"Signatures are singular. So too is the Elizabethtown Experience."

Elizabethtown College
Like signatures, our educations are singular. Each of us assembles the skills, accomplishments, insights and lessons we have experienced in our own unique way. Our educations say a great deal about us. The college we attended, the courses we selected, the major we completed—all of these bear witness to the choices we made. Our education, too, if done right, testifies to the potential we have to make a difference, to have an impact, to do good in this world.

Elizabethtown College offers each of our students a singular experience. One that is unique, powerful and meaningful. Personalized, much like a signature. Students who are mentored to make thoughtful choices learn more deeply. Our Strategic Plan has led to the creation of what we call our “Signature Learning Experiences” (SLEs). These experiences offer our students five opportunities to learn actively through internships, research with a faculty member, service or community-based learning that combines classroom study with service off campus, cross-cultural experiences and capstone courses, all of which bring our students’ academic experiences together. And we guarantee that ALL of our students can take advantage of at least two SLEs during their time at Elizabethtown.

Through working with a faculty or staff mentor, each of our students finds his or her own combination of SLEs that are a right fit. Students find these experiences inside the major and beyond and in the academic realm as well as part of student organizations on campus. Studying abroad, learning about leadership in the Called to Lead program, conducting laboratory research with a faculty member, senior music recitals—all of these can be signature experiences for our students.

These experiences carry the risk of setbacks and inconclusive results. In other words, the essential elements of real-world learning. With a mentor and a supportive community around them, our students have a safety zone where they can plan big, possibly fail, get up, learn from the setbacks and emerge stronger.

By actively learning, our students grow as individuals, learn more about the real world and prepare to use their education to make a difference.

Elizabethtown College prepares our students to write their own stories, to weave together experiences for the first chapters of what will be long and exciting volumes, and to be prepared to leave their mark, their unique signature on the world.

I am pleased to present this President’s Report, which details the collaborative work taking place, here, in our campus community. And, just as our students look forward to each new chapter in their lives, we have framed, by chapters, our important work at Elizabethtown College.

Signed,
Carl J. Strikwerda
President
Chapters are written. Dreams are fulfilled. Lives are changed. And the world benefits.

As their time at Elizabethtown draws to a close, the newest flock of Blue Jay alumni light its path with candles at Baccalaureate. As unique as their signatures, our students chart a personalized course of exploration and growth during their time in this very special place we call Elizabethtown.

This report illuminates who we are, what we do and where we are going on this journey to educate the community of learners who make the world a better place.
FULFILLING DREAMS
Elizabethtown students dream big. And they fulfill those dreams through hard work, inspired collaboration and the unwavering support of a network of brilliant and diverse faculty and student scholars.
STUDENT SNAPSHOT

NOT YOUR AVERAGE STUDENT

Incoming classes are breaking records before even setting foot on campus. The class of 2017 looks something like this:

- **First-Year Students**: 543
- **National Honor Society members**: 40%
- **Students in the TOP 10 PERCENT of their high school class**: 34%
- **Students involved with the arts (art, music, dance, theatre)**: 37%
- **First-Year Class Size**
  - 2013: 450
  - 2012: 500
  - 2011: 500
  - 2010: 550
- **13% members of student government**
- **11% Students involved with writing (newspaper, yearbook, magazine)**
- **2 of 3 incoming students have a service project history**
- **40% National Honor Society members**
- **57% FEMALES**
- **43% MALES**
- **10% CHIPS (legacies or friends of the College)**

E-TOWN COLLEGE AT A GLANCE

- **129** full-time faculty members
- **22** varsity athletic sports
- **200** beautiful acres of campus
- **1,806** traditional undergraduate students
- **87%** of students live on campus
TRANSITION. TRANSFORM.
PROGRAMS, MENTORING HELP FIRST-YEAR STUDENTS ADAPT TO COLLEGE LIFE

Evolving from high school kid to college scholar might be one of the biggest changes a young adult experiences. Jean-Paul Benowitz, director of student transition programs and assistant director of academic advising, believes students are able to succeed at Elizabethtown because of the extensive support system and resources available to them, even before they move in.

Summer and fall Orientation help students and their families explore campus and meet classmates enrolled in the same first-year seminar (FYS). Designed to be a support community, each FYS has a pair of peer mentors and a first-year advisor who help students adjust academically and socially.

Momentum, an extended orientation program for first-generation college students, allows participants to move in early, attend workshops, take part in field trips and spend time getting to know campus—and each other. International peer advisors support first-year international students.

The transition from high school to college can be a challenge, and Elizabethtown is equipped to meet these needs and help reinforce first-year students’ drive to succeed at the college level.

ENCOURAGING ENGINEERS—IT’S EPIC

First-year student Abby Haines had never heard the word ‘engineer’ in her life. She enjoyed math and science in high school, but she also loved the arts; she sang in an a cappella group and was a drum major in marching band. As her college search began, Haines could not decide on a prospective major. Then, her mother brought up engineering. She said it would mix math, art and science.

Haines isn’t alone. Many young women aren’t aware of the careers in the STEM fields—science, engineering, technology and mathematics. There’s a national effort to promote these opportunities among today’s youth, especially underrepresented populations. Elizabethtown College is responding to this call for innovation through the Engineering Practices with Impact Cohort (EPIC) for High Achieving Women in Engineering Scholarship program, funded by the National Science Foundation. Geared toward minorities and first-generation college students, the EPIC scholarship is based on financial need and academic performance. The fund serves up to four scholars, each of whom receives up to $10,000 per academic year for all four years. EPIC scholars reside in a living-learning community called Partners in Engineering (PIE) and are offered fully funded summer research opportunities.

“There’s a lot of talent left on the table.”
SARA ATWOOD
Assistant professor, on the diversity gap in the STEM fields
Continuing education continues to grow

Tough economic times and a competitive job market have inspired—or required—many area residents to complete an unfinished degree or pursue a new direction. The Elizabethtown College School for Continuing and Professional Studies (SCPS) at the Edward R. Murphy Center has, for decades, been a respected leader in adult education in the central Pennsylvania region. Today, it’s equipped and ready to meet the higher-than-ever demand for flexible degree programs designed for working adults.

Elevated in status and structure from “Center” to “School” in 2013 as part of the College’s Strategic Plan, the SCPS continues to expand its offerings and reach. Today’s working adult is savvier, busier.

Enter the option for more online and blended classes—including the first all-online bachelor’s degree, in human services. Now in four locations—Elizabethtown, Harrisburg, Lancaster and York—getting to “on-ground” classes is convenient.

It’s becoming a misnomer to call students older than 23 “nontraditional;” this population is thriving. As of May 2014, enrollment stands at 679. Demonstrated through focused and flexible programming and a dynamic and evolving environment, Elizabethtown’s SCPS is ready to meet the growing interest in adult education, whether someone desires to advance within his or her current organization, hopes to become more marketable, is seeking a new life challenge or wants to finally fulfill a personal dream to earn a degree.

AN EXECUTIVE DECISION.

With a vibrant undergraduate program in place, the natural progression was to take the SCPS offerings to the next level—literally. In 2012, the School launched an accelerated master of business administration degree; the first 23 MBA graduates donned their caps and gowns at the 2014 Commencement. In early 2014, SCPS introduced a master of strategic leadership degree—with concentrations available in organizational behavior or project management. True to Elizabethtown’s mission and values, graduate students explore globalization and corporate social responsibility. Meet one of our first MBA graduates, Barry Eaton, on the adjacent page.
Elizabethtown College is a place of many firsts for Barry Eaton. The Mechanicsburg resident grew up working on a farm in rural Maryland. Eaton, who graduated from Elizabethtown with a business degree in 1988, was the first in his family to attend college. More than two decades later, he was among the first to graduate with a master’s of business administration from the College’s School of Continuing and Professional Studies.

Eaton’s career at Liberty Mutual spans more than 24 years. He climbed the ladder and continued to earn professional designations but, despite the growing number of abbreviations he could place after his name, he took notice that colleagues promoted to higher-level positions had one set of letters in common: MBA.

Eaton’s search for an MBA program that would fit his demanding work schedule and family commitments led him back to his alma mater. He applied and, ultimately enrolled, because of the flexible format. The idea of being part of the first graduating class added to the excitement.

Eaton was able to immediately apply what he learned and to view his organization from a new perspective. Every course touched him in some way, as did the real-world experiences shared by classmates and facilitators. Course upon course encouraged him to think creatively, innovatively and globally when defining and solving problems. Above all, Eaton knows that the E-town MBA made him a more effective leader. Proof? Only nine months into the two-year program, Eaton was promoted. Although his new position required regular travel, he pushed through—he was determined to reach his goal: to finish in the first class.

Eaton’s academic efforts also inadvertently motivated his three teenage sons. The mentality around the Eaton home became: “If Dad’s getting an A, we have to get an A.”

Although at a different location, Eaton felt a level of comfort being “back at Elizabethtown.” Then again, this is a different Barry. As a traditional undergrad, he viewed college as a way to get a job. As an MBA student, he wanted to gain something more from his classes—and more than just some letters after his name.

“The program helped me become a more effective leader.”
TRANSFORMING LIVES THROUGH REAL-WORLD LEARNING
We don’t just challenge our students to pursue learning opportunities outside of the classroom. We guarantee it.
ON SITE: ATTORNEY GENERAL’S OFFICE HOSTS NUMBER OF E-TOWN INTERNS

When she looks to her left, Madeline Rasmussen ’14 has a view of the state capitol building and the Susquehanna River. When she looks ahead, she sees law school in her future.

The senior English major is interning with the Tobacco Enforcement Section (TES) of the State of Pennsylvania’s Office of the Attorney General. Among her duties, Rasmussen, pictured far right, manages documents, analyzes data, helps count and track evidence and prepares presentations for trial. She said that the relationships she’s formed in the AG’s office are “irreplaceable.” Among them: Sharon K. Rogers, deputy attorney general in the TES.

Rogers made a “cold call” to Dr. Kyle C. Kopko, director of the College’s pre-law advising program and legal studies major. That connection led to seven (and counting) Elizabethtown interns in her office. She and her close-knit team are so thrilled with the initiative and work ethic displayed by E-town interns that it’s almost a given you’ll find one at the downtown, Harrisburg, offices each semester, summers included.

With more than 800 employees and access to hundreds of lawyers from all backgrounds, Rogers said the AG’s office is fertile training ground for a future attorney. Rasmussen was in the office when she received her first law school acceptance; Rogers and the rest of the TES team were jumping around, hugging and congratulating her, proud to be a part of her success as Rasmussen begins at Hofstra University School of Law in the fall of 2014.

“We’ve been thrilled with Elizabethtown College students. They ask very good questions, and their work has been phenomenal.”

SHARON R. ROGERS
“You need experience. It makes a huge difference. [Having multiple internships] allowed me to stay competitive—enough people have ONE internship.”

LOGISTICALLY POSSIBLE

KUNKLE COMPLETES MULTIPLE INTERNSHIPS

AP credits and language proficiency paid off for International business (IB) and German major Tyler Kunkle; a strong high school record gave way to a roomier college schedule, one that allowed him to study abroad for an entire academic year and take on a remarkable number of internships—and he’s not stopping upon graduation.

Kunkle ’14 is spending the summer in Dallas, Texas, in the logistics division of KBA North America—a division of global, German-based KBA Group, the second largest press manufacturer in the world. Through its participation with the College’s IB Advisory Board, KBA has a strong history of providing internship and career opportunities to Elizabethtown students and alumni. Kunkle took note of the German connection: He not only studied in Germany his junior year, but he’s also returning there as a Fulbright Scholar this fall of 2014. (see related story on page 22.)

He interned twice at Lancaster-based Clark Company and Associates: in the spring of and summer after his sophomore year and again in his senior year, this time in the logistics department at its WEBstaurant store division. At IB Day—when members of the advisory board meet with students—Kunkle attended a session he hadn’t planned on. Afterward, an executive approached him, speaking in German. Turns out, the man grew up in Bavaria, owns Gateway Logistics Services in York, Pa., and needed an intern. Kunkle, already dedicated to Clark, didn’t want to pass up an opportunity, so he put his blossoming logistical skills to use and found a way to fit both into his schedule.

Several factors led to Kunkle’s success. He spoke the same language—German in the case of Gateway and, in another, industry jargon. He said knowing what “ERP” meant spoke volumes in his KBA interview (which to the rest of us means Enterprise Resource Planning). Student Senate provided him with a great answer to a question about the most responsibility he had in college: He managed a $55k account, allocating funds to student clubs. The attention to detail and poise demanded by his professors and mentors prepared him for rigorous interviews. For example, Kunkle explained, Dr. Hossein Varamini “is always pushing us to do presentations and talk to executives. It forces you to be comfortable with these conversations.” He learned it doesn’t matter if you’re in a suit and tie or in sweatpants on a phone interview—pauses and “ums” can come through.

With each internship experience Tyler presented himself as a more knowledgeable and valuable professional at his next place of work. In fact, companies don’t exactly want Kunkle to leave. One Clark executive told Kunkle to call when he returns from his Fulbright appointment....”“You do good work. We’re interested in where you’re going in the future.”
Community-based learning comes alive every day at Elizabethtown. One hallmark is Moving Forward Together (MFT), a mentoring outreach program that recruits first-year E-town students and pairs them with high school mentees. The partners remain mentor/mentee for four years—an entire college career for the majority of our students.

The 20-minute drive from Elizabethtown to Hershey brings 60 Milton Hershey School students together with 60 of their college counterparts and allows them to see the value of post-secondary education. Relationships grow and take hold as a result of several skill-building and educational events during the academic year. These experiences benefit both the mentees and the E-town students as they prepare for life after college, pass along their own wisdom and guidance to their mentees and continue a long legacy of service.

In 2014 MFT was designated as a community-based learning option that fulfills one of the two required Signature Learning Experiences (SLE).

The Milton Hershey School provides a structured home life year-round to pre-kindergarten through 12th-grade students, at no cost.
They meet every week right after school. They stretch; they laugh; they connect. And they run.

Sarah Creme’s parents served as a model for service. They taught her to take care of herself and to take care of others, as well. That’s just what Creme is doing as she leads a group of Elizabethtown-area middle-schoolers in Girls on the Run, a program dedicated to youth development through physical activity. She witnessed a transformation in these girls as they trained to run together while building self-esteem.

Creme’s love of service didn’t change upon her arrival at E-town. As a first-year student, a Faith In Action alternative spring break trip led her to Los Angeles’ Skid Row. There she discovered her passion for working with impoverished populations. As a sophomore, she volunteered with the Boys and Girls Club of Lancaster and interned with an area chapter of The American Red Cross, where she was trained in field logistics and the deployment of emergency supplies.

As a two-time Americorps scholar—selected for her character, work ethic and dedication to service—she logged more than 600 hours of service. And she started “Club Red,” a Red Cross-related campus group, which held family safety nights and established reduced-cost CPR training for students. Not all of her service work was local. She has traveled too. To Nashville to rebuild after flooding. To Mississippi to rebuild after a tornado. To New Orleans to rebuild after Hurricane Katrina.

Whether it’s building character and self-esteem in today’s youth or re-building communities, the occupational therapy major with a human services minor has spent her entire college career living the E-town mission of educating for service.

And there’s one more thing she made sure to accomplish before graduation: to cross the finish line alongside “her girls.”

“To be ‘the change’ is empowering.”

SARAH CREME
THE EXCITEMENT OF EXPLORATION
STUDENTS AND FACULTY MENTORS BECOME PARTNERS IN THE COCREATION OF KNOWLEDGE AS THEY CONDUCT ORIGINAL RESEARCH, REVIEW LITERATURE, COLLECT DATA, DOCUMENT RESULTS AND PRESENT THEIR FINDINGS.

SCHOLARSHIP, CREATIVE ARTS AND RESEARCH PROJECTS
SUMMER RESEARCH HEATS UP CAMPUS

During the time of year when many college students are relaxing and vacationing, a select few choose to “stay put” on campus, all for the love of research and some one-on-one time with faculty mentors.

The Scholarship, Creative Arts and Research Projects (SCARP) program offers students the opportunity to engage in research with a faculty member during a three-to-10-week period over the summer. After a rigorous application process—which includes recommendations from faculty members—for the 2014 session, 30 students were selected to join 19 faculty mentors from biology, chemistry, engineering, sociology, anthropology, political science, education and social work for a summer of collaborative research. Generous gifts to the College make SCARP possible—including faculty stipends and room and board for students.

Working alongside faculty mentors, participants develop sophisticated research skills and, later, present their findings at a culminating two-day conference, where they are joined by fellow students, faculty and staff members and their friends and families. Students also are encouraged to pursue further opportunities to share their work, such as submitting a paper to a peer-reviewed, scholarly journal or to an academic conference.

Our students are not the only beneficiaries of this collaborative discovery. Faculty members have the opportunity to stay engaged with students who have chosen to spend their summers in research rather than “recreation.”

“For many majors, research is integral to the learning process. The foundation to learning science is doing science.”

JAMES MACKAY
Assistant professor of chemistry
Collaboration thrives in interdisciplinary learning communities

Think Tanks are thriving at Elizabethtown. These interdisciplinary learning communities bring together faculty and staff members and students with shared interests. Two Think Tanks began their work during the 2013-2014 academic year. The teams collaborated to design and implement projects and share their findings.

The Think Tank approach to learning offers students the opportunity to experience enriched learning across a variety of disciplines and has been fine-tuned during the first two years of the College’s five-year Strategic Plan. The Children and Families Think Tank (CFTT) came alive through the combined expertise of faculty members who work with local agencies and businesses that serve an aging population and children with special needs. Led by Dr. Cristina Ciocirlan (Business) and Dr. Peggy McFarland and Dr. Judy Ericksen (Social Work), along with students—occupational therapy, social work, education and business majors—the CFTT set out to find an organization that would benefit from the Think Tank’s combined expertise.

First, students designed and administered a survey, which was intended to identify potential organizations with which they could partner. Then, using the results, the CFTT began their work to select a partner organization whose needs aligned with the team’s capacity to address their needs. With the start of the 2014-2015 academic year the CFTT expects to select the two organizations with which they will work. Students will be assigned and supervised by faculty members and the work to provide services to the organizations will begin.

Participants are learning how collaborative efforts pay dividends in rich, real-world learning experiences all while providing an important service to the community.

“The Think Tank brought together the skills of our social work, occupational therapy, business and education students and faculty.”

PEGGY MCFARLAND
GET OUTTA TOWN!
Students might choose to study or serve abroad or experience the diversity of our own country through service or “study away” in another part of the United States.
Recharging The Gambia

While there is certainly celestial beauty in complete darkness, the lack of light—more specifically, power—poses a hardship for those in remote regions of developing countries. There are few industries that aren’t touched by technology; the cell phone is a crucial communication and commerce tool even for rural farmers. To keep these devices charged, some villagers in The Republic of Gambia must literally get ‘mobile’ with a nearly two-mile trek to use the nearest generator-fueled power source, a service that costs about 10 percent of a typical weekly income. Elizabethtown College engineering and business students think there’s a better way.

Guided by Kurt DeGoede, professor in the Department of Engineering and Physics, students enrolled in a cocurricular, project-based course are working to provide affordable, solar-powered cell phone chargers to residents of an area devoid of readily available power outlets. Engineering students developed and tested a prototype solar-powered device—a low-cost photovoltaic mobile phone charger—that would fully charge phones right from their rural locations. Meanwhile, the business students created a sustainable social business plan that will, ultimately, be turned over to a local Gambian nonprofit to bring the product to market. The 2013-2014 academic year marked the second offering of the course—the most recent team built on their predecessors’ efforts.

A related 2014 Winter Break study tour took DeGoede and three students to The Gambia for first-hand market research, meetings with partners at University of The Gambia and, of course, cultural exploration. International business major Duc “Danny” Truyen Dam ’14 said this trip made him understand why the Gambia is often called “the smiling coast.” Despite rampant poverty, residents were hospitable and greeted him and his classmates—strangers from abroad—with big smiles. Perhaps some of its residents will smile a bit wider after the Recharging the Gambia project is fully powered up.

“During the night, the whole village is completely dark. But, because of no power, the stars are very shiny, like diamonds on black velvet.”

DANNI QIAO

E-town Ventures to Vietnam

Halfway across the world the sun is setting just outside Ho Chi Minh City, Vietnam. The oppressive heat has begun to subside. Children of all ages, shapes and sizes hold onto each other. A hand on the shoulder of their trusted guide. They file along, quietly leading each other. They are blind.

Two weeks later and hundreds of miles north, the sun is rising and the heat is building in Vinh. Children giggle and shriek with joy. Up to their knees in mud, they drain a pond and harvest fish to feed their newfound friends. They are orphans.

Days later, elderly residents line up to accept their “funny money,” a traditional token gift that allows them the opportunity to purchase a rare, small luxury. They too are “orphans”—with no known family.

Every two years students, faculty and staff members and friends of the College venture across the globe to Vietnam. These are the stories that make cross-cultural experiences so significant for our students—future occupational therapists, teachers and social workers. The stories that impact the lives of both young and old and present opportunities for learning that can’t take place in the classroom.

“Our interaction with the children changed their lives and mine.”

BETHANY PANCHAK
Capstone Course, Project or Development Portfolio

TIE IT ALL TOGETHER
IT’S THE CULMINATION OF A STUDENT’S YEARS OF WORK, WHETHER A SHOWCASE, PROJECT, PUBLICATION OR PORTFOLIO.

Each academic department approaches capstone courses differently, but all allow students to direct their own learning through inspiration from their interests and experiences. Here are some examples:

**HISTORY:** Seniors complete historiographical essays, such as Bella D’Ascanio’s “The Enola Gay Controversy,” which weaves themes of history and culture together to explore how Americans in the 1990s viewed the dropping of the atomic bomb on Hiroshima.

**PSYCHOLOGY:** In the capstone course “History and Systems of Psychology,” students take a topic of interest, such as corporal punishment in parenting, and examine how psychology’s views on the issue have been portrayed to the public during a particular time period, such as the 1920s.

**EDUCATION:** A student-teaching placement is coupled with a senior seminar class that entails an action research project and finalization of a professional development portfolio.

**COMPUTER SCIENCE:** A team of students practiced for and then competed in the Association for Computing Machinery’s Middle Atlantic Region Intercollegiate Programming Competition.

**SOCIOLOGY-ANTHROPOLOGY:** Mentored by two faculty members, one student researched the relationship between Protestant missionaries and the K’ekchi, indigenous Mayans living in Guatemala and Belize.

**RELIGIOUS STUDIES:** Kian Spady’s independent research project resulted in a 20-plus-page paper, titled “Jephthah’s Daughter: An Analysis of Judges 11,” which he also presented at Scholarship & Creative Arts Day.
Each spring, Zug Recital Hall fills with music—and family members, friends, classmates and teachers—as graduating seniors bid Elizabethtown farewell by way of a senior recital. Behind each 30-minute program are four years of preparation.

Elizabethtown music students graduate with proficiency on several instruments, but all declare a principal instrument—and must practice at least 10.5 hours each week. Douglas Bomberger, chair of the Department of Fine and Performing Arts, explained that a senior recital summarizes the techniques from eight semesters of lessons and knowledge acquired from music history, theory and oral skills classes.

Requirements vary based on instrument and faculty mentor. Bayla Cohen ’14, for example, is a vocalist; she was required to include works from four languages into her program. Like all other soon-to-be music graduates, Cohen spent her entire senior year preparing for her half-hour on the Zug stage. With three weeks left to go, Cohen performed for a faculty committee at a recital hearing. Bomberger said the hearing ensures that students feel confident for their final performance: “so ready that nothing can rattle them.”

Senior recitals are a degree requirement designed to showcase musicianship at a professional level but, Bomberger said, these performances also are exciting events for friends and family members.

“[Recitals] are a good capstone; they pull together knowledge from different classes.”

DOUGLAS BOMBERGER
Elizabethtown has a strong history of producing high-achieving students, several who have become Fulbright, Rhodes, Davies-Jackson and Goldwater scholars—prestigious programs that fund graduate and undergraduate study, independent research and study abroad. In 2012, as part of the Strategic Plan, the College established the Office of Prestigious Scholarships and Fellowships as a central location for students to gain support in applying for these academic opportunities.

Joel Janisewski, assistant director, helps students find the right opportunities for their personal and professional goals and guides them through the lengthy and often rigorous application process. Additionally, Janisewski advises and develops future applicants, which includes working with the faculty to indentify good student candidates.

The creation of a dedicated office has paid off, significantly: Four Elizabethtown students have since been named Fulbrights. Several others made the final rounds. (To give perspective, the most recent awards previously were: Rhodes in 1995, Fulbright in 2004, Davies-Jackson in 2006 and Goldwater in 2007.) In 2013, Julia Ward headed to Namibia and Jillian Ward to the United Kingdom—both majored in political science. In 2014, German and international business major Tyler Kunkle and English education major Shanna Kirgan were awarded Fulbright fellowships to teach English abroad for a year; Kunkle returns to Germany, where he spent a year abroad, and Kirgan heads to Turkey.

Janisewski explained that Elizabethtown applicants already possess the right foundation—they’ve been “unofficially practicing” all along. International experiences have been a common denominator, and student-faculty research, honors and competitive internships also have played a role. But what made E-town students stand out in a sea of seemingly equally qualified candidates, he said, is the meaningful personal narratives—the articulation of what matters to them and why.

“The building blocks are in place; it’s about encouraging students to take some chances, think big, and go for it.”

JOEL JANISEWSKI
Pursuing Purpose

Called to Lead, established in 2007 with the help of an anonymous donor, helps Elizabethtown students find their passions and pursue purposeful life work. In its first year, two seniors among the then 45 participants completed the program. Today, approximately 400 students participate in leadership development. To support the incredible demand for Called to Lead, the Office of the Chaplain and Religious Life created a new, dedicated position; in 2012 Stacey Zimmerman joined Called to Lead as its assistant director.

Participants span an array of majors and cultural backgrounds, which allows participants to learn from one another as well as from the numerous faculty and staff members who’ve joined Called to Lead as mentors. Through a wide range of programming, participants cultivate their leadership skills in a way that enables them to define their goals for the future while pursuing careers that are meaningful and fulfilling. Students earn points as they participate; those who meet a special requirement are recognized at Commencement.

“Students are empowered to clarify vocational calling. They discover individual leadership strengths allowing them to practice visionary servant leadership in support of the College’s motto, Educate for Service.”

Stacey Zimmerman

Called to Lead, Compeled to Serve

The offices for Called to Lead and Prestigious Scholarships and Fellowships are not just physically close in proximity—the two are tightly connected. Both foster the development of finding purposeful life’s work. Janisewski said that it’s no accident that this year’s Fulbright scholars, including Shanna Kirgan, pictured left, also were highly involved in Called to Lead.

“The long but fruitful application process was one of the most rewarding experiences I’ve encountered at Elizabethtown; it challenged me to write more concisely and purposefully—and reflect on where I came from and where I wanted to go.”

Shanna Kirgan
Felt pennants from his dream graduate schools lined the wall of Duc "Danny" Truyen Dam’s room in the Hackman Apartments, keeping the future top of mind as he completed his Elizabethtown education. This incredibly involved international student grew up in Vietnam, in poverty. His personal goal is to earn a doctoral degree in economic development and, ultimately, help his home country, one day, become as prosperous as the United States.

Dam, a 2014 graduate, was accepted into graduate economics programs at many esteemed institutions: American University in Washington, D.C., The University of Wisconsin in Madison, The University of Missouri, and Columbia University and The New School for Social Research, both in New York City. He’s leaning toward New School for “its progressive method of training students to be practitioners who will make positive changes in the world.”

Dam earned the 2014 Points of Distinction Award, an honor bestowed on the senior who best demonstrates the signature attributes of an Elizabethtown College education. His fruitful four years at Elizabethtown—in academics and extracurriculars—contributed to this award and, more importantly, prepared him well for the rigors of graduate school.

“I have deep gratitude for my professors, supervisors and friends; they’ve helped me tremendously in the past few years.”

DANNY DAM

LEARNING DOESN’T STOP AT ELIZABETHTOWN COLLEGE

Our graduates, who pursue advanced degrees, often report that the liberal arts background and emphasis on critical thinking, creative problem solving, writing and presenting prepared them well for the rigors of graduate school—and gave them an edge on their graduate school peers, who often attended larger universities. Our alumni are accepted to graduate and professional programs at schools such as these (Classes of 2011, 2012, 2013):

- Bowling Green State University
- Carnegie Mellon University
- Cornell University
- Dartmouth College
- Drexel University School of Law
- Drexel University College of Medicine
- Earle Mack School of Law at Drexel University
- Fordham University
- Harvard University
- Keller Graduate School of Management
- Loyola University
- Penn State College of Medicine
- Philadelphia College of Osteopathic Medicine
- Princeton University
- Northeastern University
- Rutgers School of Law-Camden
- Temple University
- Thomas Jefferson University
- University of Maryland
- University of North Carolina at Chapel Hill
- Vanderbilt University
- Villanova University
- Widener Law
- University of Pennsylvania
- Yale University

BY DEPARTMENT

About a quarter of the Class of 2012 went on to further their education. The following academic departments saw a significant number of graduates pursue advanced degrees.

- History: 80%
- Psychology: 56%
- Biology: 50%
- Chemistry/Biochemistry: 50%
- Politics, Philosophy and Legal Studies: 47%
- Sociology & Anthropology: 36%
- Computer Science 36%
- Social Work: 33%
- Engineering & Physics: 29%
- Religious Studies: 25%

The most recent outcome successes of Elizabethtown alumni can be found at etown.edu/outcomes.
A self-proclaimed baseball nut since age six and a computer programming fanatic since he was 12, James Painter ’08 has found his dream job: a software engineer at Sportvision, a company perhaps best known to sports fans for those computer-generated, yellow first-down lines that appear on football game broadcasts.

Painter writes software that measures pitches for all 30 Major League Baseball teams, as well as about 40 minor league teams. This data generates live visuals seen on various sports networks, such as ESPN. But his career is far more than writing code at a desk. He could start the week climbing on the roof to calibrate test cameras or traveling to a nearby baseball field to test a pitch-tracking system and round out his week analyzing and interpreting video results or devising new equipment—maybe on Friday he’d perform the more “typical” software engineer tasks. All the while, he enjoys the perks for which Silicon Valley companies are known: endless beverages and snacks, a pet-friendly workplace, lots of TVs, a come-and-go-as-you-please atmosphere—and even press box passes for MLB games.

That program he worked on to compute baseball pitch trajectories? Classical mechanics principles straight out of Physics 201! Painter regularly applies theory and techniques he learned at Elizabethtown. Whether he’s wiring up a camera for pitch tracking, brainstorming new measurement devices in the workshop or collaborating with coworkers at a whiteboard to formulate a math or physics equation, he is often reminded of “where I gained many of my valuable problem-solving skills and my initiative to jump right in and tackle a problem.”

From his undergraduate days, Painter recalls completing problem sets that would twist his brain for hours on end; that gave him immeasurable confidence and determination. Those assets, coupled with the challenging physics and engineering curriculum and leadership experience gained as president of the robotics club prepared him for Stanford University, where he earned a master’s degree in electrical engineering. He said it was without hesitation that he steered a diverse team of grad school engineers on a project that became the basis for his graduate research and later was published in a top engineering journal. During and after his time at Stanford, Painter interned at two recognizable names in the tech industry, Google and Intel, before hitting his career homerun.

“I left E-town confident that there was no academic task that I couldn’t tackle and no goal that I couldn’t achieve. Without the inspiration of my advisor, Dr. Joseph Wunderlich, I never would have even considered going to graduate school, and I wouldn’t have ended up on the path I am on today, which is immeasurably fun, fulfilling and full of awesome opportunities.”

JAMES PAINTER
As students expect an enhanced educational experience, Elizabethtown is rising to meet the demands of a new generation of Blue Jays.
Today’s communication professionals are expected to flourish in a multimedia landscape. Fall 2013 marked the debut of a facility that prepares students to do just that. The Media Center, located in Steinman Center, was designed with creativity and collaboration in mind and brings together three campus media outlets: the Etownian, ETV and WWEC88.3 FM.

The Media Center includes updated video and audio editing suites, an extended lounge area and a student lab assistant office. Dr. Tamara Gillis, department chair and professor of communications, said the Media Center gives students the technology and space they need to collaborate with one another and faculty members. Working side-by-side in a lively space such as this gives student media professionals a competitive edge as they prepare for tomorrow’s communications opportunities.

“The Media Center is a reflection of our curriculum at E-town and the culture of news production and corporate communication in the world today.”

TAMARA GILLIS
LECTURE (OVER)HAUL
GIBBLE AUDITORIUM GETS RENOVATED

After months of renovation, Gibble Auditorium, in the Masters Center for Science, Engineering and Mathematics, is now a state-of-the-art lecture-style classroom equipped with updated mechanicals and a modern aesthetic. Funded through donor contributions, the project transformed a time-worn facility into an inviting venue for classes, films, lectures and performances.

Director of Facilities Management Mark Zimmerman explained that the new atmosphere is more conducive to learning. The Gibble project began during the 2012 Winter Break and focused on aspects such as the drop ceiling, sound proofing, heating and air-conditioning and audio-visual components. In the summer of 2013, students and faculty members assisted contractors with removing and replacing old seats with functional yet spacious models—10 percent are “lefty” desks, which include a moveable table-top to flip in the opposite direction. Finally, sound panels were installed as Facilities Management put the finishing touches on the auditorium’s new color scheme and style.

“The atmosphere is now more conducive to learning. We went from an institutional space of the ’60s to a state-of-the-art, pleasant-to-be-in room.”

MARK ZIMMERMAN

THE “FAB LAB”
BRINGING FABULOUS TO A NEW FABRICATION LABORATORY

The Bollman Fabrication Laboratory: A place where ideas become prototypes. Where projects help solve problems.

When Phil Bollman was considering a unique gift to commemorate a milestone in his wife’s life, he looked no further than Elizabethtown College, which offered a variety of ideas for him to present to his wife for consideration, one of which was the fabrication laboratory.

Phil knew that engineering and Elizabethtown were near and dear to his wife’s heart. As a former education major and now president of Chemo Systems, a leader in the design and manufacture of bulk chemical storage handling and feed systems for air and water pollution control, Bernice Bollman has a passion for students and engineering. The program’s concentration in sustainable design attracts some of the best and brightest students to Elizabethtown. She felt it was only fitting that the College should celebrate with a grand research space.

When complete, the 2,300-square-foot laboratory will support the research and work of more than 150 engineering students, allowing them to excel in a project-based curriculum. This facility further reinforces why Elizabethtown is just one of a handful of liberal arts colleges with fewer than 2,000 students accredited by the Accreditation Board for Engineering and Technology.

“I can think of no better way to honor my life’s work than to offer engineering students a dynamic, project-based learning space that helps shape their futures.”

BERNICE BOLLMAN
Whole in one.

MIND, BODY AND SPIRIT CENTRAL TO PROPOSED FACILITY

Students are the soul of our campus; they are at the heart of everything we do. They generate the energy that sustains our College, that brings life to our community. Feeding their minds and bodies through transformative learning experiences is not just central to what we do at Elizabethtown, it is our passion. The spaces on our campus, therefore, must support the whole person, emphasize our students’ responsibility for their learning and reinforce the notion that success and well-being goes beyond the classroom.

The College plans to continue fulfilling that need in a big way. Imagine, as you look east on our campus, the addition of a structure that would house a fully integrated program of athletics, recreation and health and wellness. We are, for now, calling it the Center for Sports, Fitness and Wellness, a multipurpose facility that will advance student leadership development and teamwork, promote a lifelong commitment to fitness, personal well-being and healthy choices, enrich social experiences for our students and become another hub of healthy activity on the far end of campus.

Picture it. The proposed Center will connect the Hackman and Schreiber residential communities to core campus activities, and it will be within an easy walking distance of Ira R. Herr Field, Boyd Stadium, the relocated softball field and other practice/intramural fields. The Center will provide much-needed services and access on the eastern end of campus with an expanded fitness center and new venues for intramurals and varsity team practice and competition, along with convenient access to restrooms, food concessions, locker room facilities and parking. A terrace, overlooking the soccer stadium, will provide students and alumni with an outstanding viewing area.

It’s not just about recreation. The construction of a new Center will convey the Institution’s strong commitment to an essential component of campus life: student wellness. The plan includes work spaces for peer educators, multi-use space for educational workshops and other small groups, an office for a health promotion coordinator and discrete areas for individual and group counseling.

“As competition continues to intensify for attracting high-quality students to Elizabethtown it is essential that we continue to invest in our facilities. I am excited about the prospect of bringing a comprehensive sports, fitness and wellness facility to campus in our quest to educate the whole person—the mind, body and spirit of our students.”

JAMES E. SHREINER ‘73, Chair, Campaign Steering Committee
WHY NOW?

For nearly a decade, the College has contemplated the need for expanded athletic space and fitness and wellness programming. A vision of this magnitude further defines the College’s commitment to individual student growth. There’s certainly a demand for what the proposed Center will offer—space for students who make physical activity a priority and are developing life long behaviors for healthy living.

Today, 22 varsity athletic teams and more than 400 student-athletes compete on our fields, courts and tracks. Each semester, about 900 students train and work out at The Body Shop, the personal fitness studio in the basement of the Baugher Student Center. Intramural programs attract more than 500 students (including non-varsity athletes) each year, and more than 360 students enroll in E-fit group classes offered by the Office of Student Activities.

The need does not just stem from what our current students desire, but also from the interests of future Blue Jays. As competition in higher education remains fierce, it is vital that Elizabethtown College continues to invest in our campus, to offer facilities that attract high-quality students.

“The Center will be an attractive campus hub—personal and group fitness, intramurals, wellness programs and special events will increase opportunities for student engagement beyond the classroom.”

MARIANNE CALENDIA, Dean of Students

In July 2014, Elizabethtown College officially joined the Landmark Athletic Conference.

LANDMARK CONFERENCE SCHOOLS
Catholic University
Drew University
Elizabethtown College
Goucher College
Juniata College
Merchant Marine Academy
Moravian College
University of Scranton
Susquehanna University
BRINGING THE WORLD TO E-TOWN AND E-TOWN TO THE WORLD
Our Centers of Distinction bring scholars, creativity, outreach and understanding to the communities where we live, work and learn.
OUR CENTERS

A CORE OF EXPERTISE

Elizabethtown College’s Centers are fundamental to the comprehensive education of its students. Diverse in their concentrations, they are more than individual Centers. Together they help form a core of expertise and education, making the College experience wider and richer.
The Young Center for Anabaptist and Pietist Studies promotes the study of reformed Protestant groups. Visiting scholars, who have come from Israel, Slovenia, China, Vietnam, Germany and other locales, interpret the cultural and religious heritage of these groups through lectures, seminars, exhibits and conferences. The Center recently partnered with two other College centers to bring to campus Mal Fuller, a Pittsburgh air traffic controller during the atrocities of 9/11, and Salim Munayer, who spoke about Palestinian and Israeli reconciliation. Don Kraybill, the Center’s distinguished professor and senior fellow, is a well-respected and trusted resource for media and academia. And the newly curated Earl H. and Anita F. Hess Archives and Special Collections includes rare Pietist and Anabaptist books, correspondence, pictures and manuscripts, as well as handwritten letters and religious treatises from an expelled mid-1700s Ephrata Cloister member and a Civil War-era diary which highlights Pennsylvania Brethren during that historic time.

“[The Young Center] keeps alive the Anabaptist and Pietist heritage that contributed to the founding of Elizabethtown College and promotes research and learning by scholars and students about the important religious minorities from these movements.”

JEFF BACH, DIRECTOR
Launched in 2004, the Center for Global Understanding and Peacemaking creates opportunities for the campus community to learn about global issues, other cultures and the values of peace, human dignity and social justice. It provides leadership for three of the College’s leading interdisciplinary programs—Peace and Conflict Studies, Asian Studies and International Studies—and supports the yearly Ware Lecture. Last year the Center hosted the Ware Seminar on Cyber Security, bringing together security and technology experts. The Center also held the NGO conference, which exposed students to nongovernmental organizations. It coordinated with two other College Centers on a 9/11 panel. This summer, the Center “sponsors” students working in Bangladesh and Colombia and, next year, hosts Robert Johansen, University of Notre Dame professor emeritus of political science and peace studies.

“[The Center for Global Understanding and Peacemaking]—… plays an important role in working with students who have limited exposure to international experiences and peacemaking ideals; we are here to push them out of their comfort zone.”

DAVID KENLEY, DIRECTOR

With a new director and website, the High Center sets a fresh direction as it continues to serve and strengthen families in business through succession planning, leadership training and legacy. Since 1995, when business people, family business owners and representatives of Elizabethtown College formed the Center, it’s supported three core services: leadership peer groups, from which businesses learn and share with like-minded leaders; leadership speaker series that hosts industry-acclaimed family business experts; and ownership strategic planning to help identify opportunities to improve business, ownership and family governance practices. The Family Business Forum, a yearly keystone event, held in March, includes seminars and an evening dinner and keynote event, which, this year, featured Ron “Jaws” Jaworski, former Philadelphia Eagles star quarterback and family business owner.

“[The High Center] creates an active learning environment that assists young executives and CEOs of family businesses in solving business problems and developing the proper corporate governance as their organizations grow.”

MICHAEL MITCHELL, EXECUTIVE DIRECTOR

2013-2014 membership growth: 64%
The Center for Community and Civic Engagement partners with more than 80 agencies and schools near Elizabethtown to foster meaningful and reciprocal opportunities. For its efforts in work study, volunteer and after-school programs, service trips, mentoring and community-based learning, the Center has been listed on the President’s Higher Education Community Service Honor Roll for seven consecutive years. It earned the Honor Roll with Distinction in 2013 and, in 2010, the Carnegie Foundation for the Advancement of Teaching’s Engagement Elective Classification, a prestigious five-year placement. Most recently, the Center, in partnership with the Department of Education, developed the advocacy and engagement certificate program, which takes students to the Pennsylvania State Capital as guests of Rep. David Hickernell ’83 and his colleagues to learn about research and advocacy plans.

“The Center for Community and Civic Engagement] engages the hearts, minds and lives of students as they become involved with high-impact learning experiences in the community. The individual lives of our students change as they become civic-minded and use their education to help improve the lives of many.”

NANCY VALKENBURG, FOUNDING DIRECTOR

E X P R E S S I O N A N D C R E A T I V I T Y A R E A L I V E

BOWERS WRITERS HOUSE

A “shining example of quality programming on a shoe-string budget,” Bowers Writers House, an interdisciplinary venue for expression, study, presentation and performance, has hosted more than 300 events since its inception in 2010. Examples of the Center’s interdisciplinary excellence are seen in Bowers first Scholar in Residence, Hassina Sherjan, a respected international figure in education, who articulated what it means, globally, to serve; in future Bowers Scholar Jacob Appel, a novelist, with master’s degrees in fine arts and business administration … and a medical doctorate; and in next year’s Woodrow Wilson Visiting Fellow, Richard Blanco—poet, public speaker, teacher, memoirist … and engineer. Bowers also offers Young Scholars Week, bringing high school students to a themed, residential conference beginning summer 2015, “…and that’s as interdisciplinary as it gets.”

“The Bowers Writers House] is a place on campus where students can experience true liberal arts, where they can begin to develop their own sense of what they can be truly passionate about as professional people.”

JESSE WATERS, DIRECTOR
BRINGING FOCUS TO OUR MISSION

FINANCIAL HEALTH
The College’s financial position has remained stable through the recent recession. The College’s approach to expense control and budget alignment with the Strategic Plan have been the focus of resource allocations. While comprehensive fees received from student enrollment are the College’s primary source of revenue, there are continued and increasing efforts to generate resources from additional funding sources including grants and donors who wish to support the strategic initiatives of the College, through annual, capital and endowment gifts, which align with our mission and values.

Just as the Strategic Plan continues to guide the college’s operations, financial resources also have been committed to sustain the key functions and services while new and increased investments advance the strategic position and direction of the College.

FINANCIAL AID
The College has continued its commitment to providing financial aid to enrolled students. More than 1,900 students receive institutional financial aid (merit- and/or need-based) each year.

Over the last three years, the total dollars of financial aid have increased by an average of more than 7.5 percent per year, and the average financial aid discount rate has grown by 10 percent, to a current average discount rate of 39 percent of the total comprehensive fee (tuition, room and board). The College thoroughly considers the value of the financial aid strategy in order to make the Elizabethtown College experience accessible and affordable.

ENDOWMENT MARKET VALUE

FINANCIAL EXPENSES

FINANCIAL REVENUE
In addition to launching E-town NOW—the College’s online newsroom—and establishing an experts list for use by media professionals, stories about the College have been shared across the globe. A loyal social media following also contributes to Elizabethtown’s attention.

The academic and cocurricular achievements of Elizabethtown students are shared with hometown newspapers across the nation and with their networks through a news platform called Merit.

The Gambia’s Daily Observer reported on Elizabethtown College students who traveled to and worked in West Africa through a study-abroad program.

Amish expert Donald Kraybill, senior fellow at the College’s Young Center for Anabaptist and Pietist Studies, has been interviewed by The Huffington Post, The Philadelphia Inquirer, C-Span, WTF, The Washington Post, Cleveland.com, The New York Times, Iowa and Peoria Public Radio and Farm and Dairy magazine, as well as countless other news outlets about Amish culture and his most recent books “The Amish” and “The Amish Way: Patient Faith in a Perilous World.”

Jean Pretz, Psychology, had her creativity research highlighted on NPR’s Weekend Edition: This Week in Science.

Michael G. Long, associate professor of religion and peace and conflict studies and writer of “Beyond Home Plate: Jackie Robinson on Life After Baseball” and “I Must Resist: Bayard Rustin’s Life in Letters,” was the subject of several stories in and on The Huffington Post, C-Span, The Los Angeles Times, CNN, The Boston Globe and USA Today, to name a few.

The JayCon, an event hosted by the College’s Anime Club was featured in Anime News Network.
The Next Chapter

This might be the last page, but it’s not the end of the story. Help us write the next chapter.

Stay in Touch

etown.edu | now.etown.edu | etownalumni.com

There are many ways to stay involved with Elizabethtown College, including:
- Attend an alumni event. Submit a Class Note.
- Mentor a student. Make a gift.
- Join the P.R.I.D.E. Program.
- Interact with us on social media.
- Read E-town NOW and Elizabethtown magazine.
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"And our excitement continues in those chapters that are still to be written."

Signed,

Carl J. Shihwerts