BRIDGE BUILDER

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

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ON THE COVER: "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.

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CORRESPONDENCE

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 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 with each other.

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

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. 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.”

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

Vital to Learning—Not Less—Is More Speech

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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 lead the student branch of the college administration, working for and with them. We want MCSG to be accessible and transparent.

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 these 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?

And another thing about engagement: trust building is just hard when we’re on Zoom, and when we’re stressed out. My hope is that we can be in an environment that creates more emotional 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 recent student surveys, 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: 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.

Jordanella: I think that’s the biggest question that you and I are going to tackle this year. What is that experience of serendipity? We look it up together, and 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?

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.
Google Maps drew my attention because I was interested in how the path-finding algorithm between the start- 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 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 whatever—because home is something unique to me. It was really hard to bring it alive and to reshape. I did not expect to turn myself into a quasi-conductor, working with people on how they should play the work. But we have great musicians, and it was a learning experience. In essence, everything really just all came from the heart.”

“For the Values of Education: Unpacking School Policy Decisions During the COVID-19 Pandemic”
Erika Sormani (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, economis, and society. I wanted to know more about how school policymakers who are not public health experts make 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 Philippines: Applications in Criminal Justice”
Jared Jagose (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.”

“The Sounds of Home”
Paul Cosme (Quezon City, Philippines)
International studies and music

“This project is a 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. Onaansawadi’idizim, 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.”

“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 start- 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.”

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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.”

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.
When Sara Berger '10 was growing up, her grandmother 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 can 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 tackling 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."

Berger credits Macalester for giving her the tools to think about critical issues 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. "I believe 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 scientist 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."
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 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. While I was there, 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 Saifulullah ’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 perspective being made explicit in this history. The moments I was supported during this trip in being exposed to many examples of trans and disabled perspectives being made explicit in this history were pivotal moments in my own education—I know how valuable this is. —Ariadne Smith ’23 (New York)

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 just face 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 Saifulullah

The Civil Rights Movement is American history, and that’s what’s so powerful about it: it was our lived experiences closer to the American ideal. The Civil Rights Movement is American history, and it’s full of pain and possibility.

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
Holly Ingram Park
Group reflection time

Day 5
Drive to Birmingham
16th Street Baptist Church
Slave Haven Underground Railroad Museum
Cotton Row
Group reflection time

Day 6
Drive to Memphis
Ida B. Wells Plaza
Stax Museum of American Soul Music
Cotton Row
Group reflection time

Day 7
National Civil Rights Museum
Ilsa B. Wells Plaza and Statue
Lunch at Central BBQ
Afternoon: Free time
Group reflection time

Day 8
National Civil Rights Museum
Lunch at Central BBQ
Afternoon: Free time
Group reflection time

THE ITINERARY

DAY 2
Class: Downtown Atlanta tour with entrepreneur King Williams
Group reflection time

DAY 3
Class: “Lillian E. Smith, A White Woman Dedicated to Dr. King’s Work,” Dr. Matthew Tautsch, Piedmont University
Lunch at Paschal’s
Class: “Civil Rights and the Atlanta University Center,” Dr. Tanya Clark, Morehouse College
Group reflection time

Day 1
Class: Dr. King’s legacy 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 36th 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.)

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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 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

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Class: Dr. King’s legacy 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 36th 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 just face 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 Saifulullah

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 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.”
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 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

As soon as the itinerary began to take shape, Hana Dinizu 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, Dinizu, McClure, and Greason invited the guest lecturers to share the music that resonates with them, and addition to contributing song ideas themselves, Dinizu, 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:

THE MUSIC

Alabama
John Coltrane
Moss Def
Rock N Roll
Revolutionary Generation
Public Enemy
Lift Every Voice and Sing
The Boys Choir of Harlem
Greta Thunberg
Cynthia Erivo
Nineteen Eighty-Four
Oscar Peterson
Soul to Soul: the Story of the Boys Choir

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
  Blurr Bailey
- Demonic Grounds: Black Women and the Cartographies of Struggle
  Katherine McKittrick
- Creating Black Americans: African-American History and Its Meanings, 1619 to the Present
  Neil Ivan Painter
- Clean and White: A History of Environmental Racism in the United States
  Carl Zimmer

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

At the start, we had an established reflection time usually after dinner. But as the trip went on and reflections became 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 to 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

Alessandra Rosa Policarpo

What we are learning about Brazil in the United States and the United States in Brazil

This experience was an incredible opportunity for me. I feel aa part of a greater society, and I'm very proud to be part of it. —Razik Saifullah

What was the most educational part of this trip for you?

The most educational part of this trip for me was being able to connect the dots between history and current events, and to see how the past still affects us today. —Razik Saifullah

What did you learn about Brazil that surprised you?

What surprised me the most about Brazil was the diversity of its people and its culture. I was amazed by the way people come together to create something beautiful. —Razik Saifullah
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.

By Erin Peterson
Illustrations by Davide Bonazzi

How to succeed in business

(the Macalester way)
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 nonprofit 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 EGGLE

And all business-minded students... benefit from "Deals," the quintessential course for students who want to pursue a business career. Diagram source: The classesMinor, 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 Federer 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 Federer. 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," Federer says. "Students build important skills, and these 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 manages 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 Chihambura, 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.'"
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.”

CRITICAL THINKING 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.”

COMMUNITY 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, diversity and inclusion was something he’d mostly taken for granted—until George Floyd’s murder pushed those discussions to the forefront.”

THE CHAIN OF SUCCESS

From Najada Kumbuli to Margot Kane, a network of Mac students have gone on to successful careers in investment banking, consulting, and more. And in doing so, they’ve helped create a community of support for future alumni.

Margot Kane ’02

Najada Kumbuli ’09

Caroline Chinhuru ’17

Preeta Raghunathan ’19

THEY SEEK A CHALLENGE.

THEY GET TO WORK ACROSS MANY DIFFERENT FIELDS.

THEY MAKE A BROADER IMPACT.

THEY CREATE SOMETHING NEW.

THEIR ALUMNI NETWORK.

MACALESTER MINDSET.

When it comes to the work alumni do, there are no limits. They have the opportunity to work in business or pursue entrepreneurship? We asked a few to share what drives them.

THEY PURSUE THE WORK THEY FIND MEANINGFUL...

They found the work they do at Mac to be meaningful because it allowed them to challenge themselves and contribute to the world in positive ways.
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 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 new office, concerned that the emphasis on engagement meant that the governor and his staff were “sitting at the table and not driving,” says Loyola. But she says that she and her team “are able to engage with people in a way that they’ve never had the opportunity to engage before.”

“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?’”

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’s 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 grants and refugee-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. “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 grants and refugee-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.
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.

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 role in other people’s lives.”

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

Rosalind Santos Moldwin
Class of 1957
Distinguished Citizen Award

Rosalind Santos Moldwin dreamed 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.

“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 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.”

Brian Cosgriff
Class of 1983
Distinguished Citizen Award

Before each basketball practice, Brian Cosgriff would tell his team 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.

“Toby Heytens: 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.”

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

Rosalind Santos Moldwin: “I love how my players have gone on to do amazing things in their lives—not only with their careers, but with their families.”

Brian Cosgriff: “Seeing them use the skills and work ethic that they learned through playing basketball brings me joy.”

Damas Anthony Vraniak
Class of 1972
Distinguished Citizen Award

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 doctoral-level training.

“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.”

“Toby Heytens has been a role model for so many of us. He never becomes satisfied. He always wants to do better.”

“Damas Anthony Vraniak: My passion and gift is engaging children and families in nature.”

“Rosandal Santos Moldwin: ‘I love how my players have gone on to do amazing things in their lives—not only with their careers, but with their families.’”

“Brian Cosgriff: ‘Seeing them use the skills and work ethic that they learned through playing basketball brings me joy.’”
MICHAEL SNAVELY
Class of 2012
Young Alumni Award

As a family medicine physician in Oakland, California, Dr. Michael Snively says he experiences a lot of vicarious joy. "I prescribe hormone therapy and provide gender-affirming care for gender expansive folks, 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, Snively travels to Texas monthly to provide abortions, and works at Oakland’s La Clinica 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."

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.’"

KYERA SINGLETON
Class of 2011
Catherine Leidall 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 Boyll 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.

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 U.S., 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.”

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 through 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 event. 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.”

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.
"camp spirit" all year long.

Jeff Freedman '87 has Summer camp director athletics. He played tennis and basketball for Macalester, achieving passionate about sports, and both of his careers have involved career path.

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 current work is a perfect fit for his outgoing, high-energy personality.

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 I 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, moved its headquarters from Kansas City to Indianapolis, Freedman started up some soul searching, and 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 odds of becoming the director of the two camps I'd attended as a young man. "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.

"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."

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Gazing up at the night sky has a tendency to spark deep thoughts about life, perspective, and how everyone and everything got here. 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 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 is 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 is 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 astronomical 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.

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.

The centerpiece of Hubble Space Telescope’s 25th anniversary orbits, this image shows Wunderland 2, a cluster of about 1,000 stars located 20,000 light-years away in the constellation Cygnus.

BY JOE LINSTROTH

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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 is going to end?
1969
Mary Kapin 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.

1972
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.

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 50th 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 studies HIV reverse transcriptase and has developed an isothermal amplification system to detect and quantify this important virus. 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.

1982
Daina Militar retired from the Chicago Public Schools in September 2020 after thirty-six years as a teacher, instructional coach, administrative, 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 Brandsview University to assist the philanthropic community. Allen is founder of PhilanthropyWrx, a partnering and consulting organization dedicated to improving philanthropic practice.

1988
The Class of 1988 will celebrate its 40th 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.

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

Artist Rachel Coyne Carlson’s first solo show, “Dis ease en Brut,” opened June 2 at Alliance Francaise 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.

1998
The Class of 1998 will celebrate its 30th Reunion June 8–11, 2023.

Lisa Bailey 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, medical planning, farm succession planning, probate matters, and guardianships.

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

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

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WEDDINGS

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 '04, Maura Shramko '06, Alex Bleiberg '06, Rachael Harlos '06, Colleen Stockmann '05, Till Smith '07, Chris Garza '05, Jason Tanzman Partridge '06, Carl Nelson '03, Jasa Hopeman '05, Lissa Pawlisch '07, Will Bailey '03, Owen Bradford '07, Tasia Jelatis-Hoke '04, Julia Ramsey '07, Fay Simer '06, Connie Jelatis Hoke '72, and Gordy Jelatis Hoke '99.

Sarah Fleming '14 married Mark van der Linden on September 25, 2021, in Steuben, Maine. Hannah Rasmussen '14, Kerry Hartwick '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 Fullen '12 and David 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, Alexis 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, Perry Alexander '12, Natalie Evans, Alyssa Fuchino: Maya Weissinger '12, Patricia Wright, and Nick Birkland. Other Mac friends at the celebration were Chris Hope '12, Dustin Studebska '12, Abigail Rankin '12, Lorin Leake '12, and Noah Boswell '12.

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

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.

Nathan Juergens '11 and Gladira Marcon '13 were married on Sept. 6, 2021. Front row, from left: Mulugeta Fratkin '14, Bailey Rehnberg '14, Casey Coleody '13, Kiera Mideri Cuowler '11, Danielle Dweck '12, Nathan Juergens, Gladira Marcon, Kare Jamison '13, Mike Samuelson '09, and Annah Walters '08. Back row, from left: Evans Brown '10, Diarra Brown '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 Snively '12, Julia Gartzke '13, and Anna Trier '13.

Carson Gorecki '09 and Kristen 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 Mackie '73, Claire Vincent '10, Laura Macke '10, Kirsten Indrelie, Carson Gorecki, Katie Macke '73, Jenna Harris '08, Dillon Taske '09, Annah Walters '08, Mike Samuelson '09, Liz McCreary '09, Riyaz Gayyadaddin '08, and Colin Zeislett '12.
Mike Eastman ’93 and Mike Keyes ’91 spent a long day in the saddle in May at the Hayden 110 gravel ride in Northfield, Minnesota. “The sloppy joes at mile 80 were much appreciated,” Mike Eastman wrote.

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 45 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.

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From left: Sherry Linken ’81, an American studies professor at Georgetown University; Karin Aguilar-San Juan, Macalester American studies chair; and Paula Hirschoff ’66 gathered in May at Sherry’s condo in Washington, D.C. Aguilar-San Juan’s family, Hirschoff, and Linken 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 lovely discussion centering on American studies.”
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 accelerant 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 in the room. That’s been the greatest appreciation that I have for my fellow Champions. Every time they circulated those voices, I was thankful, and proud of the process.

Start open to change.

Initially at Macalester, I thought I wanted to major in chemistry—but ended up studying French and biology. I was pressed 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 siblings 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 a charge we were given from day one,” says Strategic Planning Champions chair Nilay 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 circulated those voices, I was thankful, and proud of the process.”

Think before you click send.

We over-rely on email. 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?

End of Possibility
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 his banking career with the United States Postal Service in 1944. Gustafson died 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, 2022. He served in the US Navy and worked in mechanical engineering with American Holst & Derrick. After his retirement, Cederberg volunteered with Twin Cities Habitat for Humanity for more than thirty years. He also purchased three 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
Margaret 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 Park City Historical Society and helped write the historical 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.

1948
Evelyn Edward Hasen, 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. Hasen is survived by six children, fifteen grandchildren, nine great-grandchildren, and three brothers (including Jack Edwards ’55).

1949
Robert 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 1977. Setzer is survived by three children, four grandchildren, and a brother.

1950
Frederick W. Harris, 96, of Bovey, Minn., Feb. 27, 2022. Harris served with 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 Midwest 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 2012. He also served on the board of directors from 1976 to 1981, and on Hamline University’s board of directors for sixteen years. His wife, Sue Shepard, six sons (including Stefan Helgeson ’71), eleven grandchildren, and a great-granddaughter.

1951
Marion Haagensen Winegar, 92, of Middletown, Ohio, died July 16, 2022. She worked as a schoolteacher. Winegar is survived by her husband, William, a daughter, two grandchildren, and two great-grandchildren.

1952
Millan 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 Centra 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 Millan Combs Jr. ’74), as well as grandchildren and great-grandchildren.

Jeanne Juettner Robinson, 92, of Minneapolis died March 16, 2022. She was a technical editor and writer at Honeywell. Robinson is survived by three children (including Anne Robinson ’80) and two grandchildren. Charlotte established a support chapter in Minnesota for those affected by the rare neurological disorder. She received Macalester’s Distinguished Citizen Award in 2008. Triplet is survived by a daughter, two sons, two grandsons, and two great-grandsons.

1953
Harriet Carr Capeta, 89, of Minneapolis died May 30, 2021. She worked as a master teacher in the Minneapolis Public Schools. Capeta is survived by two daughters, four grandchildren, and two sisters.

1954
Marjory Jorde McVey, 89, of Portland, Ore., died March 12, 2022. She taught first grade in Portland. McVey is survived by three children, four grandchildren, and a brother.

Alice Anderson Berry, 88, of Chanhassen, Minn., died March 2, 2022. After raising her children, Berry became a licensed minister. She is survived by four children, 24 grandchildren, and 23 great-grandchildren.

Amarie Fell Flanary, 89, of Crystal Lake, Ill., died Jan. 18, 2022. She is survived by four sons, including William Craig James 95, and five grandchildren.

1955
Joann Johnson Paden, 89, of Edina, Minn., died April 30, 2022. She taught music in the Minneapolis Public Schools and appeared on the KCTA-TV program This is Music. Paden also led leadership positions with the American Association of University Women and served on the board of trustees of Westminister Presbyterian Church in Minneapolis. Paden is survived by a daughter, a son, and brother Leigh Johnson ’62.

Beverly Briggs Sloop, 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, Sloop 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.

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, where she was a sales representative with the University Bookstore. Ahn is survived by three children (including Peter Ahn ’87), four grandchildren, and a sister.

Alan F. Naylor, 85, of Minnosta- ka, Minn., died Jan. 9, 2022. He began his banking career with First National Bank of Minneapolis in 1957 and retired from Firstar Bank as executive vice president in 1999. Naylor also volunteered with Macalester’s
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Alumni Association and various arts and health care organization. He is survived by a wife, Debra, four children, a son, and six grandchildren.

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

Edward R. Landin, age 87, of River Falls, Wis., died May 30, 2022. He was a professor at the University of Wisconsin in Seattle and in the Pacific Northwest. He taught in the arts and health care organization. He is survived by his wife, Barb, a son, two grandchildren, and a sister.

Alfred N. Pape, age 84, of Tampa, Fla., died March 31, 2022. He was a professor at the University of South Carolina. He is survived by his wife, Ann, a daughter, a son, four grandchildren, and a sister.

Bruce D. Christie, age 84, died Jan. 2, 2022. He served in the U.S. Army during the Vietnam War. He is survived by his wife, Mary, three sons, and four grandchildren.

Emil R. Straka, age 79, died Feb. 12, 2022. He served as a radar specialist in the U.S. Navy during the Korean War. He is survived by his wife, Mary, three sons, four grandchildren, and a sister.

Susan J. Gardner, age 76, died Jan. 2, 2022. She taught in the St. Louis City College and was a professor of English. Gardner is survived by her husband, Bruce, two sons, three sisters, and a brother.

Merrill Ermann Blagen, age 83, died Dec. 8, 2021. She was a professor at the University of Kentucky. Blagen is survived by her husband, John, and two children.

Richard D. Nystrom, age 84, died Dec. 29, 2021. He was a professor at the University of Minnesota. Nystrom is survived by his wife, Jan, and three children.

Merrill E. Gehrke, age 90, died Dec. 22, 2021. He was a professor at the University of Wisconsin. Gehrke is survived by his wife, Carol, three children, and one grandchild.

Bruce D. Plumb, age 70, died Nov. 22, 2021. He was a professor at the University of Iowa. Plumb is survived by his wife, Nancy, two children, and a sister.

Robin Hallstein Osborn, age 69, died March 15, 2022. She taught in the French Department. Osborn is survived by her husband, Bruce, and four children.

Alma S. Montgomery, age 91, died Nov. 22, 2021. She was a professor at the University of Minnesota. Montgomery is survived by her husband, John, and three children.

John W. McKean, age 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 Electro Optical as a branch manager. McKean is survived by his wife, Sue, two children, and a sister.

Bruce V. Black, age 73, of Lansing, Mich., died Jan. 30, 2022. He was a professor at the University of Michigan. Black is survived by his wife, Jeanne, and two children.

Karl Yvon Blag, age 76, of St. Louis, Mo., died Oct. 1, 2021. He was a professor at the University of Mississippi. Blag is survived by his wife, Mary, two children, and a brother.

Marty Krzywy, age 75, of Lansing, Mich., died Feb. 12, 2022. He was a professor at the University of Michigan. Krzywy is survived by his wife, Sue, two children, and a sister.

Bruce D. Christie, age 84, died Jan. 2, 2022. He served in the U.S. Army during the Vietnam War. He is survived by his wife, Mary, three sons, four grandchildren, and a sister.

Darryl E. Brown, age 78, of St. Louis, Mo., died Dec. 26, 2021. He was a professor at the University of Chicago. Brown is survived by his wife, Mary, two children, and a brother.

Robin Hallstein Osborn, age 69, died March 15, 2022. She taught in the French Department. Osborn is survived by her husband, Bruce, and four children.

Susan J. Gardner, age 76, died Jan. 2, 2022. She taught in the St. Louis City College and was a professor of English. Gardner is survived by her husband, Bruce, two sons, three sisters, and a brother.

Allan H. Wimer, age 75, Jan. 7, 2022. He was a professor at the University of St. Thomas. Wimer is survived by his wife, Mary, and two sons.

Richard R. Heuser, age 72, of Essex, Miss., died Feb. 5, 2022. He served as a radar specialist with the U.S. Navy during the Vietnam War. He is survived by his wife, Mary, two daughters, and a brother.

David F. Hansen, age 78, of Eau Claire, Wis., died March 19, 2022. He was a professor at the University of Iowa. Hansen is survived by his wife, Jane, and two children.

Richard D. Nystrom, age 84, died Dec. 22, 2021. He was a professor at the University of Minnesota. Nystrom is survived by his wife, Jan, and three children.

Merrill E. Gehrke, age 90, died Dec. 22, 2021. He was a professor at the University of Wisconsin. Gehrke is survived by his wife, Carol, three children, and one grandchild.

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WITH LOVE AND GRATITUDE FROM MAC

One place ties all of us together. Through generous gifts of time, expertise, and financial commitments, our Macalester family strengthened what we love about the college and helped shape the future. Together, we elevate the college’s mission and foster a culture in which every student, and every member of our community, can grow into their full potential.

Thank you, Macalester family, for all the ways you support and inspire us: this year and every year.
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.