undergrad!" @stefanimarinnn @

"Before joining Mac rugby I had never played a team sport or considered myself an athlete. I had never seen a rugby match before, but luckily you didn't need to know the rules, or how to play, and bodies of every size and shape had a place on the pitch. We practiced on Shaw Field and would use the Mac branded 15-passenger vans to travel to places like Northfield and St. Cloud to play other colleges. Rugby inspired great nicknames, friendships, and a lot of shenanigans." —Michaela Ahern '01

"My favorite student organization was the committee that encouraged students to participate in Mac's exchange program with Knoxville College, an HBCU in Tennessee. My semester at KC became one of the most enlightening and educational experiences of my life. Upon returning to Mac, I was happy to chair the committee that persuaded others to participate in the exchange. When we marked fifty years since the program's 1962 founding, we celebrated at Mac and had conversations indicating that both Macites and KCeans deeply valued the opportunity and continued to cherish the memories over the decades." —Paula Hirschhoff '66

"MCSG, Program Board, QU were the biggest but so many amazing orgs." @harisaqeelbananapeel @

1993

The Class of 1993 will celebrate its 30th Reunion June 8–11, 2023.

1998

The Class of 1998 will celebrate its 25th Reunion June 8–11, 2023.

Artist Rachel Coyne Carlson's first solo show, "Oiseaux en Brut," opened June 2 at Alliance Française Mpls/St Paul. The work in the show was inspired by the kind of outsider art embraced by French painter Jean Dubuffet and features Rachel's personal obsessions with snakes, birds, eyes, and flowers.

Lisa Dailey has been named executive director of the Treatment Advocacy Center, a nonprofit that works to make treatment more accessible for individuals with severe mental illness. Lisa was previously director of advocacy and acting executive director for the organization.

2002

Attorney Gretchen Wolf Burgess joined the law firm of Neider & Boucher, S.C., in Madison, Wis., last September. She specializes in trusts and estates law, Medicaid planning, farm succession planning, probate matters, and guardianships.



"MULCH, the gardening club. I learned how to raise chickens, explored new types of extremely hot peppers, and we threw great harvest festival parties!" —Joanne Johnson '16

"@x.ertion and @_badcomedy is where it's at!" @cuetheryan @

NOW TELL US:

WHAT'S YOUR FAVORITE TRADITION OR ROUTINE FOR STAYING CONNECTED WITH MAC FRIENDS?

Share with us via Twitter (#heymac), email (mactoday@macalester.edu), or mail (Macalester Today, Macalester College, 1600 Grand Ave., St. Paul, MN 55105).



When Sylvia Schlotterbeck Stormwalker '06 visited Portland, Ore., Mac friends gathered to reminisce and reconnect. "It's been twenty years since we all met at Mac—and four of us were in the same first-year course," wrote Sara Johnson '06. From left: Rita Van Allen '06, Dan Murphy-Cairns '07, Sara, Sylvia, and Anna Gordon '06.



Julia Eagles '06 and Abby Finis (second row, center) were married in a celebration on their block in south Minneapolis in August 2021. They celebrated with **Mike Vasich '05, Molly Vasich '06, Maura Shramko '06, Alex Bleiberg '06, Rachael Harlos '06, Colleen Stockmann '05, Tiff Smith '07, Chris Garza '05, Jason Tanzman Partridge '06, Carl Nelson '93, Jess Hopeman '95, Lissa Pawlisch '97, Wil Bailey '93, Owen Brafford '07, Tasia Jelatis-Hoke '06, Julie Ramsey '07, Fay Simer '06, Connie Jelatis Hoke '72, and Gordy Jelatis Hoke '69.**



Sarah Fleming '14 married Mark van der Linden on September 25, 2021, in Steuben, Maine. **Hannah Rasmussen '14, Kerry Hartwick '14, Erin Schulz '14, and Sharon Chen '14** attended.



Maggie Lobbig '19 and **Usman Hasan '19** were married on Oct. 16, 2021, in Chicago. From left: **Maddie Schmitt, Maddie Schumacher, Maggie Lobbig, Usman Hasan, Ojashvi Rautela, and Becca Krasky,** all from the Class of 2019.



Zoe Fullem '12 and Dawid Kierys were married on October 10, 2021, in Tucson, Arizona, just a few months before the birth of their baby girl. **Wanyi (Li) Langford '12, Skyler Larrimore '12, Alexia Diorio '12, Christina Nieves '12, Kaia Roemer '12, and Whitney Watson '12** joined the celebration.



Patricia Wright '12 and Nick Birkland were married on Oct. 1, 2021, in Minneapolis. From left: **Lillie Jacobson '12, Kerry Alexander '12, Natalie Evans, Alyssa Yaucher, Maya Weisinger '12, Patricia Wright, and Nick Birkland.** Other Mac friends at the celebration were **Chris Hoge '12, Dustin Studelska '12, Abigail Rankin '12, Lorin Leake '12, and Noah Boswell '14.**



Carson Gorecki '09 and Kirsten Indrelie celebrated their July 2020 wedding with many more family and friends in Duluth, Minn., in July 2021. Among the attendees (from left to right): **Nate Van Wylen '09, Andrew Yokom '09,** former men's soccer coach Ian Barker, **Abby Tofte '09, John Macke '73, Claire Vincent '10, Laura Macke '10, Kirsten Indrelie, Carson Gorecki, Katie Macke '73, Jenna Harris '08, Dillon Teske '09, Annah Walters '08, Mike Samuelson '09, Liz McCreary '09, Riyaz Gayasaddin '08, and Colin Zestcott '12.**



Nathan Juergens '11 and **Glafira Marcon '13** were married on Sept. 6, 2021. Front row, from left: **Mulugetta Fratin '14, Bailey Rehnberg '14, Casey Colodny '13, Kiera Midori Coulter '11, Danielle Dweck '12, Nathan Juergens, Glafira Marcon, Kate Jamison '13, Mike Samuelson '09, and Annah Walters '08.** Back row, from left: **Evans Brown '10, Diarra Bousso '11,** former men's soccer coach Ian Barker, **Majra Gibbons '11, Jacob Duscha '11, Daniel Calderon '11, Ian Curtin '11, Emily Hall '11, Mark Mullaney '11, Mike Snavelly '12, Julia Gartzke '13, and Anna Trier '13.**



Rachel Kaspari '14 and **Aaron Laursen '14** met at Orientation in 2010 (top photo, from *Macalester Today* in 2010). "We ended up sitting next to each other at convocation and have been together ever since," Rachel wrote. They were married in May 2021.



Emily Elkins '16 and **Nathaniel Macijeski Elkins '14** were married on August 1, 2021, in Manitou Springs, Colorado. Back row from left: **Eva Grutzner '16, Bradley Cox '16, Jenny Brooks '16, Katrina Mellin '16, Ellie Heaton '16, Emily Elkins, Nathaniel Macijeski Elkins, Aaron Dawson '13, Hope Hutchison '13, and Erin Hustad '16.** Front row: **Cecilia Mayer '16 (left) and Hannah Carter '16.**



Dany Sigwalt '08, *This Book Will Save the Planet: A Climate-Justice Primer for Activists and Changemakers* (The Quarto Group, 2022)

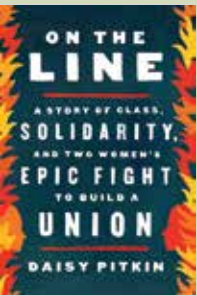
"It wasn't until Hurricane Sandy hit New York City in 2012 that I truly understood how climate disasters can expose society's systemic failures. As infrastructure in New York City collapsed, people who could afford a car escaped, and those with house insurance could make claims on damages. The rest of New York City was left with inaccessible public transit, damaged belongings, and homes that were no longer livable. The majority of those with cars and house insurance were white. At that point, it became clear it was folks of color who were hurting the most in these disasters. Things began to truly connect. I realized: climate change doesn't sit apart from inequality. Climate change is the outcome of inequality. To address the climate crisis, we must address inequality. We must have climate justice. Now let's walk together."



Emily Baran '03, *To Make a Village Soviet: Jehovah's Witnesses and the Transformation of a Postwar Ukrainian Borderland* (McGill/Queen's University Press, 2022).



Michael McPherson, former Macalester president, and **Sandy Baum**, *Can College Level the Playing Field?: Higher Education in an Unequal Society* (Princeton University Press, 2022)



Daisy Pitkin '00, *On the Line: A Story of Class, Solidarity, and Two Women's Epic Fight to Build a Union* (Algonquin Books, 2022)



Albert Sheldon '71, *Complex Integration of Multiple Brain Systems in Therapy* (W. W. Norton & Company, 2021)



Mark Salzwedel '84, *The Lever* (Rebel Satori Press, 2022)

CHRISTOPHER ROBERSON



Mike Eastman '93 and **Mike Keyes '91** spent a long day in the saddle in May at the Heywood 110 gravel ride in Northfield, Minnesota. "The sloppy joes at mile 80 were much appreciated," Mike Eastman wrote.

2003

The Class of 2003 will celebrate its 20th Reunion June 8–11, 2023.

Dan Peterson and Yelizaveta Strakhov announced the birth of Zoe Isobel Peterson on May 3, 2022.

2004

Vanessa Doriott Anderson has been named interim assistant dean for professional development at North Carolina State University's Graduate School.

Lisa Michels completed an MS in disability human services at Minot State University and received an award from the university's Special Education Department for outstanding thesis.

2005

Kathryn Iverson Landrum has been named a district court judge in Minnesota's First Judicial District. She was previously a manager and assistant attorney general in the Office of the Minnesota Attorney General.

2008

The Class of 2008 will celebrate its 15th Reunion June 8–11, 2023.

Claudia Leung has been named director of programs for New Breath Foundation, a philanthropic foundation launched by a formerly incarcerated person. Claudia oversees national and international grantmaking activities, focusing on Asian-American and Pacific Islander communities affected by criminalization, violence, and incarceration.

Jon Smucker is among the local business leaders to receive the *Milwaukee Business Journal's* 40 Under 40 Award for 2022. In addition to serving on the board of SecureFutures, a nonprofit that promotes financial literacy, Jon also works with the advisory committee of Teens Grow Greens and serves on the board of the Shorewood Public Library.

2013

The Class of 2013 will celebrate its 10th Reunion June 8–11, 2023.

2018

The Class of 2018 will celebrate its 5th Reunion June 8–11, 2023.



From left: **Sherry Linkon '81**, an American studies professor at Georgetown University; **Karín Aguilar-San Juan**, Macalester American studies chair; and **Paula Hirschhoff '66** gathered in May at Sherry's condo in Washington, D.C. Aguilar-San Juan's family, Hirschhoff, and Linkon all live in the same cooperative complex, but had not met in person previously. "It really was quite a coincidence," Paula wrote. "Karín's parents were there, too, for a lively discussion centering on American studies."

Save the date



ATHLETICS HALL OF FAME BANQUET
Friday, September 23 | Kagin Commons

This fall, Macalester Athletics and the M Club will induct five members into the Athletics Hall of Fame:

- Sheila Brewer**, coach and administrator
- Brandon Guthrie '00**, cross country and track & field
- Kathryn Miles '00**, softball and volleyball
- Annie Borton '07**, soccer and basketball
- Tom Conboy '08**, basketball

For tickets and more information:
athletics.macalester.edu.

After two years of virtual Reunion gatherings, Mac's on-campus Reunion tradition returned this year. More than 1,300 alumni and friends—including the three 50th Reunion classes of 1970, 1971, and 1972—gathered on campus over four days in June for a program that included panels and office hours with faculty and staff, dance parties, campus tours, class dinners, and Decade Lounges. At the Grand Celebration breakfast, attendees honored this year's nine Alumni Award recipients (see page 26 for their stories). And they also celebrated four new fundraising records: one for the Macalester Fund, with more than 8,400 donors giving \$5.07 million this past year; and three class gift records set by the classes of 1970, 1971, and 1972 that collectively raised nearly \$40 million for the college through gifts to the Macalester Fund, other outright gifts, and planned gifts.

Mark your calendar for next year's Reunion June 8–11, and stay in touch with the alumni community year-round: learn more at macalester.edu/alumni.



David Smail '87

As chief legal officer at ADT, David Smail '87 is so intentional about leadership development that his colleagues at the smart-home and security company's Boca Raton, Florida, headquarters have coined his adages "Smailisms." But that wasn't always the case. Fifteen years ago, Smail marked a personal and professional turning point when he partnered with the global human resources consulting firm Talent Plus for a leadership assessment and professional coaching. "That experience was the single biggest accelerator to my development," he says. Today Smail's approach is a combination of takeaways from that work, reading on the subject (including one especially formative book, *The Art of Possibility*), and trial and error in his own experiences. We asked what lessons have shaped his perspective.



Focus on what people do best.

I make a better team when I focus on building each person's strengths, rather than eliminating weaknesses. If someone excels at one task, but struggles with another, get them to focus on what they do best—and find someone else who does well at the other task. For example, if someone is really uncomfortable presenting in front of large groups but has a role that requires it, instead of trying to turn them into a better public speaker, find a workaround such as handing that task to a colleague who's a terrific presenter. In a similar spirit, we focus on the power of success, and start out meetings by sharing recent successes.

Mentor for the big picture.

I didn't have mentors early in my career, and that's why I view my role as leader as at least part coach and mentor. I have an annual career investment discussion with each of my eight direct reports where we talk about not what's going on, but where they are in their career, what they're learning, how they're growing, and what they want to learn. We talk about how much of their time is spent doing things that they both enjoy and are good at, and how I can help them achieve their goals. Then I push that down: I asked each of them to have those discussions with their reports.

Everything hinges on relationships.

When I was younger, I was way too focused on designing the "perfect" career path with the arrogance of actually believing that I could ever know what that is. As a result, I was more focused on my resume than relationships. But behind every project, every contract we work on, is a relationship. Today I focus on the relationships. You can't develop trust without relationship, and without trust, you can't get anything accomplished in leadership. No matter what your ca-

reer is, the sooner you understand that, the better.

Think before you click send.

We over-rely on email, and I understand why: You can fire off a message and cross a task off your list. And I'm guilty of it, too—I've emailed people who sit next to me. But I ask my team to try to avoid it. Get up, go sit down in someone's office, and talk.

I wish I could set up a system where you'd have to click through screening questions before you could send an email: First, of course, would you like to see this email on the cover of the *Wall Street Journal*? But also: Is email the best way to communicate this concept? And is this email going to enhance your relationship with the recipient?

Stay open to change.

Initially at Macalester, I thought I wanted to major in chemistry, but ended up studying French and biology. I was pre-med until the fall of senior year, after my semester abroad in France convinced me that I wanted France to be part of my career. I realized that it wouldn't be an easy road to train to be a doctor in the United States, then go through the requirements again in France. But I knew American lawyers who practiced in Paris without going through French law school, and my parents and others had long encouraged me to think about being a lawyer—I had never really met an argument that I didn't enjoy!

Thanks to my French studies, I backed into a law career at the last minute, and spent almost half of my career living and working in France. And I wouldn't change a thing. That's one message I tell current students: Keep an open mind, and pay attention to what excites and inspires you.

Imagining Macalester's future

When Macalester selected twenty-three Strategic Planning Champions last fall to help lead the *Imagine, Macalester* planning process, the goal was to build an inclusive process that brought in as many perspectives from members of our community as possible. In every town hall, listening session, and one-on-one conversation, Champions brought the energy, enthusiasm, and commitment to engage the college's constituencies. But there's one thing they couldn't bring to their work: their own agenda.

"That's a charge we were given from day one," says Strategic Planning Champions chair Niloy Ray '99, who also serves on the college's Alumni Board. "We weren't selected to make choices on the basis of what we alone want. Instead, we really had to stand for the voices that weren't in the room. That's been the greatest appreciation that I have for my fellow Champions. Every time they

channeled those voices, I was thankful, and proud of the process."

Since October, the Champions have helped lead more than thirty listening sessions, attended events, held small-group and one-on-one conversations, and reviewed survey responses and emails that have generated more than 2,500 pieces of raw data shared by Mac community members, local and global. The Champions reviewed, summarized, and discussed all of the input, then met with the college's senior leadership for a two-day retreat this spring to develop the key themes.

Through all of the conversations he's had this year, Ray has a renewed appreciation for the Mac community of lifelong learners. "I've gotten a really strong sense of just how vibrant, engaged, smart, opinionated, and caring Mac people are," Ray says. "For me, the vision of what Macalester is and why people come here has just been reinforced."

Strategic Planning Champions

ALUMNI

Barbara Phillips '71
Charnelle Etti '15
Daymond Dean '91
Erin Miller '05
Niloy Ray '99
Suveer Daswani '18

STAFF

Gabriella Gillespie '17
Jennifer Jacobsen
Margaret Smith
Tamatha Perlman

STUDENTS

Anna Sène '24
Bobbie Pennington '24
Carter Rutherford '23
Gia Montgomery '24
Rebecca Gentry '23
Rola Cao '25
Sami Banat '24

FACULTY

Dennis Cao
Duchess Harris
Ernesto Capello
Sonia Mehta

PARENTS

Meredith Harper
Bonham P'24
Rohan Preston P'25



James Cummings '86
Charles J. Turck Global Citizen Award 2022

ALUMNI AWARD NOMINATIONS

Think about your Mac network

Who exemplifies Mac's values of internationalism, multiculturalism, and service to society?

Help us celebrate our alumni. Each year, Macalester honors graduates with Alumni Awards—and nominations are now open for 2023.

To learn more about how to nominate a friend or classmate (especially in honor of an upcoming milestone Reunion), visit macalester.edu/alumni/alumniawards or email alumnioffice@macalester.edu.

The nomination deadline is Sept. 26.

1936

Howard E. Gustafson, 106, of Inver Grove Heights, Minn., died May 5, 2022. He served as a medical laboratory technician during World War II and began working as a postal clerk with the United States Postal Service in 1946. Gustafson retired in 1974. He is survived by two daughters, four grandchildren, and three great-grandchildren.

1939

Lillian Johnson Rendahl, 104, of Roseville, Minn., died March 14, 2022. She is survived by a daughter, a son, four grandchildren, and four great-grandchildren.

1945

Allan Cederberg, 97, of Inver Grove Heights, Minn., died July 5, 2020. He served in the US Navy and worked in mechanical engineering with American Hoist & Derrick. After his retirement, Cederberg volunteered with Twin Cities Habitat for Humanity for more than thirty years. His wife, **May Hofacker Cederberg '45**, died March 3, 2022, at the age of 97. She worked as a Realtor with Edina Realty for more than thirty years and made audio recordings of science texts for professors, scholars, and blind students. The Cederbergs are survived by four children (including Barb Cederberg '75), nine grandchildren (including Laura Cederberg '06), and four great-grandchildren.

1947

Marguerite E. Hallquist, 97, died April 4, 2022. She taught in the St. Louis Park, Minn., school system for thirty-two years, retiring in 1984. Hallquist also served for eight years as president of the Polk County Historical Society and helped write and edit a centennial book for the town of Amery, Wis. She is survived by a sister.

Lois Wick Lange, 96, of Devils Lake, N.D., died April 23, 2022.

In 1952, she joined in the operation of KDLR, a radio station in Devils Lake, taking over as owner and operator after her parents passed away. She was also a licensed private pilot who taught ground flight school. Lange is survived by a son, nine grandchildren, and numerous great-grandchildren.

Shirley Schulte Miller, 96, of North St. Paul, Minn., died March 18, 2022. She taught math and physics. Miller is survived by her husband, George, five children, and a brother. She also had ten grandchildren and ten great-grandchildren.

1948

Evelyn Edwards Hazen, 95, of West Columbia, S.C., died March 5, 2022. She taught English to immigrants, sponsored disadvantaged children through Plan International, and supported charitable and social justice organizations. Hazen is survived by six children, fifteen grandchildren, nine great-grandchildren, and three brothers (including Jack Edwards '55).

1949

Hobert J. Setzer, 92, died Jan. 20, 2020, in Carmel, Ind. He served as a captain in the US Air Force and practiced as an internist at the Mankato Clinic for thirty-eight years, retiring in 1997. Setzer is survived by three children, four grandchildren, and a brother.

1950

Frederick W. Harris, 94, of Bovey, Minn., died Feb. 27, 2022. He served in the US Navy during World War II and taught at colleges and universities for forty years. Harris is survived by his wife, Margaret, four children, seven grandchildren, and three great-grandchildren.

Donald P. Helgeson, 94, died April 20, 2022, on Longboat Key, Fla. He served for two years in the US Army. Helgeson and his brother purchased the seasonal hatchery business Jack Frost

from their father and grew it into a leading Midwestern chicken provider. The brothers also purchased Liberty Bank from their father, and Donald continued to serve on the bank's board after it was sold in 2010. He also served on the Federal Reserve Bank board of directors from 1976 to 1981 and on Hamline University's board of directors for sixteen years. Helgeson is survived by his wife, Sue Shepard, six sons (including Stefan Helgeson '77), eleven grandchildren, and a great-granddaughter.

Milton K. Jeans, 94, of Eagan, Minn., died Nov. 13, 2021. He is survived by three children, six grandchildren, nine great-grandchildren, and a brother.

John H. Zwickey, 91, died Nov. 10, 2020. With his father, he founded Zwickey Archery, Inc., which has produced arrow broadheads continuously since 1938. Zwickey is survived by a sister.

1951

Marion Haagenson Winegar, 92, of Middletown, Ohio, died July 16, 2021. She worked as a schoolteacher. Winegar is survived by her husband, William, a daughter, two grandchildren, and two great-grandchildren.

1952

Milton A. Combs, 94, died April 14, 2022. He received a World War II Victory Medal from the US Army. Combs taught at Burma Baptist Divinity School in Rangoon, served as a counselor at Contra Costa County Juvenile Hall, and taught for more than thirty years at Solano Community College. Additionally, he did missionary work in Myanmar for five years, pursued Christian service in Richmond, Calif., led activities focused on African-American boys and young men, and served as interim pastor in area churches. He is survived by five children (including Milton Combs, Jr. '74), as well as grandchildren and great-grandchildren.

Jeanne Juettner Robinson, 92, of Minneapolis died March 16, 2022. She worked as a teacher and was a technical editor and writer at Honeywell. Robinson is survived by three children (including Anne Robinson '80) and five grandchildren (including Taylor Parsons '13).

Ernest William "Bill" Webster, 92, died April 26, 2022, in Albert Lea, Minn. He was an Air Force pilot during the Korean War, attaining the rank of 2nd lieutenant. He later worked in banking in Minnesota, Montana, and Iowa, and served on the Waverly, Iowa, City Council. Webster is survived by four children, ten grandchildren, ten great-grandchildren, and three siblings.

1953

Harriet Carr Capetz, 89, of Minneapolis died May 30, 2021. She worked as a master teacher in the Minneapolis Public Schools. Capetz is survived by two daughters, four grandchildren, and two sisters.

David L. Gadola, 90, of Rogers, Minn., died March 16, 2022. He served with the US Air Force Dental Corps in England from 1956 to 1958, attaining the rank of captain. He practiced dentistry in Mora, Minn., and taught at the University of Minnesota School of Dentistry. Gadola is survived by a daughter, a grandson, and two sisters.

William B. Larson, 90, died Feb. 19, 2022, in Topeka, Kan. After serving with the US Army in Korea, Larson worked as a managing partner with Hesse Lumber Co. and retired as a sales representative with the Kansas Farm Bureau Insurance Co. in 1992. He also served on the Rossville, Kan., City Council. Larson is survived by two sons, four grandchildren, many great-grandchildren, and a brother.

Charlotte Anderson Tripet, 90, of Golden Valley, Minn., died Dec. 4, 2021. She pursued a long career in service and advocacy, serving on the boards

of Schoolmaster's Wives and the Twin Cities International Program and volunteering with Opportunity Partners. After her husband, the late Thomas Tripet '52, was diagnosed with progressive supranuclear palsy, Charlotte established a support chapter in Minnesota for those affected by the rare neurological disorder. She received Macalester's Distinguished Citizen Award in 2008. Tripet is survived by a daughter, two sons, two grandsons, and two great-grandsons.

1954

Marilyn Jorde McIver, 89, of Portland, Ore., died March 12, 2022. She taught first grade in Portland. McIver is survived by three children, four grandchildren, and a brother.

1955

Alice Anderson Berry, 88, of Chanhassen, Minn., died March 2, 2022. After raising her chil-

dren, Berry became a licensed minister. She is survived by four children, 24 grandchildren, and 23 great-grandchildren.

Almarie Fell Flanary, 89, of Crystal Lake, Ill., died Jan. 18, 2022. She is survived by four sons (including William Craig James '85) and five grandchildren.

Joann Johnson Paden, 89, of Edina, Minn., died April 30, 2022. She taught music in the Minneapolis Public Schools and appeared on the KTCA-TV program *This Is Music*. Paden also held leadership positions with the American Association of University Women and served on the board of trustees of Westminster Presbyterian Church in Minneapolis. She is survived by a daughter, a son, and brother Leigh Johnson '62.

Beverly Briggs Stolp, 88, of St. Paul died March 1, 2022. She worked in admissions at Macalester College and the College of St. Catherine and clerked at

Pilgrim Lutheran Church in St. Paul. A benefactor to arts and education organizations, Stolp gave the Amelia Earhart Birthplace Museum her collection of memorabilia related to the aviatrix. She is survived by her husband, Arthur.

1956

David J. Gaulke, 90, of California, Md., died April 19, 2022. He served stateside with the Marine Corps during the Korean War. During his career in the computer industry, Gaulke developed computerized banking programs with NCR and managed the computer systems and operations branch at the Pax River Naval Air Test Center. After retiring in 1986, he served on the Emily, Minn., City Council. Gaulke's family included his wife, Lorraine, five children, 14 grandchildren, and nine great-grandchildren.

James H. Jensen, 84, died Jan. 18, 2017. He was survived by his wife, Rose, and three children.

Gail Muehlebach Knapp, 85, died Sept. 6, 2020. She sang lead opera roles, worked for the Democratic Party during several presidential campaigns, and was director of child care at the YWCA in Watsonville, Calif. Knapp is survived by three children, seven grandchildren, and a sister.

1957

Betty Engel Ahn, 86, died March 15, 2022. She was the head of the blood bank at St. Paul Ramsey Hospital and worked at the medical bookstore at the University of Minnesota. Ahn is survived by three sons (including Peter Ahn '87), four grandchildren, and a sister.

Alan F. Naylor, 86, of Minnetonka, Minn., died Jan. 9, 2022. He began his banking career with First National Bank of Minneapolis in 1957 and retired from Firststar Bank as executive vice president in 1998. Naylor also volunteered with Macalester's

IN-PERSON AND ONLINE

MAC
IN
YOUR
CITY

SEPT. 28–OCT. 1, 2022

We've missed gathering together—let's reconnect, share memories, and start new conversations!

At Mac in Your City, alumni all over the world reignite that energy by gathering to engage in their communities, connect with one another, and celebrate their Macalester pride. *Interested in hosting a gathering for your city?* Let us know. It's easy to do, and as a host, you'll play a vital role in this annual tradition for our global Mac community. Wherever you are in the world, join us in creating a special moment for alumni where you live.

A little bit of Mac, wherever you are. macalester.edu/macinyourcity • macinyourcity@macalester.edu

Alumni Association and various arts and health care organizations. He is survived by his wife, Dena, a daughter, three sons (including Robert Naylor '92), and three grandchildren.

1958

Robert W. Chance, 85, of Bigfork, Mont., died Sept. 1, 2021. A US Navy veteran, Chance flew during the Cuban missile crisis and received the Distinguished Flying Cross. He retired after thirty years as a pilot with Northwest Airlines. Chance is survived by his wife, Deborah, four children, and six grandchildren.

Jean Steinhauer Nathanielsz, 85, died April 24, 2022. She taught kindergarten through second grade during a career that spanned four decades. Nathanielsz is survived by her husband, Ault, a daughter, a son, four grandchildren, and a brother.

1959

Edward R. Landin, 87, of River Falls, Wis., died May 30, 2021.

Alfred N. Page, 84, of Tampa, Fla., died March 31, 2022. He was a professor at the University of Washington in Seattle and served as dean of business schools at the University of Missouri at Kansas City, the University of Tampa, and the College of William and Mary. As the host and producer of a PBS television program in Seattle, Page interviewed corporate CEOs, television commentators, and the writers John Updike and Tom Wolfe. An endowment at the College of William and Mary was named after Page, as was a prize for curriculum innovation and organizational sustainability at the University of South Carolina. He is survived by his wife, Lynn, a daughter, a granddaughter, and two sisters (including Murilla Page '55).

James T. Tammeus, 84, died Feb. 16, 2022, in Lake Andes, S.D. He practiced as a veterinarian in South Dakota and Iowa. Tammeus is survived by

his wife, Arla, two children, and four grandchildren.

1960

Emil R. Straka, 84, of Brookings, S.D., died March 31, 2022. After teaching physics at Central Oklahoma State College, Straka earned a master's degree and began a career in industrial physics. During his time with Worcester Polytechnic Institute, Varian Associates, and Hewlett Packard, he held several patents and helped develop technology used for night vision goggles and the atomic clock. Straka is survived by his wife, Jan, three sons, four grandchildren, and a sister.

James S. Strawn, 88, died April 12, 2022, in Tyler, Texas. He served in the US Army from 1954 to 1956 and retired in 1995 as a high school teacher in Janesville, Wis. Beginning in 1976, Strawn spent twenty years tutoring students and adults with dyslexia. He is survived by four children, four grandchildren, and a brother.

1962

Bruce D. Christie, 83, died March 23, 2022, in Fort Collins, Colo. He served several parishes in Minnesota during a thirty-three-year career with the United Methodist Church. Christie also served as a chaplain and counselor aide at the Wilson Center, a school for youth with emotional disabilities. He is survived by his wife, Judith, two daughters (including Wenona Christie Arndt '92), and two grandchildren.

1963

Richard K. Johanson, 80, of Flint Hill, Va., died March 6, 2022. During his fifty-year career, Johanson worked for USAID, the World Bank, and the International Labor Organization. He also took on consulting assignments with several national governments, the Asia Development Bank, the Latin America Development Bank, and UNICEF, and launched a "Superhero

Program" with his Presbyterian church for at-risk youth. Johanson is survived by his wife, Page, two daughters, two sons, and three grandchildren.

Kay Irwin Voth, 80, of Bloomington and Owatonna, Minn., died Dec. 27, 2021. She taught for two years at a Lutheran school in the Bronx, N.Y. Voth is survived by a daughter, a son, three grandchildren, sister Betty Irwin Kongshaug '61, and a brother.

1964

Gail Dufelmeier Stremel, 79, died March 6, 2022. She began her career in social work with the Ramsey County Welfare Department and retired in 2003 as director of the Income Maintenance Division of Ramsey County's Human Services Department. Stremel was appointed by the Minnesota Supreme Court to two terms on the Lawyer's Professional Responsibility Board. She is survived by a sister and her life partner, Don Gemberling '64.

1965

Merrily Erdmann Blagen, 78, died March 8, 2022. She retired in 2011 after working for more than twenty-two years in Oracle database administration, design, and development for Cray Research, Silicon Graphics, Cargill, and the Donaldson Company. Blagen is survived by three daughters, four grandchildren, and six siblings.

David F. Hansen, 78, of Eau Claire, Wis., died March 19, 2022. After teaching elementary school and editing small-town newspapers, Hansen became a professor of journalism at the University of Wisconsin, Eau Claire. Hansen is survived by four sons, seven grandchildren, sister Martha Hansen McManus '70, and brother Mark Hansen '69.

Dennis M. Peterson, 78, of Ames, Iowa, died March 4, 2022. After an twenty-month stint at the US Embassy in Guatemala, Peterson became an international student advisor

at Iowa State University. He retired in 2004 as director of the International Students and Scholars Office after thirty-four years with the university, subsequently joining the nonprofit Youth and Shelter Services. Macalester presented Peterson with its Distinguished Citizen Award in 1987 in recognition of his fundraising efforts on behalf of Guatemalan refugees. He is survived by his wife, Nancy Bevin, a son, four grandchildren, a sister, and his former wife, Barbara Wilson Peterson '68.

1967

Rosanna M. Aldridge, 76, died Dec. 26, 2021, in St. Louis. She taught in the St. Louis City Schools and worked for Lighthouse for the Blind. Aldridge is survived by two sisters.

Susan J. Gardner, 76, died Jan. 2, 2022. She taught at the University of Witwatersrand and Rhodes University in South Africa, worked with international students at Marquette University, and retired from the University of North Carolina at Charlotte in 2012 as associate professor of English. Gardner is survived by a brother.

Allan H. Wimer, 75, died Jan. 7, 2021.

1968

Richard R. Heuser, 75, of Essex, Mass., died Feb. 5, 2022. He served as a radar specialist with the U.S. Navy during the Vietnam War. Pursuing a career in legal publishing, Heuser rose to the position of vice president and publisher of law books at Little, Brown, and Company. Over his twenty years there, he recruited legal thinkers from the world beyond Ivy League law schools and cultivated numerous authors, including Sen. Elizabeth Warren. He is survived by a sister and a brother.

John W. McKean, 75, of Hattiesburg, Miss., died March 3, 2022. He served as a campus minister and campus director for Campus

Crusade for Christ and retired from Electrolux as a branch manager. McKean is survived by his wife, Merry, two daughters, a son, three grandchildren, and brother Frank McKean '62.

1970

David R. Block, 73, of Lansing, Mich., died Jan. 30, 2022.

1971

Alice Smith Burgess, 72, died Feb. 19, 2022. After working as a reporter with the Lewiston, Idaho, *Morning Tribune*, Burgess pursued a career in public relations with the Port of Seattle, the Fairfax County Community Services Board, Tulane University, and the Fred Hutchinson Cancer Center. She also launched the Burgess Consortium and taught at the University of Washington. Burgess is survived by her husband, Stanley.

1973

Robin Hallstein Osborn, 69, of Indianapolis died March 15, 2021. She worked at Renee's French Restaurant as hostess, operations manager, and wine steward. She later served as the director of the dining room at a progressive elder care facility and mixed, baked, and packaged organic dog biscuits with The Dog Bakery. Osborn also launched a catering business and a real estate firm. She is survived by a brother.

1974

John C. Theye, 70, of El Cerrito, Calif., died April 12, 2022. He worked in project management and telecommunications for Bank of America, EDS, and HP. Theye is survived by three daughters and four siblings.

1975

Molly Lu Hannas, 68, died Feb. 18, 2022, on Tybee Island, Ga. After playing on Macalester's men's tennis team, Hannas pursued a career as a tennis player. She competed against

Chris Evert and at one point was ranked 71st among the world's women's tennis players. Hannas was the head tennis pro at the Mission Hills Country Club in Kansas City, Kan., and later helped establish the Willis-Elliott Apple Orchard in Spickard, Mo. She also taught high school in Savannah, Ga., and led high school tennis teams to state championships. Hannas is survived by two sisters and a brother.

1976

Marcia Korth Bonham, 63, of Spicer, Minn., died June 29, 2017. She worked in retail for more than forty years, concluding her career at Christopher & Banks. Bonham is survived by two daughters, two granddaughters, and two siblings.

Michael H. "Champ" Randall, 68, died March 20, 2022. As a lawyer based in St. Paul, Randall represented many people in need. He is survived by two sons, his mother, three sisters (including Colleen Randall '75 and Brigid Randall Raskin '77), a brother, and former wife Laurie Lind Randall '76.

1977

David J. Birk, 66, died Feb. 18, 2022. During his law career, Birk practiced at the Denver firm of Holme, Roberts, and Owen; launched two different law firms with partners; and concluded his career in solo practice. He also pursued business and real estate opportunities as an entrepreneur. Birk is survived by his wife, Mary, a son, a granddaughter, and a sister.

1978

Rebecca Rudy Nowling, 64, of Tucker, Ga., died Sept. 4, 2021. She worked as a neurology intensive care unit nurse at Emory University Hospital, a nurse practitioner in a women's clinic with the Georgia Department of Corrections, and a clinical instructor at Georgia State University. She is survived by

her husband, Jeff, a daughter, a son, a grandchild, two sisters, and a brother.

1979

Mark A. Rurik, 64, of Edina, Minn., died Feb. 23, 2022. He practiced law with the Twin Cities firms of Mackell, Crounse & Moore and Lark, Hoffman, Daly & Lindgren, and helped close the takeout equity financing of the Mall of America. At the top of his early career, Mark retired from law when his son was born, choosing his considerable energies of life as husband, father, and conscientious nephew to his aunt who raised him. Rurik also collaborated in the development of Behavioral Healthcare Providers and self-published the novel *On the Edge of Ninevah*. He is survived by his wife, Lissa Martz Rurik '81, a daughter, and a son.

1981

Vallie Cimmron Bissonnette, 63, of Roseville, Minn., died June 5, 2021.

1982

Susan Tenney Sellwood died April 25, 2022, in Naples, Fla. She is survived by her husband, Brooks, two children, two sisters, and a brother.

1984

Melanie Morgan Spears, 64, of Minneapolis died May 10, 2022. She served for thirteen years as pastor of All Saints Indian Mission in Minneapolis and co-founded its First Nations Kitchen. After her retirement, Spears was a reverend at St. Cornelia's Episcopal Church on the Lower Sioux Indian Reservation. She is survived by seven children, forty-five grandchildren, six great-grandchildren, three sisters (including Margaret Morgan Sanchez '85), and a brother.

Fred S. Tessler, 60, died March 8, 2022, in Colorado Springs, Colo. He taught theater and voice and directed productions at the Theatre de la Jeune Lune,

the Minneapolis Children's Theatre, the Colorado Springs Conservatory, Wagner College, and Hope Summer Repertory Theatre. He was also an artist in residence at Canada's Stratford Festival.

1985

Randall Haligman, 57, of Vero Beach, Fla., died Oct. 6, 2021.

2010

Namara Brede, 33, died March 5, 2021, in Bellingham, Wash. He traveled throughout South America before attending the Rochester University School of Medicine. Brede is survived by his mother and father.



Musical memories

Tim Johnson '72 is the headliner on this 1973 concert poster, but the way he tells the story, the event was the opposite of a solo performance. By the time Johnson took the stage, he had leaned on friends from all over campus to bring the production to life. It all started on a whim during Johnson's senior year, when the philosophy major decided to give his own version of a senior recital. Deciding on a theme was easy: he had become enamored with his mother's collection of old sheet music. Along with Tedo Wyman '74, Johnson compiled a list of songs, booked pianist Chris Oldfather '72 and anthropology professor Dave McCurdy's jazz band, and even finagled a guest appearance by a popular local meteorologist. On the Friday night before final exams, Johnson

and pianist Wyman performed in a packed concert hall, starting with the Beatles' "Your Mother Should Know," followed by tunes like "I Want to be Loved by You" (featuring Michaela Mahady '73 as a flapper), "Five Foot Two, Eyes of Blue," and "Tiptoe Through the Tulips" (with tap dancing by Jan Ericksen '72, now married to Johnson). The whole evening was "thrillingly fun," he says, and such a success that a few months later, the Alumni Association called to ask if he'd reprise the concert as a fundraiser. This time accompanied by Alice Pringle '72, Johnson performed in front of another full house, with fans screaming requests from the first concert. And the show's inspiration? She was in the audience. "My parents drove up from Iowa to attend the concert, and I invited my mother to stand up and take a bow," Johnson says. "She loved it."

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Seeking some wisdom? Plenty of students found it this year at Springfest, thanks to Program Board members Fa Moe '25 (left) and C.C. Servon '25.

DAVID J. TURNER