Alms-Deeds
by Bernard Palchick, Vice President for Advancement

How does one express appreciation for—or, for that matter, celebrate—a campaign that has reached some goals but not others? For me, the answer was the alms-bowl.

Before I moved into my current position at the College, I was the Jo-Ann & Robert Stewart Professor of Art here. And always I have been by training a sculptor and a painter.

Last April, when the current campaign, Enlightened Leadership: Kalamazoo College in the 21st Century, exceeded its overall goal of $65 million (more than 12 months in advance of its end date!) I threw, glazed, and fired a series of alms-bowls (like the one pictured above) as gifts for the many persons who continue to work diligently so that the campaign might reach all of its financial goals.

The alms-bowl is an apt symbol for our campaign. It is something that is made, much like Kalamazoo College’s farther journey—that particular learning experience to which people like you have bestowed (thus far) more than $74 million in order that we may sustain (by continually re-making) its excellence. The alms-bowl—like the alms-deed—is beautiful, and so it is an appropriate token of appreciation. Finally, the bowl is not full, and therefore aptly represents the fact that some important campaign goals have yet to be met and thus require further alms-deeds.

This issue of LuxEsto includes an alms-bowl in the form of a gift envelope. Please use it to support the Kalamazoo College Fund and/or the Upjohn Library Commons, two campaign objectives whose dollar goals we have not yet reached. The goal for this year's Kalamazoo College Fund is $1.65 million, and a little more than $7 million remains to be raised of the library project's $19.5 million goal.

Library Resource

Judith (May) Reed '57 enjoyed a long professional career as a librarian. Her career made her aware of the need to maintain, renovate, and upgrade buildings and equipment in research libraries. She recently acted on that awareness by making a generous gift to Kalamazoo College’s Upjohn Library Commons project. “I support the effort to bring the College library up to current standards to serve students and faculty,” she said. “And I look forward to visiting campus to see the completed facility.” Judy is pictured below in the Conservation Lab of The LuEsther T. Mertz Library at The New York Botanical Garden. Until her recent retirement, Judy had been the Conservation Librarian in the Library and Head Conservator of this library conservation facility. Judy majored in history and sociology at Kalamazoo College and earned a postgraduate degree in library science from the University of Michigan.
Features

10 Connections Are ‘Food’ In This Director's Diner
Anjalee Deshpande '95 returned to campus to direct Balm in Gilead. Her work with students resulted in one of the most polished and professional Festival Playhouse performances in recent memory.

12 Admission Mission
A primer on the complex task of building a class.

16 A Seed in Troubled Soil
John Deupree '73 shares a bold dream: to establish a private liberal arts college in Kabul, Afghanistan.

And why 30 seniors would very much like to hear from you; the journey of Mary Helen Diegel '97 to South Africa and back; new alumni relations pages; lots and lots of class notes.

Departments

2 Letters
10 On the Quad
20 Alumni News
24 Hornet Sports
28 Class Notes
46 Senior Profiles

Corrections
In the Winter 2004 issue, we misprinted Stephaine Parrish Taylor’s name on the cover. In the Class Notes section of the same issue, we referred to Britt Hartenberger as “he.” “She” is the correct third-person pronoun. We have reprinted the class note in this issue (page 36).

In Betty Thompson’s obituary we failed to include Shirley Thompson ’70 and Samuel Arnold ’00 in the list of her children and grandchildren who have graduated from Kalamazoo College. Seth Denawitz is a member of the class of 1994.
Dear Editor:
I was sorry that the layout of my wife’s article, “In Search of Lost Time: A Proustian Tour of France” (LuxEsto, Fall 2003) failed to include a photograph of Andre Heintz. Heintz taught at Kalamazoo College for one year (1962-63) then returned to France to serve as foreign study director and host to hundreds of Kalamazoo College students studying at Caen.

I’m sure many of those students would remember him with fondness and attest to his unfailing generosity and kindness. Susan and I were pleased to find that he has maintained his health and is still a prominent and beloved presence on the campus of the Université de Caen.

Of course, his role in the Resistance during World War II is legendary, on both campuses and beyond. For a more complete depiction of that story, refer to Stephen Ambrose’s D-Day, June 6 1944: The Climactic Battle of World War II, pages 101-2 and 528-9.

Geoffrey Gall ’65

To the Editor:
Reading Susan Sanford’s article on foreign study in Caen reminded me of what happened when my wife, knowing of my interest in military history, bought me a 3-video set on D-Day put out by the History Channel. There, interviewed fairly extensively about his work in the French Resistance, was Monsieur Heintz, and I was able to say, “I know that man!”

I might also mention for those others who went over to Europe on the Franconia, that the old ship is mentioned on page 338 of the last volume of the paperback edition of Sir Winston Churchill’s History of the Second World War. The Franconia served as the headquarters ship for the British delegation to the Yalta conference.

Richard P. DeTar, ’67

Dear Ian:
I just returned from my first medical school interview, at Des Moines University, and I wanted to pass along another story for you to add to your collection.

The interviewers asked why I thought the osteopathic philosophy was important, and I related to them my experience in Laverton. It was in Laverton that I learned there is more to a patient than his or her disease. The interviewers asked how it came to pass that I ended up in the Australian outback, so I told them about you saying I needed to “push my boundaries.” They were impressed with my work there, and one of them pointed out that I owed you a debt of gratitude for encouraging me to undertake that experience. The interviewer said he was certain I had a good mindset for being a doctor as a result of that experience.

Steve Shelden ’04
Dan Chirot, father of junior Claire Chirot, sent the following letter to Anne Jarrad, Kalamazoo College Fund. Dan Chirot is a professor of international studies at the University of Washington. He also does consulting work for the Cooperative for Assistance and Relief Everywhere (CARE).

Dear Ms. Jarrad:

I have just returned from six weeks away, most of it in Africa, and I’m afraid that while I was gone, we fell behind with our mail.

I can assure you we will contribute something [to the Kalamazoo College Fund], though we have not yet decided how much.

While in Africa, after finishing some work for CARE in the Ivory Coast, I went to Senegal where I evaluated a Council on International Educational Exchange (CIEE) study abroad program for American students in Dakar*. Kalamazoo College sends students to Dakar, and, as it happens, the program I was evaluating for CIEE shares some facilities and faculty with the “K” program. I was hugely impressed by the way Kalamazoo has organized its study abroad program there. The CIEE students and the CIEE staff, as well as faculty at the University of Dakar, talked about Kalamazoo as the model study abroad program. The CIEE students and the CIEE staff, as well as faculty at the University of Dakar, talked about Kalamazoo as the model study abroad program, whose students are better prepared and do better than others. I met, attended a class by, and got to talk with Professor Ibrahima Thioub, an historian at the University of Dakar who is in charge of your students there.

He is a wonderful professor. His lecture on the history of Islam in Senegal and West Africa was captivating and exceptional.

In Dakar, so far from home, I heard so much about Kalamazoo and how excellent it is. Even more coincidentally, after my work in Dakar, I stayed in a fishing village on the Atlantic coast south of Dakar. On my return from that village, I met, through a mutual friend, Professor Thioub’s half brother in the town of M’Bour, where I broke the Ramadan fast that evening. His half brother, a school administrator, said that, yes, he had heard about Kalamazoo College from his brother, and he knew about it as one of the very good American colleges.

So, Kalamazoo turns out to be well known in some places you probably have never heard of, and, yes, the world can sometimes be a very small place.

Dan Chirot

*CIEE is a consortium of more than 100 American colleges and universities. Kalamazoo College is a member. CIEE has three programs for American students in Africa: Senegal, Ghana, and South Africa. Kalamazoo College’s program in Dakar, Senegal, is separate from CIEE but shares some of the same facilities and faculty.

Dear Dr. Jones:

My job at Deloitte & Touche has gotten off to a great start. I am in the Enterprise Applications Consulting Group, and I help companies implement software packages that help executives manage information more effectively so they can make better business decisions.

I have never appreciated my Kalamazoo College experience as much as I do now that I’m working. First, the rigorous academic nature of “K” has adequately prepared me for the intensity of management consulting. Second, the liberal arts education forced me to learn a lot about a particular subject in a short time span. Being trained to learn quickly, I am an agile asset to the firm because I can adapt to numerous situations easily and therefore add value to a wide range of clients in a wide range of industries. Third, my study abroad experience has given me a powerful tool to use in the workplace. As fate would have it, my first client assignment involved a French automotive part supplier. For my “K” experience, I had studied in Clermont-Ferrand for nine months, and you should have seen how impressed the client was when he learned I could speak his language fluently. In fact, I said one sentence, and he gave me his business card and told me to call him anytime. The ability to speak a foreign language is a powerful tool, especially in a firm striving to be a world-class leader in professional services.

There is no doubt in my mind that my Kalamazoo College experience was a wise investment that will surely yield high dividends.

Sam Gokhale ’03

Presidential Transition:

When this issue of LuxEsto was in production, Kalamazoo College announced that President James F. Jones, Jr. would assume the presidency of Trinity College (Hartford, Conn.) effective July 1, 2004. President Jones will complete this academic year at Kalamazoo College. Articles about the President, the appointment for interim president (Bernard Palchick, Vice President for Advancement and the Jo-Ann and Robert Stewart Professor of Art), and the search process for a permanent replacement will appear in the summer issue. For current information, visit www.kzoo.edu.
“We are at the symphony, watching Klaus Tennstedt conduct Mendelssohn. He put everything he had into it, not just intellect and talent, but all his body, too—pulling, straining, dancing, coaxing, exhorting, demanding, ruling, pacifying. He was oblivious to appearances: hair exploding like Bozo the Clown’s, coat wrinkled as an elephant’s hips, tie turned vertical—everything had slid awry as he shaped the music offered by the orchestra. Which played as though possessed.

My friend whispered to me, in the brief silence between one movement and the next, “Do business execs work as hard at leading?” and nodded toward Tennstedt. He began again. I watched his hand describe the sound he wanted. It is never quite as sensual in business, I thought, but I have seen masters at work there as well. The major projects in business are more difficult than conducting Mendelssohn: No one has the score, no one knows the path, the perils are more abounding and more various. Much more—in the human sense—is at stake.”

- Michael O’Malley, Mobil Corporation (Speechwriter’s Newsletter, October 2003, p. 2)
Kalamazoo College readies its students for business projects “more difficult than conducting Mendelssohn;” it readies them for scorelessness and unknown paths, for the need to factor into any business decision what’s at stake for others. And the College accomplishes these tasks more effectively than any other undergraduate institution.

So contends Tim Moffit ’80, assistant professor of economics and business.

What makes “K” the best?

According to Moffit, a combination of qualities. And if one thinks of each quality as a member of an orchestra, then business education at Kalamazoo College is like a symphony. And these days the orchestra plays as though possessed.

First chair is the liberal arts itself, an excellent preparation for a career in business, says Moffit, “because it promotes problem solving and cross-cultural understanding.” Especially when the liberal arts “score” is shaped by the farther journey.

“The liberal arts education develops communication skills and a sense of community, and both are vital to business,” says Moffit. “A business decision will affect multiple stakeholders—customers, suppliers, employees, shareholders, regulators, and the communities in which a company does business, to name just a few.

“What better preparation for being aware of and responding to this kind of diversity than classrooms which include a variety of majors—people with a spectrum of interests, many of whom, by their senior year, will have lived in countries throughout the world?”

What better? How about if these diverse people not only shared classes but also lived together?

“That’s why ‘small’ and ‘residential’ are so important for business education,” Moffit adds. “If I go to class and also live with people who are majoring in other disciplines, including some students who may have seen firsthand the effects of multinational corporation decisions in, say, Nigeria or Thailand, I am going to learn the reality of the extent of multiple stakeholders much more meaningfully.”

The Kalamazoo College business education symphony depends on conductors familiar with what today’s business leaders seek. Moffit is one such conductor.

He grew up in Boon, Mich., a tiny town near Cadillac, gateway to the northern portion of the State’s lower peninsula. His father was a carpet installer who also farmed a small plot of land, and Moffit’s work ethic developed, in part, from long hours working the soil.

He attended Calvin College (Grand Rapids, Mich.) for a year that left him restless for a more demanding academic challenge. In the late summer following his freshman year, he made the short drive from Grand Rapids, met with Kalamazoo College Registrar Ruth Collins “for about 30 minutes,” and was accepted on the spot. Two weeks later, he began his sophomore year at Kalamazoo College.

In his senior year, he completed a 150-page (honors) senior individualized project on Japanese mercantilism and international trade theory. Although Moffit did not study abroad as a “K” student, after graduation he immediately won a fellowship to teach English in Japan for a year. He stayed two.

“I taught in a rural community where no one spoke English, and, at first, I didn’t speak any Japanese,” recalls Moffit. “I came to appreciate the value—particularly for a career in business—of study abroad.”

So, call study abroad—and career internships and externships—the second and third chairs in the Kalamazoo College business education orchestra.

“Business is a collection of unknowns,” Moffit says. “In business you often feel you lack all the information you need, that there is something more you need to know. Nevertheless, you have to make a decision.

“The K-Plan, particularly foreign study and career internships, teaches decision making in situations of uncertainty. Frankly, I often felt lost during my K-Plan, but my responses to that feeling strengthened my ability to analyze and to adapt.”

After his two-year teaching assignment in Japan, Moffit earned his MBA from the Amos Tuck School of Business Administration at Dartmouth College (Hanover, New Hampshire).

In 1989, the former Kalamazoo College economics major joined his alma mater’s economics department, a temporary replacement for Tom Breznau during the latter's sabbatical leave. But the College recognized a valuable asset and held on to Moffit, in part because of what he added to the “fourth chair” of the orchestra: the rigor of the department’s courses.

“The texts and cases I use in my classes come right from Tuck,” says Moffit, “or from the Kellogg School of Management at Northwestern, which I consider to have the best graduate marketing program in the country.”

Moffit’s use of real-world business cases (a sort of
“fifth chair”) contributes to the level of challenge in his courses. He is adept in incorporating the real world because he has owned or managed a number of businesses. These include an insurance agency, restaurant, oil change shop, roller rink, appraisal company, state proprietary school, and a consulting business. At one time in the mid-1990’s, eighty-five employees called Moffit “Boss.”

“...You gain a street-level understanding of business theory and a trove of authentic scenarios, say, in the employee relations area, to discuss and work on in class,” says Moffit.

His business management and ownership confer credibility to his claim that he knows the qualities and skills business leaders seek. He structures his classes to provide hands-on practice.

“Business wants leaders who excel at crossfunctionalism and integration,” says Moffit. “A crossfunctionalist is that rare bird who can talk to marketing, production, research, and accounting. He or she is a generalist among functional silos. Integration refers to the ability to understand the business as a whole and objectively orient each company component toward that understanding.”

Every one of Moffit’s classes focuses to various degrees on the four critical aspects of business: functional skills, managerial skills, systems, and holistics.

According to Moffit, a functional skill is the expertise to perform an action necessary for the business—accounting for example. This aspect of the four is akin to a symphony conductor’s purely technical expertise.

The other three aspects have to do with the something “more” than “just intellect and talent”—the “everything,” if you will—that “masters” put into their work.

Like managerial skills. Can a person work in teams—as peer, or leader, or subordinate, depending on the demands of a particular occasion? To find out, and to hone that skill, Moffit divides his classes into teams that focus on issues taken from his business ventures or graduate level case studies.

Classroom team interactions help teach the systems component, approximating the links between silos in business operations. “Accounting affects production; marketing affects government regulators, who, in turn, may affect research operations,” says Moffit. “I call this element of my classes ‘the ecology of business.’”

The “holistics” element focuses on wide-ranging effects (often unexpected) of corporate decision-making. “We study cases like Enron or WorldCom to analyze how poor executive leadership changes the lives of people, including many seemingly unconnected to the organization,” says Moffit. “Business decisions are rarely simple; their effects cross space and time in unforeseen ways.” He gives an example. Say Company X, which produces Product Y, employs 120 people, many with families, in an economically depressed area offering few other job opportunities. Suppose that X’s manufacturing process might lead to long-term, possibly undesirable, environmental consequences. Imagine that recently published data suggest this environmental scenario, but the data are preliminary and subject to more than one interpretation. “The possible correlation or causal relationship between the manufacturing process and future environmental problems indicates how a business decision—whether to cease or modify the process, for example—will not only have immediate effects but also stretch across time,” says Moffit.

And if, a thousand miles away, Company Z (and a portion of its workforce) depend on a steady supply of Product Y, one can see how the effect of a business decision stretches across space.

“Holistics brings the class into the realm of business ethics and corporate responsibility,” says Moffit. “Like many schools, we are working on the right pedagogy to confront and teach about these issues,” he adds.

“But Kalamazoo College has established the proper context to think in terms of corporate responsibility. Social responsibility is part of the College’s mission, and programs like service learning and the integrative cultural research project encourage students to define what it means to be a citizen of various communities. Study abroad ensures that the concept of community extends to other nations and the world.”
Finally, flexibility fills one of the most important business symphony chairs. According to Moffit, this element of the College’s business education excellence includes the elastic interchange of classroom learning and off-campus experiences. Business theory is explored in class and then applied during a company internship. Subsequent classroom discussions of theory will be newly informed by the internship experience.

The department’s flexibility also helps some students pursue a newfound desire to specialize while continuing in a liberal arts curriculum.

“We average 40 to 50 economics and business majors in each graduating class,” explains Moffit. Of these, each year, one or two develop a great passion for accounting. They want to focus on the subject exclusively and often express to me a desire to transfer to a school with a more specialized program.”

For these students the department will reshape the SIP requirement. “We allow them to take two accounting courses, usually at Western Michigan University or the University of Michigan,” says Moffit. The two courses are equivalent to one Kalamazoo College credit, another indication of the rigor of the economics program here. Those courses, prerequisites for a master’s degree in accounting, combined with a written paper, fulfill the SIP requirement.

“We’ve had about half a dozen students recently choose this pathway, earn their master’s degree shortly after graduating from “K”, and quickly pass their CPA exam,” says Moffit. “Then they discover they are in high demand, mostly because of their liberal arts background. Each of these graduates has been hired by high profile public accounting firms.” Does an economics and business professor work as hard at leading as a symphony conductor? At Kalamazoo College, indeed.
A businessperson—say, from the U.S.—may spend the course of a meeting with a potential customer—say, from Japan—discussing advantages of a product or service the former would like the latter to choose from among sundry competitors.

After the meeting, perhaps during dinner, the two discover they share an enthusiasm for, say, Kierkegaard, or jazz, or baseball. The discovery deepens the ties between the two. Now the potential vendor-customer element is just one aspect of a more complex relationship, and the quality of the relationship between the people, ultimately, settles the deal.

According to Keith Baum ’80, this scenario illustrates one of four reasons the Kalamazoo College liberal arts experience is the best preparation for a career in business.

“Relationships are the foundation of business,” Baum says, which he defines as an exchange of capital for products or resources that benefits both parties. “For business to work, both parties must feel they have obtained value. They must feel happy.”

A Kalamazoo College liberal arts background provides a breadth of knowledge and experience (Kierkegaard, jazz, baseball, a second language, life in another culture, and other possible starting points for a relationship) that enables one to establish common ground with a vast number of people in the world. Common ground, wider than the confines of the strictly business dialogue it encompasses, becomes the basis for a common language and interactivity that often contributes to the quality of the business dialogue and, as a result, contributes to the satisfaction that comes from the business transaction to which the dialogue was parent.

Learning how to learn is the second great advantage Kalamazoo College confers upon its graduates in business.

Hardly innate, how one acquires knowledge is a process to be mastered, according to Baum. “And one of the most important skills in that process is the ability to ask informed questions about a wide variety of topics.”

Baum is vice president of the private equity division of Pivotal Group, an investment and development company with headquarters in Phoenix, Ariz. He reviews acquisition candidates to determine if they fit the company’s goal for long-term profitability. For example, he reviewed and then recommended Pivotal’s purchase of the company Pacific Crossing, the primary asset of which was a $1.3 billion trans-Pacific cable connecting the U.S. and Asia. Pivotal Group purchased the company for $63 million, and the growing demand for (and constrained supply of) cross-Pacific bandwidth promises a very profitable future for the venture.

“To do my job I need to be able to get up to speed quickly, usually
on a business in the telecommunications, energy, or Internet area,” says Baum. “I receive a large packet of information, often technical and wide ranging in subject matter. I don’t have much experience in all these areas, but I think I know how to ask the critical questions that can take me to the level at which I can make a decision whether our firm should continue to look at the opportunity or take a pass. This is something a liberal arts education teaches you to do.”

The College also develops a comprehensive worldview, its third advantage for graduates pursuing careers in business.

“No other school sows the seeds of international understanding as early or as effectively as Kalamazoo College,” says Baum. “Our foreign study program is preeminent for three reasons: the variety of centers, the duration of stays, and the cross-pollination (augmented by the high degree of participation) that occurs on campus when students return from abroad.

“Kalamazoo College provides a head start on feeling comfortable in a foreign country,” he adds.

He should know. In his junior year, Baum studied abroad for nearly a year in Japan. After graduation, he returned to Japan and worked for four years. He left Japan for Palo Alto, Calif., and completed his MBA at Stanford University in 1986. He was immediately hired by Goldman Sachs and posted to its Tokyo office, where he worked for six years. In 1993 he moved to Hong Kong to head the company’s Asian research department.

In Hong Kong, he played saxophone in a jazz band and still recalls a gig his band had during the evening before the day sovereignty of the city transferred from Great Britain to the People’s Republic of China.

“As midnight approached, you could feel the trepidation and sadness among some of the older expats,” he says. Perhaps the music his band played that night helped the listeners adjust and cope. According to Baum, the ability to intuit and respond to the feelings and concerns of others depends in part on a formative experience that includes study in another culture and music.

And therein lies the fourth advantage of Kalamazoo College for a career in business.

“The liberal arts graduate develops an ability to see from another’s point of view,” he says. “That capacity is the wellspring of civility. In business you must be able to understand where the other person is coming from—your boss, your customers, employees, even your competitors.”

Nearly a quarter century ago, Keith delivered the Baccalaureate address to his class the night before their commencement ceremony.

“It was an attempt, no doubt mangled, to encourage my peers to take the knowledge and experience they had obtained in four years at ‘K’ and go out and do something to knock down the walls, any barriers to understanding, on an international scale.

“You can do that with a Kalamazoo College education.”

---

**Safe Landings for New Take-Offs**

For some students, approaching senior year uncertain of what to do after graduation is a little like landing a plane during a moonless night on an unlit runway. Such students/pilots should consider the Center for Career Development (CCD) a sudden illumination of runway lights. That’s the function CCD helped fulfill for senior Ally Fox the summer before her final year at Kalamazoo College. “I wasn’t sure what I wanted to do after I graduate, so I went to the CCD to explore its summer externships.” And she found a beauty. Ally worked for *Newsday*, the nation’s sixth largest newspaper, and lived with Charlotte Hall ’66, the paper’s vice president for planning. During the externship, Ally, a psychology major and economics minor, was immersed in a newsroom setting. She accompanied reporters on stories and worked with various departments (including the art and photography departments) on a number of projects, including one focused on increasing readership by younger people. “It was a fascinating learning experience,” says Ally. “The highlight was getting to know Charlotte and becoming her friend. She is an excellent advisor—honest and willing to share ideas. She expressed a lot of faith in me and my abilities.” Those abilities include the outdoors. Ally was a LandSea leader at Kalamazoo College and has participated in the National Outdoor Leadership School in Lander, Wyoming, which required 28 days of backpacking in the Rocky Mountains. Ally’s group elected her its student leader.

![Ally Fox in Wyoming during her session at the National Outdoor Leadership School.](image)

“Who of us is not lonely?” wonders the director. Drug addicts, prostitutes, pimps, hustlers, and posturing wannabes gather at the Zion Diner at a late night hour in the lower Manhattan that is depicted on the stage of the Nelda K. Balch Playhouse at Kalamazoo College. In the dim stage light, the prostitute stretches out a long, slender leg in a fishnet stocking and orders coffee. Her six-inch stiletto heeled sandal dangles from her toes, painted a bright blood red. Coffee cup in one hand, she reaches down with the other to rub an aching arch.

The diner resonates with voices, as conversations spill into one another. Women press into a booth, sharing their relationship woes and spilling their tears in unison. The Midwestern “regular Joe” contemplates a future as a drug dealer, weighing the risks and the riches. The country girl fresh off the bus in the big city toys with the idea of taking on a street life to earn her way. The chest-thumping dude in leather jacket grunts his machismo and looks for new prey. These are the characters of Lanford Wilson’s Balm in Gilead, and orchestrating the weave of their intricate overlapping conversations is director Anjalee Deshpande ’95. She makes the many separate chords of dialogue sound like a symphony instead of a cacophony. Anjalee served as a visiting guest artist in the theatre arts department last spring.

“Ed Menta asked me if I would return to Kalamazoo College to direct this play,” Anjalee says. “He said it was perfect for me, so I read the script with interest. How can my professor, friend, and mentor steer me wrong? But a play about junkies and prostitutes perfect for me?” The young director, a recent graduate of Northwestern University’s nationally renowned theatre program, and in appearance no older than the cast she directs, shrugs and then smiles. “But he was right. It is perfect for me. It’s a play about lonely people seeking connections with other lonely people. Who of us is not lonely? Who of us is not looking for a way to connect to other human beings?”

Anjalee calls her first return to Kalamazoo College in seven years “kismet.” She graduated in 1995 with a degree in theatre and communications. Fate, she says, arranged her return to the place where she learned her way around the stage, and developed lasting connections with her professors.

“I’ve come full circle,” she says. “And it feels exciting to be back at Kalamazoo College, exciting to direct a play on the same stage where I committed myself, under the direction of Ed Menta and others, to theatre as a career.”

Anjalee grew up in the Detroit area. Her parents came to the United States from India in the 1960’s. She first felt an interest in theatre during high school and later received a scholarship to pursue acting at Kalamazoo, where she would also try her hand at directing.

“I suppose I always knew I would end up in theatre,” she says, “because my father was in theatre, and I grew up around actors, but it was Kalamazoo College that changed my perspective on what it means to be an artist, that art was to be pursued with a determination to excel at one’s craft.”

Anjalee chose not to go on study abroad. Instead she immersed herself in the arts opportunities at the College, completing five internships in various theatres in New York, Detroit, and Atlanta. At times she regrets not taking part in study abroad, but her internships did much to shape the dreams she pursues today.

“To work with other
artists was an excellent learning experience,” she recalls. “During one of these internships, I began to realize I might want to direct rather than act.” Directing, she adds, gives her more control over what happens on the stage and enables her to create opportunities for others to stretch and develop their talent.

Anjalee has appeared in several television commercials, and she played a leading role in the movie called Once We Were Strangers, which made it to the Sundance Film Festival and won honors at the Montreal Film Festival. She also guest-starred in Ghost Stories, hosted by Rip Torn, and appeared in several other shows.

She found directing harder to break into than acting – “and that’s difficult enough! Especially for a woman of Indian ethnicity.” She enjoys the greater sense of achievement that directing provides her. Difficulty does not frighten her. “I acquired at Kalamazoo College the artistic courage and perseverance to succeed on whichever side of the stage lights I choose to stand.”

Her return to Kalamazoo College brought back many good memories. She had always remained in contact with her mentor, Ed Menta. “He made a trip to Chicago just to see me take part in a play while I was attending Northwestern. My theatre colleagues were disbeliefing. None of them were familiar with the kind of dedication to an undergraduate student that endures so long after her commencement. But it’s that quality of faculty-student relationships that makes this college so special. That quality of Kalamazoo College has not changed.”

Anjalee is amazed by the commitment and work ethic of Kalamazoo College theatre students. “They give one hundred percent. It’s a challenge to remind myself that these mature and dedicated young actors are only 19 years old, and to separate my role as a director from a desire to befriend the actors and try to spare them the hard work good theatre requires.”

Anjalee enforces strict discipline with her young troupe, and her connection with the students flourishes, modeled on those she still enjoys today with mentors from her own days as a student. Last fall, Anjalee moved to her new position as assistant professor in theatre at LeMoyne College in Syracuse, New York.

“LeMoyne is very similar to Kalamazoo College, and I was hired in part because I have Kalamazoo in my background.”

Each summer, Anjalee directs a South Asian American theatre troupe, RASA, in Chicago, an endeavor she describes as “a perfect fit.” She enjoys creating opportunities for others who share her South Asian ethnic background, and she relishes the alternation of summer directing with teaching during the rest of the year.

“One feeds into the other,” she says.

***

A spotlight illumines a corner of the Manhattan diner on the Balch Playhouse stage. Anjalee listens with rapt attention as the young actress, Stephanie Burrough ’04, who plays the part of the country girl newly arrived in the big city, begins her eight-page monologue. It’s a challenge under which many young actors would falter, but Stephanie holds the attention of her audience and doesn’t miss a beat. Her eyes meet the eyes of her director when she finishes her lines.”

“She’s great,” Anjalee nods. “In a play that features people of all walks of life, the actors have been able to portray what people have in common. We are all trying to communicate, and we all are trying to hold on to a hope for a better future.”

As kismet would have it, Anjalee’s future, both on stage and in the classroom, has a bright spotlight shining on it.
A Student Body with a Body of Evidence

This year, some two million high school students will apply for a spot at one of the 4,100-plus two- and four-year colleges and innumerable trade, technical, music, art and other specialized post-secondary schools in the United States.

A mind-boggling number of college catalogs, test scores, high school transcripts, college ranking guides, financial aid forms, and other documents will cycle through the hands—and across the computer screens—of parents, students, high school guidance counselors, and college admission personnel.

The amount of this activity that cycles through Kalamazoo College falls squarely on the shoulders of the 15-person admission office on the first floor of Mandelle Hall. Their goal each year is to get the best match of students for the College.

In just the right number.
At just the right price.
While enhancing gender equity, geographic representation, and racial diversity.
At the same time balancing the needs of the academic departments, athletic teams, and extracurricular programs.
And maintaining the College’s high academic standards.

“It’s an enormously complex task to recruit an incoming class,” said Director of Admission John Carroll. “But it’s also enormously rewarding.”

In the end, “you count on 18-year-olds to make a good decision,” said Dean of Enrollment Joellen Silberman. “Fortunately for us, we’re talking about Kalamazoo College caliber 18-year-olds.”

THE STUDENTS EVERYONE WANTS

What defines the caliber of a Kalamazoo College student? The best place to look might be the class of 2007, the current class of first-year students that started school in the fall of 2003. They tell a good story about what the College looks for and what it gets.

In high school, the mean grade point average of this group was 3.65. Their mean ACT score was 28 out of 36 and their mean SAT was 1300 out of 1600. By way of comparison, the national mean test scores were 21 and 1004, respectively.

More than 88 percent of the class took advanced placement, International Baccalaureate, or other college course work during high school. Forty-eight percent ranked in the top 10 percent of their high school classes.

These are smart students. But their academic achievements tell only part of their story. Ninety-three percent participated in volunteer and community service activities, and 48 percent participated in at least one varsity sport in high school (24 percent of those were team captains).

“These are the students everyone wants,” said Silberman. “Colleges and universities everywhere are stuffing their mail boxes with marketing materials in order to attract them. We’re working hard, too, but we want to make sure that each student we accept fits well with the College and the K-Plan.”

Half the decision to accept a student at Kalamazoo is based on academic factors such as test scores, GPA, class rank, and courses taken. “Did she earn a B in Advanced Placement English, when she could have taken an easier class and made an A? This matters to us,” said Silberman.

The other half of the admission evaluation is based on nonacademic factors. Was a student active in athletics, clubs, music, art? Was he active in his...
community or church? Did the student work or become involved in intercultural activities? Was she persistent in a few activities important to her or engaged in many in a more cursory way? And finally, which activities does he or she intend to pursue in college? “We want them to continue with sports, music, theater, and volunteerism in the community here, too,” said Carroll.

Kalamazoo College admission counselors typically admit about 70 percent of applicants each year. If the College were located on the East Coast, then that number would drop to about 40 percent, the figure typical of colleges in that area that are similar to Kalamazoo College. The difference is partly due to a midwest vs. east coast mentality, according to Carroll. “Even though east coast students know that Williams is hard to get into, they still apply. Fewer midwest kids do that.”

Carroll gives the College’s Admission Office staff and its marketing plan some of the credit, too. “We try to educate the general population about who a potential Kalamazoo student is. We dispel the notion that we take all comers, like a community college, as well as the belief that you have to be class valedictorian to get in here. In the end, few unqualified students apply, but a lot of well qualified kids do not get in.”

The numbers back him up. Compare the mean GPA of all students who applied for admission to the Class of 2007 (3.62), to students who were accepted (3.67) and students who eventually enrolled (3.65). Very close. SAT scores (1258, 1301, 1300) and ACT scores (27.6, 28.2, 27.7) were also close.

ENGINEERING THE SEARCH
Choosing from among such a strong pool of applicants is tough. And more are applying than ever before. In 1983, 1993, and 2003, the College received 789, 1253 and 1,603 applications, respectively. “Application creep” is expected to continue as the number of students attending college nationally increases and the ease of applying electronically spreads. Many colleges offer the option of submitting electronic application forms. Kalamazoo charges $35 to submit an online application accessible via the College’s website (www.kzoo.edu). Starting this year, Kalamazoo will go to online applications exclusively and maintain the $35 fee. “We are not interested in substantially growing the number of applications by encouraging those who are not qualified to submit credentials,” said Silberman.

Nor is there a desire to increase enrollment. Class of 2007 membership numbered 383, slightly larger than the yearly target of 340 to 360. Entering classes that are too small result in budget shortfalls; those too large strain the College’s physical plant and threaten the desired student-to-faculty ratio. With 291 new students, the class entering in 1997 was “tough financially for the College,” said Silberman. But 1998, with 442 first-year students, “was no financial bonanza either, because the College had to hire part-time faculty and permit upperclassmen to live off campus.”

Not surprisingly, technology has changed the way students shop for colleges. Instead of thumbing through college catalogs in their high school library or guidance office, many students surf Web sites. Instead of calling or writing to schedule a campus visit, they send an e-mail. An e-mail out of the blue from a student is now a common first contact.

The number of people who request information about the College or send information about a prospective student has actually dropped in recent years—although it still numbered nearly 19,000 last year. The number of electronic inquiries, however, continues to rise. Nearly 60 percent of applicants completed an electronic application form, up from just 15 percent two years ago. Plus, 12 percent of the incoming class of 2007 came to the attention of the College for the first time when they sent in their completed application form.

“We pay very close attention to this data,” said Carroll. “These are obviously very motivated students who want to come here. One of our goals is to learn more about them so that we can attract more of them. Our new web portal will be a key to this.”

High school visits, college fairs, and other traditional recruiting techniques have fallen out of favor with both students and admission counselors. But one low-tech tactic that remains from earlier eras, the campus visit, “is still the lynchpin of our recruiting effort,” said Carroll. “All the
brochures and Web sites won’t beat a memorable campus visit.”

More than 1,200 prospective students will visit the campus this year, and each visit will be tailored to fit the individual. Visiting students spend time alone with an admissions counselor and can meet with coaches and faculty if they wish. A current student will lead a prospect on a campus walking tour during which they can dine in the cafeteria (not all colleges are this brave), sit in on classes, and visit dorms (even spend a night, if the timing is right).

“Most importantly, we listen, we don’t sell,” said Silberman. “If we can learn what’s important to students, then we can honestly tell them whether Kalamazoo can provide it. We don’t have much to offer someone who wants an immediate career in occupational therapy. But if you want to major in chemistry, run on the cross-country team, study in France, and complete an internship in New York City, then we just might be the place for you.”

**COMPETITIVE INFLUENCES**

Private schools are not the only fierce competitors, she said. “State universities are going after the students with 3.65 GPAs and 1300 SAT scores by developing more honors programs so they can claim ‘We have programs just like Kalamazoo College, at half the cost.’” Prospective Kalamazoo students often apply to those honors programs, as well as to schools such as Beloit, Grinnell, Kenyon, and Oberlin. “The student who applies to Beloit and Kalamazoo is probably looking for something different than the student who applies to Michigan and Kalamazoo,” Silberman said. “But we must have a plan to reach out to both.

“We spend a lot of time talking about the value of a Kalamazoo College education, the value of small classes and close personal contact with faculty, and the value of the K-Plan on personal growth and career.”

Some college search materials, such as the College Board Web site (www.collegeboard.com), can be broadly useful for students and parents considering a school such as Kalamazoo, said Silberman. *College’s That Change Lives*, by Loren Pope, is a college guide that the Kalamazoo College admission office gladly recommends to prospective students and parents. Pope is the former education editor for the *New York Times* and founder of the College Placement Bureau. His book, first published in 1996 and revised in 2000, profiles 40 small liberal arts colleges throughout the United States—including Kalamazoo—which he believes are the true crème de la crème of higher education.

Pope has visited Kalamazoo twice to observe and interview students, faculty, and staff. His chapter on the College includes numerous institutional facts and figures about students’ achievements before, during, and after their Kalamazoo experience. He lauds the K-Plan and the College’s 60-acre campus in some detail. Among his conclusions, Pope writes: “At no Ivy institution are the students so deeply engaged, so broadly prepared, or so heavily invested in a sense of community as at Kalamazoo. Those who choose [Kalamazoo] have made a choice they could not improve upon.”

Inclusion in Pope’s book, now expanded to include a Web site (www.ctclonline.com), and national CTCL recruitment tour is a tremendous source of pride, said Carroll, “because his research focuses on the journey and how it is life-changing. Not every college journey is like that.”

Carroll also points to the value of being allied with the other 39 schools in the book, from Antioch, Cornell and Denison, to Earlham, Hendrix, and Reed. “It’s a collaborative rather than competitive effort with some schools that are much like Kalamazoo and some that are very different.” The CTCL group’s annual college tour visits five cities in five days in each of four regions nationwide. Arriving in the afternoon, college admission counselors set up a table and perhaps meet with alumni or conduct interviews with prospective students. At the evening fair they make a presentation and meet one-on-one with students and parents. The next morning they fly to the next city.

“It’s intense, but effective,” said Carroll. “Most students who attend have already expressed an interest in Kalamazoo by having a test score sent to us or requesting information from us. This fair serves as a strong reinforcement for them.”

**RECRUITING DIVERSITY**

Even under the auspices of the *Colleges That Change Lives* tour, recruiting outside of Michigan is an expensive proposition. Enrolling non-Michigan students
is even more expensive. In-state students bring State-funded grants and scholarship dollars that out-of-state students cannot bring. For Kalamazoo to be attractive to out-of-staters, the College often has to offer financial aid from its own coffers.

Need-based aid comes primarily from the College, as well as state and federal governments. Between 50 and 60 percent of students apply for need-based aid. About half of those get some. The College is the primary source of merit-based financial aid. A small number of scholarships come to it from organizations, clubs and individuals—National Merit Scholarships, for example. “Kalamazoo’s modest financial endowment means we have to be efficient when we provide aid, primarily merit-based aid,” said Carroll. That said, many students receive merit aid averaging about $8,000 per year.

“The faculty strongly believes in enrolling students from outside Michigan and outside the country,” said Carroll. “We also see the value of a geographically diverse student body, so we try to deliver.” Of the incoming students in fall 2003, 70 percent were Michiganders, typical of recent years. The rest were from 36 states.

“Gender diversity, however, is harder for us to influence,” said Carroll. Female students inhabit liberal arts schools in far larger numbers than their male counterparts. The Class of 2007 at Kalamazoo College follows this trend with 57 percent female membership. Part of the reason is that more male students want to attend business, engineering, and technical schools, according to Carroll. “We can best affect this through athletic recruitment for men, but Kalamazoo doesn’t award athletic scholarships. Gender imbalance has some impact on the residence halls but it’s not yet a huge problem. If it starts to approach 70/30, we’ll consider it a priority.”

Achieving racial diversity in the student body is “a much higher priority and we work hard to be attractive to students of color,” he added. “We spend a lot of time reaching out to high schools with large black populations and we work closely with community-based agencies for underrepresented students.” Ten percent of the Class of 2007 is non-white, typical of recent years, said Carroll.

Kalamazoo’s application process is no more arduous for applicants than is the process employed by other schools. But students and parents who spend a lot of time preparing a Kalamazoo application might take perverse pleasure in knowing that the College’s admission counselors will likely spend even more time reviewing it. In fact, nearly all applications will be reviewed no fewer than three times.

First, the admission counselor assigned to an application will give a confidential review. Next, a supervisor will give a separate review. An application that earns two emphatic thumbs down (and those are few) will likely go no further. Otherwise, it will be presented to a committee of 10 staff professionals. A small number of applications go to faculty for review, but every one ends up with Carroll for a final double check and ratings review.

“This is intensive for the staff,” said Carroll, “but it’s exceedingly fair to the student. It offers good checks and balances. The first readers are typically most passionate about the students because they are ones who’ve been on the phone, sending e-mails, and meeting with the students.”

The work gets especially intense for Admission staff in late fall. By then, many applications for the following year have arrived and work has begun on Early Action, a program designed for students who want to apply early, be admitted early, but who don’t want to commit early. From Dec. 1 through Dec. 20, 2002, Admission staff reviewed about 700 Early Action applications for the Class of 2007, admitting about 575. More than half of eventual enrollees came out of this group.

“We are extraordinarily successful in enrolling students from this early wave,” said Carroll. “They are good matches for the College, and they are motivated. It helps that scholarship money is more plentiful early in the process, but better students seem to take care of business early.”

The Early Action program went into effect in 1998, replacing the rolling admissions process still used by many schools in the Midwest, but not by many Eastern schools. It complements a very small Early Decision program begun at the same time for qualifying students who’ve made Kalamazoo their first choice. Although both programs help admission staff control class size, they make for a lot of late nights and weekends during the buildup to the winter holidays.

“We actually bring a lot of these late nights on ourselves by personalizing each acceptance letter,” said Carroll. “We highlight the academic achievements and extracurricular accomplishments that set the student apart. It tells each student that we take him or her seriously.”

The Kalamazoo College Admission office has already received a bumper crop of applications for the Class of 2008. Staff members have written hundreds of unique acceptance letters and project another good enrollment year. But before the last member of the next class is enrolled, admission will already have been waist deep in efforts to recruit the Class of 2009—and the Class of 2010, because even high school sophomores are now entering the college search process.

“Our business is competitive, complex, and constant,” said Carroll. “Applicants cannot simply check off boxes and get in. They must have a body of evidence that stacks up to Kalamazoo’s tradition of excellence. And we are constantly amazed by how many do.”
The Afghanistan Dreams of John Deupree

Just two days after the series of flights that returned John Deupree ’73 from his work in Kabul, Afghanistan, to his Washington, D.C.-area home, he boarded another plane and traveled north to Kalamazoo College for his 30th reunion.

By the end of that October Homecoming Saturday, John experienced a mix of fatigue and hopefulness with sources in both Kabul and Kalamazoo. He felt this sensation particularly near the close of his class reunion dinner, when he and his classmates shared with one another brief synopses of their current ventures.

“I know I was tired,” John says. “And the occasion, the wine, and the warm feelings in the room may have rendered all of us a trifle more sentimental than normal. But at that moment I knew how important it was to be a member of a community of critical thinkers sustained over time, and my wish for Afghanistan is that we develop a similar community there.”

A means to that end is the American University of Afghanistan (AUAF), modeled in part on Kalamazoo College because John is one of its driving forces. AUAF is the brainchild of Sharief Fayez, an Afghan-American serving as Afghanistan’s Minister of Higher Education. Fayez approached an organization that John advises to help write the grant that would fund the feasibility study for such an undertaking.

When the project began, John, who is a global education consultant, was asked to be the project’s education advisor because of his long experience as an expert in the transnational delivery of higher education. Prior to forming his own consulting business, Global Education Solutions, four years ago, John served as international director of the College Board. As a result of that experience, and reaching back to his days at Kalamazoo College, he has developed a global network of education and organization contacts. He also produced a book, Ambassadors of U.S. Higher Education: Quality Education Programs Abroad, that has provided standards for American education programs operating overseas.

“We published that book during a time of great expansion of international branch programs by American colleges and universities,” John explains. “But a great deal of that expansion was rudderless and resulted in substandard programs. The book helped establish high standards for such programs.”

John’s background contributed to the excellence of his work. Since childhood, the Big Rapids (Mich.) native has been fascinated by “all things international,” and he matriculated to Kalamazoo College largely for its foreign study.

Feasibility study coordinators conducted many field interviews. John Deupree is sitting second from the right.
program. He studied in Hanover, West Germany, and after his graduation in 1973 taught English in rural Japan. “Germany confirmed my love for international travel and experiences,” says John. “Japan made me understand how living abroad builds character.”

About three years after he formed Global Education Solutions, an executive recruiter recommended John to a nascent non-profit organization called the Council for International Universities (CCIU). Its members included retired diplomats, ambassadors, international businesspersons, and education experts such as John. Its mission: transplant the values of American higher education in global settings.

“In an American liberal education, students are challenged to study a broad range of topics beyond just those related to the profession they choose to enter,” says John. Many educational systems, by contrast, are designed to restrict thinking to a narrow focus, rather than expand it.

CCIU had considered China as its first site for a private, American-style, liberal arts university. But a year ago Fayez learned of CCIU and proposed Afghanistan as an appropriate venue.

“The liberal arts education we envision for the American University of Afghanistan would help shape future leaders of the country who could bring a broad array of skills to the many challenges Afghanistan faces,” John says.

Would a private, liberal arts university work in that country? CCIU submitted a proposal for a study to answer that question. The proposal was funded by the U.S. Trade and Development Agency, and in support of the study John has made two trips to Kabul to determine the feasibility of the AUAF concept. He expects to travel to the country another four or five times to complete other elements of the feasibility study, including the physical plant, security, admission testing, curriculum, teaching methods, and educational partners.

During the trip to Kabul just prior to his homecoming reunion, John interviewed Afghan high school students and repatriated young professionals who had fled the Taliban regime. Most of the latter group work for various non-governmental organizations.

“Both groups expressed great enthusiasm for AUAF,” says John. “People competed to be part of the sample interviewed. I recall one young student at a girl’s school who gave a speech in perfect English. She said she considered the AUAF the first true hope for Afghan women.

“The contrast between the physical condition of Kabul and the spirit of its people is remarkable. Many of the buildings are in ruins or pockmarked with bullet holes and artillery rounds. Infrastructure limitations persist—there often is no electricity from 6 P.M. to 6 A.M., a working sewer system doesn’t exist, and the country is in the midst of a severe drought. But the hopefulness of the Afghan people is unlimited, and inspiring.”

At the College Board, Deupree brought international students to universities and colleges in the U.S., work with which he eventually became disillusioned.

“Motives became more entrepreneurial than educational,” he says, “and only the most socio-economically elite foreign students could afford to participate.” As an alternative, he thought, why not bring the liberal arts college to other countries and ensure an equitable access to its model of learning.

John’s organizational motto, inspired after the events of September 11, 2001, is that “education is the antidote to intolerance.”

“I’m realizing that a large part of my vision,” he says, “has roots in the international and liberal arts learning provided by Kalamazoo College.”
Kalamazoo College infuses students with a sense of wanderlust that lingers after graduation and sometimes endures for life. Mary Helen Deigel ’97, who studied abroad in France, discovered she was particularly susceptible to a recurrent travel bug.

After graduating from Kalamazoo College with a degree in political science, she took a position with Livonia (Mich.) Public Schools, teaching AP English and social studies and coaching girls’ volleyball. Deigel enjoyed her students and the supportive faculty at the school and had winning seasons as a volleyball coach. But when an opportunity to live and teach in South Africa came about, the “K” grad in Deigel couldn’t resist.

The Livonia Public Schools had formed a relationship with American International School in Johannesburg, South Africa (AISJ). During a month-long visit, Deigel and other teachers traveled, visited both affluent and low-income schools, and met native South Africans who invited them into their homes and treated them like members of their families. Several months after returning to Livonia, Deigel was asked if she would be interested in a yearlong position as an English teacher in South Africa. She was, and so the Livonia Public Schools granted her a leave of absence.

In South Africa, Deigel taught English classes similar to those she had taught in Livonia. The school was for affluent students—mainly the white children of diplomats and global businessmen, she says. Even though the school was all on one campus, Deigel saw plenty of the country during her stay. Her experiences included visits with children orphaned by AIDS, close encounters with hippos, and the joie de vivre that characterizes many South Africans.

SPIRIT OF SHARING

“There is such a large gap between the rich and the poor,” Deigel recalls. “There is no middle class.” Not every “cultural lesson,” as she puts it, was readily apparent. “Soon after I arrived at the small apartment in the gated community where I was to reside, a woman came to my door looking for work as a maid,” she says. “My fellow Midwesterners and I were used to doing things ourselves, and I felt uncomfortable with the notion of a white foreigner hiring a native South African for housework. But one of my friends said I should consider whether I’d be helping this woman by providing employment for her. So I hired her. She worked in my house and her husband did my gardening, though I could have done both jobs myself. In addition to their wages, I would do small things for them, like providing extra food.”

The spirit of collaboration was everywhere, says Deigel. Several of the schools around AISJ had very few resources, she says. Staff, students, and parents of students at AISJ helped the surrounding schools by tutoring and giving basic supplies that the other schools lacked—pencils, pens, paper, and sports equipment.

Deigel also got a first-hand look at the devastating effect of AIDS on the people of South Africa. She accompanied others from AISJ to a clinic in Soweto, one of the poorest neighborhoods in Johannesburg. AISJ parents and teachers spent the day helping families affected by the disease. “We cooked, sang, and danced,” Deigel recalls. “We ran games for the kids and did face painting. We handed out packages of canned food, clothing. Despite a downpour, everyone joined in the singing and dancing. That such a strong sense of hope and renewal thrived despite a pall of death and despair amazed me. That day there was a common language of humanity between people separated by a vast socio-economic divide.”

THE “REVERSE ZOO EFFECT”

Deigel’s most frightening moments came not from situations involving crime, but from animals in the wild. “Once, on safari, my guide showed me a hole in the ground that had been abandoned by an ant eater. When I crouched down to get a closer look, three warthogs jumped out at me.”

Her most unsettling experience involved hippos, the animal that accounts for the largest number of human fatalities in cases of animal attacks. Near sunset, during a safari trip through the swamps of the
Okavango Delta in Botswana, Deigel’s group glided through reeds on their way to camp. The motor of their small aluminum boat sputtered and stopped repeatedly, stubbornly resisting the guide’s best efforts to restart it. Each unsuccessful cough of the engine prompted Deigel to think of the story she had heard about several natives who had been killed by hippos in this very area the week previous. Her reverie was interrupted when she saw a hippo, between the boat and camp, seemingly on the same camp-bound course as the boat. The group had no choice but to glide along behind the hippo. “We would see bubbles popping up, then it got very quiet,” Deigel remembers. “As we turned a bend, the hippo suddenly popped up out of the water, looked directly at us, and lunged for my side of the boat. It came within a meter of the boat, mouth open wide. The guide was trying to decide between using his gun or trying the motor. He chose the motor and for once it worked on command.

That was the scariest experience I had on my trip,” says Deigel. “Safari is a zoo in reverse—you’re the one being watched.”

Deigel attributes her desire to help others to the influence of people she came to know at Kalamazoo College, among them her volleyball coach Jeanne Hess.

“She always involved us in service learning,” Deigel says. “She organized opportunities for our volleyball team that included helping out at a local soup kitchen and making candles for a local church. I always thought it was such wacky stuff, but the fact that we were contributing something of ourselves to someone else was important.

“With Kalamazoo College’s orientation toward public service and challenging academics, graduates are well prepared for a future of very diverse experiences,” says Deigel. “Part of becoming a whole person is community service. That community is worldwide, and this college helped me accept my responsibility to actively participate in improving that community.”

Deigel is back teaching and coaching in Livonia. She says she doesn’t know what she will be doing next. “That always changes,” she says. “Hopefully, I’ll be on the road again in another couple years. Travel will be a lifelong passion for me.”
Long Distance Leadership

Class agent Patrick Mahany ’88 on giving from afar.

LuxEsto: What made you choose Kalamazoo College?
Patrick Mahany: Its international and dynamic approach to learning—and life! Even though it’s a small school, you are exposed to a community that is very sophisticated in its global perspective. Everyone has a story to tell of a remarkable overseas experience, a great internship in another city, or an inspiring teacher.

What sort of an impact has the K-Plan had on your life?
I am constantly reminded of the value of an international education, and that has influenced many of my career decisions. Shortly after graduation I spent nine years in Tokyo, first as a teacher and then as a journalist. Five years ago I joined the American School in London (ASL). ASL is an international school with a rigorous, innovative American curriculum, small classes, close student-teacher relationships, and a strong emphasis on experiential learning. It shares a lot in common with Kalamazoo College. In fact, I’m not the only Kalamazoo College alum at ASL—Judy Kisor ’84 teaches art history and social studies in the high school.

Why do you give back?
I have come to appreciate how much I benefited from the generosity of others. People who gave to Kalamazoo College helped make my education possible and set me on the international course of my future life. That is why I give and why I encourage others to give. Giving increases the ways in which today’s students can embrace the wider world.

Attention class of ’88! Want to contact your class agent? Write to Patrick Mahany at Patrick_Mahany@asl.org

The Class Agent

Class agent Patrick Mahany ’88

Thrice is Nice

Named for Kalamazoo College’s eleventh president, the Paul Lamont Thompson award is given annually to the class with the strongest participation in the Kalamazoo College Fund. This is the third year that the class of 1968 has received the award. Class agents Susan “Kilby” Kilborn Francois, Bill Garrow, and Tom Thompson were on hand at Homecoming 2003 to accept the award.

Save the Date!

April 27, Seattle, Wash. Alumni Event in the home of Steve Zuhl ’76 and Cynthia Figge

April 29, Portland, Ore. Alumni Event at McMenamins Kennedy School with quilter Stephanie Parrish Taylor ’74

May 1, San Francisco, Calif. Alumni Brunch at the San Francisco Zoo

June 11-12, Commencement weekend, including the Emeritus Club Breakfast and Meeting and reunions for the Class of 1954, Class of 1949, and Class of 1944

For the most up-to-date calendar, including Regional Alumni Gatherings, visit our Web site at www.kzoo.edu/aluminfo/calendar.html.
Contributions to the Kalamazoo College Fund (KCF) come in many shapes and sizes. No one knows this better than Bethany Whitehead ’98, who gives a modest gift to the Kalamazoo College Fund every year. “I’m convinced that small gifts can make a huge difference,” Bethany says, and she’s absolutely right. Last year, gifts of $100 or less totaled more than $175,000—enough to renovate a residence hall or pay three assistant professor salaries.

Bethany serves as a fundraiser for the Como Zoo and Conservatory Society, in St. Paul, Minn. She has coordinated the Adopt-An-Animal program and helped raise money for the purchase of a giraffe. “I wouldn’t be here doing what I do today if not for the opportunities afforded to me at Kalamazoo College,” says Bethany.

For more information about the Kalamazoo College Fund, visit www.kzoo.edu/afgiving/

Early Finish, Strong Value, Big Thanks

In March, the Kalamazoo College Board of Trustees voted to conclude the campaign—Enlightened Leadership: Kalamazoo College in the 21st Century—six months earlier than scheduled, on June 30, 2004, rather than December 31, 2004.

The reason? In one word: success. By June 30, the campaign is expected to have raised more than $75 million, or $10 million more than its original goal. “To exceed goal by so much and so early bespeaks the value of the Kalamazoo College learning experience, which the campaign was designed to maintain and enhance,” said Bernard Palchick, vice president for advancement.

There is still time to be part of the campaign. Of particular importance will be gifts received before June 30 in support of the library expansion project or in support of the Kalamazoo College Fund (KCF, formerly the annual fund).

Campaign gifts of $3,000 as well as KCF gifts cumulative to $3,000 over the last three years will be recognized on a donor wall in the new library.

It’s easy to make a gift (www.kzoo.edu/gift), and the College’s excellence depends on many individuals’ philanthropy.

The College’s response to all the philanthropists who have helped (or will help) make this campaign so successful? Two words: THANK YOU!

What initially began as an e-mail support system following the September 11th tragedy has blossomed into a regional alumni chapter for Kalamazoo College alums living in the New York metropolitan area. The NYC chapter, which meets monthly at cafés, bars, and other venues, boasts its own Web page (http://homepage.mac.com/westnelson/kcnyreg/index.html). West Nelson ’81 and Mara Bragg ’97 organize most of the chapter’s informal events.

Want to organize a Kalamazoo College meet-and-greet in your city? Mara and West offer these strategies for a successful get together:

• Start small and grow. Begin by e-mailing your invitation to any Kalamazoo College friends living in the area. Ask them to forward your message to others you might have missed. “You’d be surprised,” says Mara, “how far these e-mails will travel!” Another option: draft an invitation and send it to the Office of Alumni Relations (shavilar@kzoo.edu). Events Planner Sass Havilar will forward it to the alums living in your area and even track reservations upon your request. At the event, circulate a notebook to collect any e-mail addresses you don’t already have.

• Give ample advance notice. But also remember to send an e-mail reminder a few days before the event.

• Respect the privacy of others. Blind copy (“bcc”) each recipient so that addresses are kept private. And of course, send only College-related e-mails—no one wants to receive spam.

• Keep events casual and low cost. Mara suggests hitting a happy hour after work, meeting for a picnic and/or free concert at a local park, or watching a Kalamazoo alum direct or act in a play. An ideal time to host an event? “When a student or young alumnus/a moves to your city. It’s always nice to have a welcoming committee.” For instance, when Sue Seeman ’03 came to New York for an internship, the Kalamazoo College contingent held a dinner in her honor.
The Alumni Association Needs You!

The moment you received your diploma from Kalamazoo College, you became a member of the Alumni Association. Says Alumni Association Executive Board (AAEB) President Bonnie Swenby ’69: “Volunteering and philanthropy are essential to helping the College maintain its already outstanding reputation.” Bonnie invites all members of the association to join her in supporting Kalamazoo College. Here’s how:

• Rally the troops for reunions. If you’re interested in sitting on a reunion committee, planning reunion events, or hosting a reunion event, contact the Office of Alumni Relations (aluminfo@kzoo.edu) or your class agent.

• Attend regional events. From a Cubs Game in Chicago to the U.S. Open in New York City, College-sponsored gatherings are held throughout the year, throughout the country. These events provide a prime opportunity to network, reconnect with old friends, and stay current on College-related issues.

• Recruit, recruit, recruit! The Admission department is always looking for alumni to attend a college night, suggest prospective students, or contact

admitted students. Call (800) 253-3602 or e-mail admission@kzoo.edu.

• Run for office. AAEB membership is open to all those who hold degrees from the College and to former students who attended the College for at least one academic year. To nominate yourself or another alum for a seat on the AAEB, visit www.kzoo.edu/aluminfo/involvement.html.

• Sponsor a career externship. To learn more about sponsoring a Discovery Externship or hosting a homestay, please call the Center for Career Development at (888) 232-5966 or e-mail the Center’s staff at career@kzoo.edu.

• Adopt a class. The 4 and Forever program encourages students to support the College after graduation, says Sara Wiener ’03, assistant director of alumni relations. The program includes guest speakers, activities, and T-shirt give aways. “Adoption” helps defray the cost of the T-shirts and provides an opportunity for alumni to stay connected to the student body.

Blood Ties

Macbeth is one of the Bard’s more violent plays—and no one knows that better than Carly Orosz ’07. Carly was responsible for slathering student actors in faux blood (peanut butter was one of the main ingredients) during the Festival Playhouse of Kalamazoo College’s November production of Shakespeare’s great tragedy. Even though their daughter remained behind the scenes, Joel Orosz ’79 and his wife Florence attended the November 12 performance—and the alumni dessert reception afterward—to lend their support to the family’s guru of gore. Joel and Carly are pictured below.
Two “K” Alums Drink in Success

René (Wotschak) ’88 and Matt ’89 Greff, owners of the Arbor Brewing Company in Ann Arbor, Mich., learned how to succeed in business at Kalamazoo College. But their lessons didn’t come from an economics textbook. “Matt majored in political science and I majored in philosophy,” says René. “Not exactly subjects that you’d associate with running a business.” The liberal arts education, however, seemed to provide the perfect blueprint for entrepreneurial success. “Strong written and oral communication skills, good organizational skills, the ability to research and do complex planning, discipline, confidence, and a touch of insanity—these attributes describe both a successful business owner and a Kalamazoo College student,” she adds.

Matt’s discovery of freshly brewed beer and quaint pubs while a student in Germany strongly influenced the couple’s decision to go into business for themselves. “Kalamazoo College instilled in us a love of travel. We’ve made trips to the Czech Republic, France, Belgium, Germany, and England in the hopes of reflecting the best of the European pub tradition in our brewpub,” René says. Sampling such a variety of beers has also helped Matt create the crowd-pleasing recipes that brewer Doug Jakuibak helps produce. (The couple met Doug during a game of ultimate frisbee while in college.) Arbor’s beer has become so popular that, in its May/June 2002 issue, the Midwest Foodservice News selected the Arbor Brewing Company as one of the best beverage companies in the Midwest. It was also selected Best Brewpub in the Midwest by Brewpub Magazine in 1999.

“Kalamazoo College is where we developed not only our approach to business but the notion that our work can have an impact on the community at large,” says René, who sits on the board of directors for two local organizations that promote the vitality and economic viability of downtown Ann Arbor. “Not to mention,” she adds, “Kalamazoo College is where we fell in love.” The Arbor Brewing Company was the site of an alumni event this past January. The evening featured the restaurant’s fantastic food and the antics of Kalamazoo College’s improv troupe, Monkapult. For more information on the Arbor Brewing Company, visit www.arborbrewing.com.

Trading Touchdowns for Tees

Former stars of the Hornet gridiron from the ’50’s and ’60’s gathered at the Battle Creek Country Club in Battle Creek, Mich., for two days of golf, good friends, and a little gentle ribbing. Highlighting the event was an appearance by their Hornet head coach Rolla Anderson. Pictured are (l-r): Phil Perry ’58, Dan Gibson ’59, Jack Bowen ’55, Sam Harrington ’57, Jim Dunn ’60, Bob Urschalitz ’59, Bob Steward ’58, and Bob Miles ’60.
Kevin VandenBerg '89 gently sets down the head of his driver behind the golf ball, raises it slightly, glances at his target, waggles his 5' 10" frame, resets the club and pauses.

To this point, he looks like all the other guys in the mid-week, after-work crowd lining the Milham Park Golf Course driving range in Kalamazoo. He wears a similar sweat-stained cap, logo-emblazoned shirt, and cargo shorts. He sports the same improbably sized club and hits the same collection of faded yellow range balls, their covers marred by the hopeless blows from the hopeless hordes that have gone before him.

Then he unleashes a golf swing that is part Mikhail Baryshnikov, part Mike Tyson, and the envy of all in attendance.

Those who don’t actually witness Kevin’s swing have aural evidence of its perfection: the loud craaack of titanium striking Suryln that inevitably precedes a long, straight drive. It’s the sound high handicap players long to hear, but rarely do.

The Milham driving range is 300-something yards long, as the Titleist flies. As Kevin’s ball disappears over the three-story netting erected at the end of the range to catch the puny attempts of ordinary mortals, it’s clear to all present that this guy’s got game.

And he’s been demonstrating it for quite a while.

At Mattawan High School, west of Kalamazoo, Kevin earned All-State golfing honors in 1982 and 1983. At Kalamazoo College, he earned MIAA League Medalist honors in 1987 and 1988.

Eight out of the last nine years, he has been named Greater Kalamazoo Golf Association Player of the Year, besting the best of this area’s golfers. Twelve times he’s won match play or medal championships at Gull Lake Country Club, his home course. Four times he’s been a member of a winning team in statewide competition. Three times he’s won Golf Association of Michigan (GAM) individual tournaments, and twice he’s been named to the GAM Honor Role (2000 and 2001).

Kevin is the only golfer to have won the three most prestigious tournaments for amateur players in Michigan in the same year: the 2000 Michigan Amateur, GAM Championship, and GAM Mid-Amateur.

“That was really a magical year that I will always cherish” said Kevin. “Last year was not one of my best, but I still had a lot of fun. Whether I shoot 65 and win a tournament or have a bad round, I still enjoy playing.”

Kevin began playing golf at age five when his father, Gary VandenBerg ’63, put a cut-down club in his hand and took him along on family golf outings. As he
grew into a full-size set of clubs, Kevin also picked up a baseball and football, winning accolades in those sports as well. At Kalamazoo College he earned All-MIAA honors in baseball three years, once as a shortstop, twice as catcher.

A broken arm kept him off the golf course during his fourth year at the College, but it didn’t stop him from joining the football team. “I was goofing around punting the football one day on Angell Field,” Kevin said. “Coach Jim Heath [then Hornet football and baseball coach] saw me and asked me to join the team as punter. Even though I had my arm in a cast, I could take the snap and kick the ball.”

Because of his injury, Kevin picked up an extra year of athletic eligibility in golf. He continued to take classes at the College, working toward both a B.A. degree in economics and a teaching certificate. During his fifth and final autumn on campus, he shuttled between the football field and golf course.

“Kalamazoo College was the perfect place for me,” he said. “I loved being able to play multiple sports and get a quality education. It was hard work, but it pays off in so many ways, especially in the Kalamazoo area. When people see Kalamazoo College on your résumé, they know you went to a good school, you are a well-rounded person, and you know how to work hard.”

After college, Kevin worked for two years as an assistant golf professional under Dick Stewart at Kalamazoo Country Club. “I loved working for Dick and I learned a lot about golf and business,” he said. “I also learned that I didn’t like spending twelve-hour days working at the course but rarely playing it.”

Since 1992, Kevin has worked as a research analyst for Greenleaf Trust, a Kalamazoo-based financial consulting firm. He investigates companies and mutual funds on behalf of Greenleaf customers and makes recommendations for their financial portfolios.

Kevin sharpens his golf skills by visiting the driving range during his lunch hour or after work. But most of his rounds are played on weekends. “People ask me why I don’t turn professional. The answer is that I simply don’t have time to practice. Pro golfers work on their games every day, all day long. I’m lucky if I can sneak in 15 minutes a couple times a week to practice my putting.”

Kevin said he’d someday like to try to qualify to play in a professional tournament as an amateur, perhaps the Buick Open, played near Flint, or the Milwaukee Open. “I’d like to try it, just for the experience, just for the fun, and to test myself. But I have no illusions about competing at that level. Plus, there are so many other things I enjoy doing besides golf.”

Kevin stays involved in team sports by refereeing high school football and basketball games as well as some small college basketball games, including Kalamazoo College JV contests.

With his marriage to Georgia last year and a baby on the way this year, he expects his golf time will be further limited.

“I love golf. I’m very competitive and golf provides an outlet for that. Plus, it really gives me a sense of accomplishment when I play well. It can be just as nerve-wracking for me as it is for high-handicap players, but I love being outdoors and playing. And I love playing with friends, family, and business clients.”

And yes, Kevin gets a lot of requests to play in four-man scramble events for charities. “I’ll do it if it doesn’t interfere with work, tournaments, or family time. I look forward to playing with my own kids someday, but my wife forbids me to bring a golf club into the delivery room.”
Competitive Spike

She may be one of the friendliest students on campus, but get her on the volleyball floor, on the intramural fields, or even at a card table playing *Trivial Pursuit* and you will see a different side of Carrie Brankiewicz ’04. It isn’t a bad side; she just likes to—no—craves to win. Look up the word “competitor” in a dictionary and it would be fitting to find next to the definition a picture of Carrie, wearing her black and white Hornet jersey with the orange number eight.

“Carrie is one of the most competitive players I have coached,” said Jeanne Hess, who recently completed her 20th season at the helm of Hornet volleyball. “She brings a high level of intensity to the game and inspires our team to work harder.” While Carrie admits to always being competitive, there was a time two years ago when her will to compete was challenged.

“Following my sophomore year I worked with then Assistant Coach Matt Hammond ’00 every day,” Carrie said. “My vertical jump increased from 19 to 26 inches, and I was in the best shape and playing the best volleyball of my life.” But, one week into pre-season practice her shoulder “popped.”

“I was devastated,” Carrie said. “I could no longer hit and attack at the net! I began to get the ‘Why me?’ feelings and questioned whether it was worth the effort to continue.” It didn’t take her long to find the answer. “I tried to picture life without competitive sports,” Carrie added, “but could not imagine not being on the volleyball court, or playing intramural softball or basketball!”

Carrie continued to play volleyball that season, and now considers the injury a very important part of her development as a player.

“Coach Hess always encourages us to find the best in every situation,” Carrie said. “I love to hit, but since I had an injury, I could no longer attack at full strength. I had to learn to become a more complete player. I learned how to make smarter decisions at the net instead of relying on pure power. I learned shot selection, and I learned to love to play defense!”

Carrie credits Coach Hess and the volleyball program for helping her to harness her competitive spirit. “Coach Hess is not the type of coach that constantly yells in an effort to motivate,” Carrie said. “I was used to the type that yells and it took me a little while to get used to Coach Hess. She expects you to motivate yourself to get better, which helped us become self-motivated as a team.” The team used that motivation to advance to the NCAA Division III Regionals in 2002.

“One of my greatest memories is the 2002 MIAA tournament’s semi-final match,” Carrie said. “We were at Alma playing against Calvin. We had lost the first two games of the best-of-five match, and we were trailing in the third game. I remember looking at my teammates, and we could see in each other’s faces that we were not going to lose. The momentum shifted, and we began to feel like we were climbing the mountain while Calvin began sliding down the other side. We went on to win the next three games (30-26, 30-25, 15-5) for the match and advanced to the tournament championship.”

Kalamazoo continued its hot streak and defeated number-one seeded Alma in four games to advance to the NCAA III Regionals. Kalamazoo upset Muskingum, 3-2, in the opening round before falling to Mount St. Joseph.

Carrie will graduate in June with a biology degree and a French minor. She traveled to France for study abroad and did a literature review on infectious diseases for her Senior Individualized Project.

Despite her busy academic and athletic schedule, Carrie has made time for one of her growing passions: coaching. She has coached middle school volleyball at St. Monica’s school in Kalamazoo. She also worked with her high school’s softball team last summer.

Carrie plans on completing her student-teaching in the Kalamazoo area this fall while assisting Coach Hess with the Hornet volleyball team.

“Kalamazoo College was a perfect fit for me,” Carrie said. “I wanted a school with small classes and a good academic reputation. And I wanted to play volleyball where sports didn’t dominate but are important.”

Carrie Brankiewicz
Stinar Star

MacKenzie Field, home of the Kalamazoo College men’s and women’s soccer teams, has seen its share of exceptional student-athletes over the years. One fixture on the soccer field the past four years has been Brett Stinar ’04.

As a four-year starter at midfield, Brett was instrumental in helping the Hornets to three MIAA championships, two NCAA regional appearances, and an overall record of 59-15-4 (42-5-1 MIAA).

Brett has twice been selected to the All-MIAA first team. He led the league in assists his sophomore year and has twice been selected as an all-region performer. He finished his career with 23 goals and 25 assists and distinctly remembers his first collegiate goal.

“We were at home against Calvin and I scored on a header off a corner kick to give us a 2-0 lead,” Brett said.

When evaluating potential colleges, Brett searched for a school with a good soccer reputation and a winning tradition.

“I realized that I wasn’t going to play professional soccer,” Brett said. “But the sport is a huge part of my life and I wanted to continue playing at a high level.”

Brett also needed to find a school that would provide him with an exceptional education. Kalamazoo College served on both counts. Brett took a variety of classes during his freshman year and discovered a desire and talent for political science.

“Only exploration in different fields confirms one’s choice of focus; in my case, political science.”

Brett enjoyed the opportunities that the K-Plan offered. He studied abroad in Madrid, Spain, in the spring of 2002, and he considers that experience one of the best times of his life. “As a soccer player, being in Spain at the time of the World Cup was incredible,” Brett said. “We had the opportunity to immerse ourselves in the culture and see the passion of the fans and the city. The opportunity to travel around Europe is an educational experience that cannot be matched.”

Brett completed his internship, and continues to volunteer, at the YWCA Domestic Assault Shelter in Kalamazoo. He works with kids and studies the effects of rape and domestic violence.

His Senior Individualized Project is focused on the effects of the discontinuation of affirmative action on racial diversity in college enrollment in California, Texas, and Florida.

“The Kalamazoo College atmosphere, if you allow it to, can have a tremendous impact on your life,” Brett said. “I know that I have changed a great deal in my four years. I have broadened my views, and I’ve developed the courage and confidence to become active in areas that I feel need change.”

Hornets Honored

Twelve Kalamazoo College fall-sport student-athletes were selected to All-MIAA first teams. Four players earned All-Region honors. One was an All-American. Four students received Academic All-District honors, and one was named an Academic All-American.

All-MIAA First Team Selections
Will Dobbie ’04 – Men’s Cross Country
Michelle Harburg ’04; Gina Lutz ’04; and Tienke VanLonkhuyZen ’06 – Women’s Cross Country
Jeremy Vanisacker ’05 – Football
Nick Houdek ’06; Brett Stinar ’04; J.J. Jansons ’05; Andrew Kemple ’04; and Nick Carlin-Voigt ’04 – Men’s Soccer
Jessie Geiger ’04 – Women’s Soccer
Anny Price ’05 – Volleyball

National Soccer Coaches Association of America All-Region Selections
Nick Carlin-Voigt ’04
J.J. Jansons ’05
Nick Houdek ’06
Brett Stinar ’04

National Soccer Coaches Association of America All-American
Nick Carlin-Voigt ’04

CoSIDA Academic All-District IV Honorees
Bryan Gnyp ’04 and Tim Kleinebreil ’04 – Football
Nick Carlin-Voigt ’04 and Andrew Kemple ’04 – Men’s Soccer

CoSIDA Academic All-American
Andrew Kemple ’04 – Men’s Soccer
Seniors Seek Career Advice

Kalamazoo graduates in the working (or graduate school) world: Call these seniors! As they prepare to embark on the world beyond Kalamazoo College, they would like your advice on how they might translate what they have learned and experienced at Kalamazoo College to a rewarding career. It’s a contemplation fraught with uncertainty and anxiety. How did you make the transition? Perhaps you can lend a listening ear and answer some of their questions. You might have useful tips about resumes or other job search tools. Or you may be aware of career opportunities these talented young people can pursue.

If you would like to contact any of the seniors we have profiled below, or to learn of other ways to become involved in the Kalamazoo Alumni Career Network, contact the Center for Career Development staff at:

Kalamazoo College  
Career Development  
1200 Academy Street  
Kalamazoo, MI  49006  
PHONE (269) 337-7183  
FAX (269) 337-7182  
E-MAIL career@kzoo.edu

**KEY**

M/C – Major/Concentration  
CD/PPE – Career Development/Pre-professional experience  
SA – Study abroad  
SIP – Senior Individualized Project

---

**CHRISTOPHER DI VIRGILIO**  
M/C: Computer Science  
CD/PPE: University of Michigan – Transportation Research Institute  
SA: Italy  
SIP: Web-based impact testing database  
SEEKS: Software engineering; system administration

---

**WILL DOBBIE**  
M/C: Economics/International Commerce/Political Science  
CD/PPE: World Agroforestry Centre, Nairobi, Kenya  
SA: Kenya  
SIP: “Development, Decentralization, and Environmental Degradation in Western Kenya”  
SEEKS: International development and trade; sustainable development efforts; the environment

---

**ALLY FOX**  
M/C: Psychology/Economics  
CD/PPE: First of Michigan; Newsday, Inc.  
SA: Bonn, Germany  
SIP: “Social Psychological Effects of Wilderness Therapy Programs: A Proposed Study of the LandSea Program”  
SEEKS: Advertising; account/brand planning

---

**KATHERINE FRANK**  
M/C: Biology/Chemistry  
CD/PPE: Laboratory for Comparative Orthopaedic Research, Michigan State University  
SA: Ecuador  
SEEKS: Community-building/community service positions for underdeveloped areas; public health/health policy assessment; educational position; research opportunities

---

**MICHELLE HARBURG**  
M/C: Anthropology/Sociology/Political Science  
CD/PPE: Caretaker for 12-year-old autistic girl; law externship in Atlanta, Georgia  
SA: Thailand  
SEEKS: Journalism; editing; print shop position; international development; non-profit organizations.
Kathryn Kawel  
M/C: Psychology  
CD/ PPE: VISTA Volunteer at Boys and Girls Club, AmeriCorp; assistant caregiver at Kickman House; psychology research at Kalamazoo College; teaching assistant at Kalamazoo College  
SA: London, England  
SIP: “Developing Students’ Flexibility in Solving Linear Algebraic Equations”  
SEEKS: Social work; psychological counseling

Gina Lutz  
M/C: Biology/Psychology/Spanish  
CD/ PPE: Lab assistant for Dr. Langeland at Kalamazoo College  
SA: Cáceres, Spain  
SIP: University of Hawaii-Manoa oceanography lab  
SEEKS: Biology or psychology lab position

Laura E. Mazzio  
M/C: Sociology/Anthropology/Classics  
CD/ PPE: Cross-Cultural Dept. of Berlitz Inc; assistant area coordinator/resident assistant at Kalamazoo College; office manager/camp counselor for Cranbrook Schools  
SA: Italy  
SEEKS: Educational leadership; international relations

Bridget B. Nolan  
M/C: Psychology/Sociology  
CD/ PPE: Convening for Action internship; law firm internship; Cooley Law School employment; tutor and mentor for elementary school students  
SA: Bonn, Germany  
SIP: Research on one of the first female psychologists, Mary Whiton Calkins  
SEEKS: Counseling psychology; elementary education

Emiko Ono  
M/C: International and Area Studies-East Asia/Japanese/Chinese  
CD/ PPE: Kabushiki Gaisha, Tsumura (Chinese Medicine Packing and Bath Product Industry), Fujiyida City, Japan.  
SA: Tokyo, Japan  
SIP: “Historical Analysis of the Use of Chinese Medicine in Western Practice”  
SEEKS: International relations; translating; non-profit organizational work; international exchange

James A. Pollock IV  
M/C: Psychology/Economics and Business  
CD/ PPE: Human resources at Farmers Insurance (Denver, Colo.); human resources at Deutsche Telekom (Bonn, Germany); Affiliations GLBT Youth Center  
SA: Bonn, Germany  
SIP: “Effects of Social and Technological Change on Gay Male Identity Formation”  
SEEKS: Teach For America Program (New York City) in fall 2004; mental health centers, youth homes, or support centers for the GLBT community; graduate work in counseling psychology

Annika Rigole  
M/C: Mathematics/Economics and Business  
CD/ PPE: Career advisor at Kalamazoo College  
SA: Erlangen, Germany  
SEEKS: International relations; educational, governmental, non-profit, or aid organization

Robert Rohrrempfer  
M/C: Physics/Computer Science/Mathematics  
CD/ PPE: Computation and neural systems, California Institute of Technology  
SA: Perth, Australia  
SIP: The Computational Neuroscience Group, KFKI Research Institute for Particle and Nuclear Physics, Hungarian Academy of Sciences, Budapest, Hungary  
SEEKS: Research position for the study of problems in neuroscience through a computational and mathematical means; computational tasks of the human brain; visual information processing

Jillian Sarkolye  
M/C: Economics and Business/Chinese  
SA: China  
SIP: “Psychological Responses to Sports Injury and Rehabilitation: A Personal Testimony & Explorative Study”  
SEEKS: Sports; travel; advertising; copywriting; Chinese and/or Spanish

Joanna Schenkel  
M/C: Psychology  
CD/ PPE: Research assistant at Pharmacia Corporation in biophysics lab  
SA: Strasbourg, France  
SIP: “Within-compound associations are not sufficient to produce taste-mediated odor potentiation”  
SEEKS: Research in animal behavior; experimental psychology; learning; cognition

Faisal Shurdom  
M/C: Economics and Business/Management/Environmental Science  
CD/ PPE: Arab Banking Corporation (Amman, Jordan); manager of Ali Baba’s Restaurant  
SIP: “Black Gold of the Middle East”  
SEEKS: International commerce; business management

Anne M. Talbot  
M/C: Psychology/French/Secondary Education  
CD/ PPE: Teaching internship (Schoolcraft, Mich.)  
SIP: “A Comparison of a Multiple Intelligences Curriculum and a Traditional Curriculum on Students’ Foreign Language Test Performance”.  
SEEKS: Special education for the autistically-impaired

Erin Terroski  
M/C: Political Science/Religion  
CD/ PPE: Legal internships at Marc Shreeman & Associates and at Nolan, Thomsen & Villas  
SA: Madrid, Spain  
SIP: “How Faith Fits Into the Lives of Adolescent Females”  
SEEKS: Social work/health field; working with children; prefers Detroit area for summer 2004

Jonas Traxler-Ballew  
M/C: Biological/Environmental Studies  
CD/ PPE: Upland Holistic Development Institute (Fang, Thailand)  
SA: Thailand  
SIP: “Density Independent Gall Dispersion in a Willow Complex”  
SEEKS: Environment; biology; sustainable development

Sara Vaslenko  
M/C: English/Writing/Psychology  
SA: Wollongong, Australia  
SIP: Creative nonfiction about Australian experiences  
SEEKS: Writing; counseling psychology; women’s issues

Eric B. Venner  
M/C: Computer Science/English  
CD/ PPE: Lab assistant in the biological chemistry and physiology departments at the University of Michigan  
SA: Santiago, Chile  
SIP: “The Effect of Lectins on Murine Embryonic Stem Cell Differentiation”  
SEEKS: Biological chemistry; pharmaceutical research

Kimberly A. Weane  
M/C: Chemistry/Spanish  
CD/ PPE: Lab assistant in the biological chemistry and physiology departments at the University of Michigan  
SA: Kalamazoo, MI  
SIP: “The Effect of Lectins on Murine Embryonic Stem Cell Differentiation”  
SEEKS: Biological chemistry; pharmaceutical research

Brian M. Weigandt  
M/C: German/Economics  
CD/ PPE: Youth For Understanding USA  
SA: Erlangen, Germany  
SIP: “Anti-Americanism in Germany: A Literary-Historical Analysis”  
SEEKS: Business; marketing; international relations

Dranna M. Werner  
M/C: Economics/Business/Spanish  
CD/ PPE: Administration, Vista Grande Villa Retirement Community; Real Estate, Five-Star Professional  
SA: Ecuador  
SEEKS: Sports management; sports administration

Elizabeth (Lillie) Wolff  
M/C: Human Development/Social Relations  
CD/ PPE: Michigan Land Use Institute  
SA: Ecuador  
SIP: Coalition building around smart growth in Leelanau County (Mich.)  
SEEKS: Community organizing; human rights; immigrant and refugee advocacy

G. Oliver Young  
M/C: Economics/Business/English  
SA: England  
SEEKS: Business; economics; consulting

Erica Zontek  
M/C: Biology/Environmental Studies  
CD/ PPE: Field assistant at the Kellogg Biological Station; ecology day camp counselor  
SA: Ecuador  
SIP: “Manipulation of ground predator populations affects prey removal in a highbush blueberry (Vaccinium coriloides) field”  
SEEKS: Biology; environmental studies
As an English major at Kalamazoo College, Dr. Elisabeth Jefferis Bartlett’s literary leanings were more Bard and less Wife of Bath. “My real interests were writers from the Renaissance and seventeenth century, not their predecessors,” notes Jefferis Bartlett ’68, who currently teaches art history at the Dulwich Picture Gallery in London. These days, however, she’s rereading thirteenth-century poet Geoffrey Chaucer (whose *Canterbury Tales* included that of the Wife of Bath). There’s a good reason for the rereading. Elisabeth and her husband Andrew recently purchased, and have started restoring, a rustic holiday home in Canterbury, England, the final destination for the fictional pilgrims in Chaucer’s *Canterbury Tales*.

To a history enthusiast like Elisabeth, taking up residence a mere 15 minutes away from Canterbury Cathedral is an alluring prospect. “Attending Kalamazoo College really sparked my interest in culture and history,” she says. “I find it thrilling to walk down Canterbury’s high street when it’s full of people, as it usually is. You are practically transported to a medieval world.” Elisabeth also notes that the Cathedral isn’t the only historical landmark within strolling distance of her new getaway: “In Tudor times the land on which our house stands was known as New Park and was part of a deer park reserved for King Henry’s private use,” she adds.

The house also stands quite near St. Augustine’s Monastery (now in ruins) and the Parish Church of St. Martin’s, the oldest parish church in England, having been in use for more than 1400 years. “The lane by which you access St. Martin’s from our house is an ancient track connecting Canterbury with the little village of Fordwich. Fordwich was, in Anglo-Saxon times, the port through which trade was brought to Canterbury—which means that this lane has been traveled for centuries,” Elisabeth says. Because it is a locale so rich in history, Canterbury has achieved World Heritage Site status. “Sitting in Drs. Stavig and Bogart’s English classes many years ago, I never dreamed such an opportunity would unfold. Canterbury is strikingly picturesque and the majestic Cathedral gives it its prime character.”

Which is not to say that Elisabeth and Andrew have forgotten their immediate task at hand. “The house is in a very bad state,” she says. “It will require rewiring, plumbing, repairs to the roof, a new staircase, and new bathrooms.” The couple has also applied for several building and renovation permits, hired chimney sweeps, and cleared a number of sycamore trees and shrubs from the front of the house. “We now have quite a wonderful view of the Cathedral,” reports Elisabeth. “This confirms our feeling that the site is really special.”

For all of its disrepair, however, the house still has “bags of character” according to Elisabeth. “We think it began as a small cottage in 1841. It has been added to many times over the years, so that today it is a jumble of rooms with a quaint roofline. The front of the house consists of four gracious late Georgian-style rooms which are very attractive. There are also five bedrooms and a sun room that was added sometime in 1968.” Elisabeth will cultivate a woodland and wild garden on their one-and-a-half acre site, which she hopes will flourish in the spring season.

The Bartletts predict that the entire renovation will be completed by 2005, and they would eventually like to make the Canterbury lodging their permanent home. “After a while the pressure and the pace of life in the city can feel stressful,” Elisabeth says. Following the move from London, she will become involved in the many drama, art, and choir programs that Canterbury has to offer. And while completion of their dream home may be many months off, the Bartlett family is in good company when it comes to such undertakings: history books note that Chaucer himself oversaw the construction of the Cathedral Westminster in London.
Elisabeth Jefferis at the door of her Canterbury house.

Two views (verdant and less so) of the Bartlett’s holiday retreat.
Library Gift Will Launch Scholarly Journeys

The “Van Zoeren Family Reference Center” will be a vital part of the College’s renovated and expanded library, thanks to a generous gift by Joan and Charles Van Zoeren. Charles and Joan are longtime friends of Kalamazoo College. Charles attended the College for one year (he was a member of the Class of 1953) before transferring to and completing his undergraduate degree at Ripon College (Ripon, Wis.). His father Albert was a member of the Kalamazoo College Class of 1923. Charles is the CEO, board chair, and owner of Alvan Motor Freight Company. Joan is a lifelong and tireless champion for libraries, literacy, and scholarship. “Kalamazoo College is a jewel of the Greater Kalamazoo community,” says Joan, “and we are delighted to support a project so crucial to its academic mission.”