

**From a Distance**  
How the College adapted  
to COVID-19

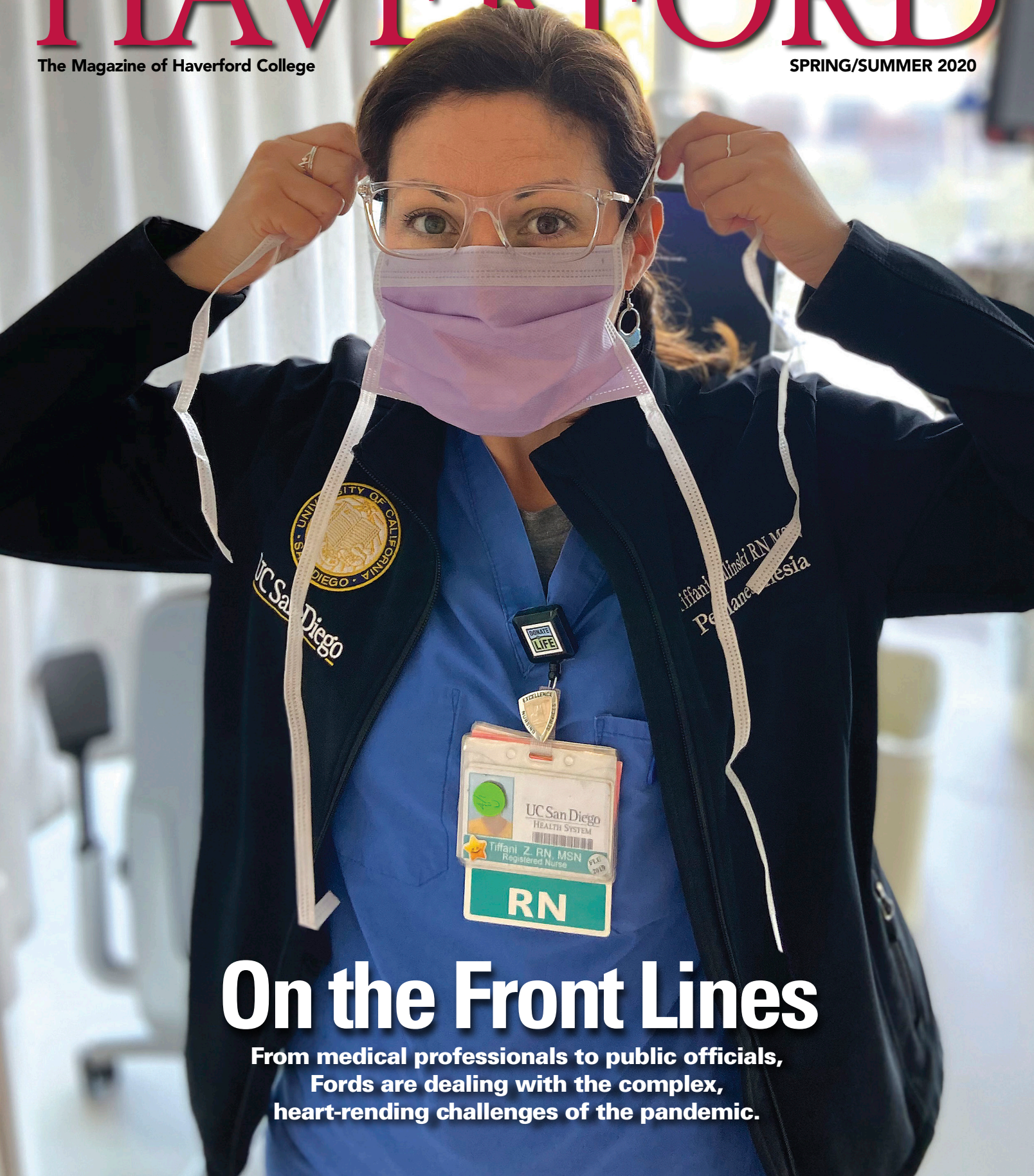
**Working Through a Pandemic**  
Haverford's essential workers  
stay on the job

**Lisa Gralinski '02**  
Cracking the secrets  
of human coronaviruses

# HAVERFORD

The Magazine of Haverford College

SPRING/SUMMER 2020



## On the Front Lines

From medical professionals to public officials,  
Fords are dealing with the complex,  
heart-rending challenges of the pandemic.

# Spring/Summer 2020

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*Haverford* magazine is published three times a year by College Communications, Haverford College, 370 Lancaster Avenue, Haverford, PA 19041, 610-896-1333, [hc-editor@haverford.edu](mailto:hc-editor@haverford.edu)

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*Haverford* magazine is printed on recycled paper that contains 30% post-consumer waste fiber.

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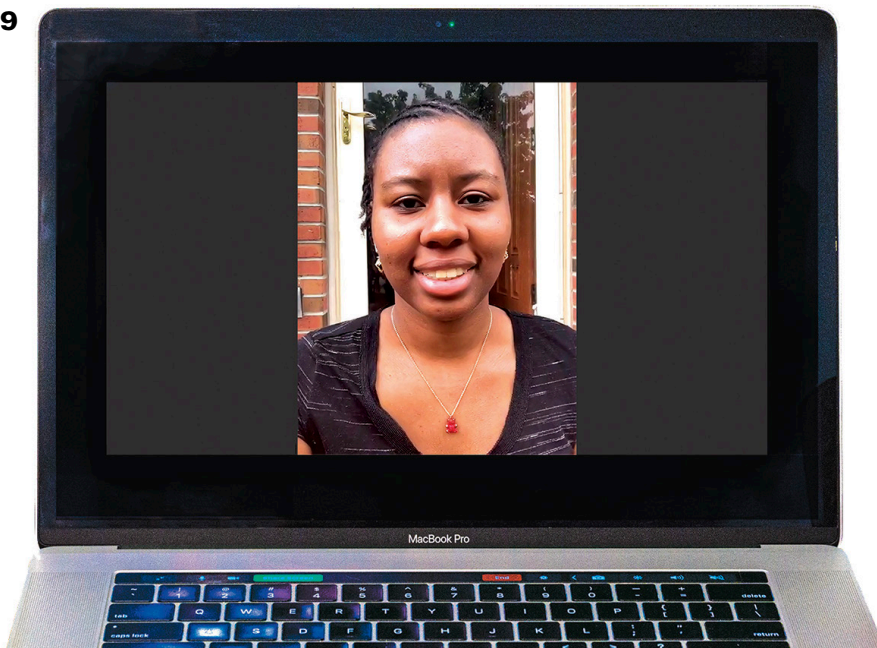
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**ON THE COVER:** Tiffani Zalinski '04, a critical care nurse at a San Diego hospital.

**Back cover:** Founders Hall at night. Photo by Patrick Montero.

# Inbox

## DOGS, DOGS, AND MORE DOGS

Putting the beagle of the college president on the cover of the alumni magazine is blatant, rapacious nepotism that will not ... Oh, my. Those dark eyes! The velvet ears! Okay. I surrender.

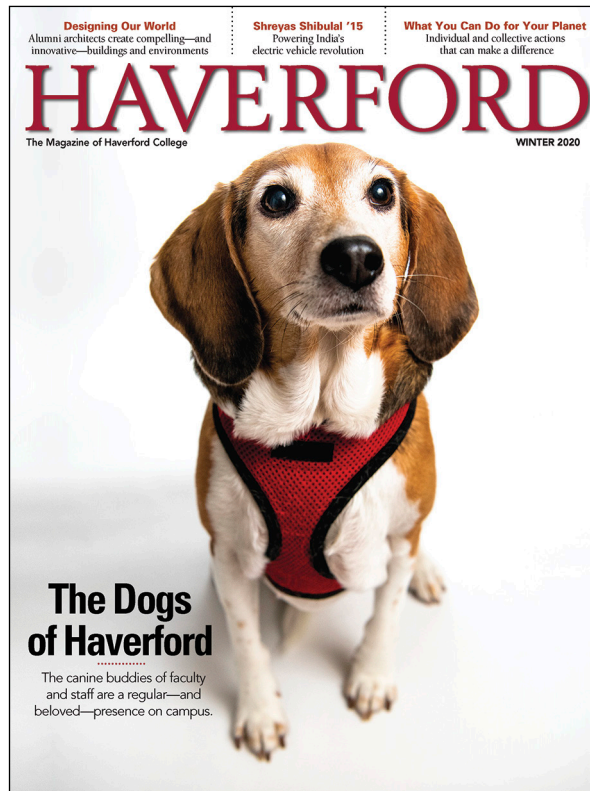
This moment of beagle glory brings to my mind [former *Daily Show* host] Jon Stewart's response when a stunningly handsome beagle, K-Run's Park Me In First, aka Uno, drove the audience in Madison Square Garden wild, howled at the judge, and became the first beagle to win the Westminster Kennel Club dog show: "This is a decisive victory in the war on terrier."

—Cynthia Berkowitz '83,  
P'96, P'20, P'22

Thank you for the delightful article about our canine companions!

When I was a sophomore, I was a Customs person in Barclay. I had what I recall was one of two student dogs on campus. He was the noble Bentley of Barclay Fields and was the beloved mascot of Barclay. He was also well-known to, and given abundant attention from, students campus-wide. Bentley was a gentle, fluffy Belgian Malinois. Well, the Haverford administration changed the rules at the end of my sophomore year, so Bentley went home to Massachusetts; but his benevolent reign on campus is well-remembered.

—David "Bud" Bell '79



### The Dogs of Haverford

The canine buddies of faculty and staff are a regular—and beloved—presence on campus.

Your article on "The Dogs of Haverford" was very enjoyable! Thank you for writing it! Back in my time, almost 70 years ago, there were also dogs around the campus, but I don't remember any so sartorially well-attired as Peanut.

One I do remember belonged to Professor Cletus Oakley of the Mathematics Department. The dog would follow him everywhere, including into the classroom. Professor Oakley was, at the very least, iconoclastic. Freshman math was taught at 8 a.m. in a classroom with a large window onto

Founders porch. One mild early fall morning, Professor Oakley came up the porch steps, opened the window from the porch side, and climbed in. The dog obediently followed, jumping through the open window.

I am indebted to my classmate, **Harry Roper**, for recalling this remarkable incident.

—John B. Flint '55

First, congratulations on a consistently interesting and polished publication. It is a valued part of my continuing connection with Haverford.

Second, my "Dogs of Haverford" story:

In the early 1950s, Professor of German Alfred Steer and I eyed each other warily over my weekly attempts to make sense of *Aus Leben und Denken*, painful for us both. For other reasons,

Professor Steer was an intimidating figure, sometimes called "the U-boat Commander," given his blond, high and tight haircut, burly build, and erect posture as he strode across the campus. The final, absolutely perfect touch was the beautiful German shepherd that trotted obediently at his heels or lay outside his office door. Whether from my admiration of that animal or other circumstances, my wife Audrey and I have owned eight German shepherds over our married life (with daughter Dorothy and son **Christopher Nevitt '84**). All those dogs have been great companions—learned from my early experience with a dog of Haverford.

Thanks again for the magazine.

—Robert "Rob" Nevitt '53

You clearly didn't plan the Winter 2020 issue of the magazine to cheer us up in isolation (since it's full of encouragement to come to campus for reunion



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this May), but that's what you did with those wonderful dog photographs; so, thank you.

For a fairly old dog-on-campus story, please look at pages 40-41 of the **Class of 1968 Record**. I don't recognize the gentleman at the bottom of page 40, but the rest of the human beings on that spread made up the Department of Classics at the College in the 1967-68 academic year. I know because I took classes with each of them that year.

In the upper left, of course, is Howard Comfort in his role as cricket coach rather than Latin teacher. On the far right (unusual for him) is Dan Gillis, who taught at the College almost as long as (maybe even longer than) Howard did.

At the top of page 41 is Edward Michael Michael (not a typo—my dad



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used to refer to him as “Edward Michael Redundant”), a classics professor at the College for a couple of years in the late '60s. In the picture, Prof. Michael is attempting to wrangle Chloe, his enormous Great Dane. This was a fairly common sight that year outside of Hall Building, although I don't remember him bringing her to baby Greek class.

—Adam Blistein '71

Here is what I remember about a Haverford dog named Buckley, who belonged to Professor Tom D'Andrea and his wife, Linnea. When I was one of Dr. D'Andrea's psychology majors in the mid-to-late 1960s, I knew Buckley from

periodic evening get-togethers that Dr. D. would have for his students. Buckley was a midsize dog whom I think that Dr. D'Andrea once described as either all or part water spaniel. I remember Buckley as black and white, but after all these years he may have been brown and white. What I recall best is that Dr. D'Andrea had taught Buckley a number of tricks, such as “Back, back, back!” upon which Buckley would keep backing up.

Watching these tricks was not only quite entertaining, but also served as a nifty demonstration of the validity of one of the principles—known as operant conditioning—in Dr.



Classics Professor Edward Michael in 1968, “attempting to wrangle” his Great Dane Chloe. “This was a fairly common sight that year outside of Hall Building,” according to Adam Blistein '71.

# Inbox

D'Andrea's field of learning. When I went on to teach psychology myself, I found that building various demonstrations into my classes made them more effective. In this way, Buckley helped inspire my teaching.

—Bill Balch '68

I am writing to express my *deep* hurt that neither I nor some of my closest friends and neighbors were included in the recent "Dogs of Haverford" article. I have lived on campus for nearly nine years, and I would venture to guess that *not one of those other canines* has logged as many miles on the trail or made as many friends on campus as I have. While I go out rain or shine, when it is frigid or oppressively hot, in nice weather I am a fixture on my front porch and greet fans from that perch. Haven't you seen me? I am also typically well-appointed, with a colorful



**Sandy Pumpkin Pineapple McGovern, one of our letter writers, took umbrage at being left out of our "Dogs of Haverford" roundup last issue.**

bandanna or my "rufferee" shirt.

Yes, it is true that I do not come to the office much. Steve [Professor of Political Science Steve McGovern] fears that I will distract his students or perhaps steal their food when they aren't looking. I do *love* to sleep under his desk when he's working, but the problem is ... he thinks that he needs to put his feet there. What nerve!

—Sincerely, Sandy Pumpkin  
Pineapple McGovern

## DROP US A LINE

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## SCHOLARSHIPS AT WORK

With help from the Dana Shanler Ladden 1984 Scholarship, **Nichole Almanzar '20** graduated with a political science major and visual studies minor.



“Haverford offers the support of a unique and welcoming community and opportunities for academic and personal growth. I am happy with the person Haverford challenged me to become, and I don't think I would have had as positive an experience at any other school. Thank you for providing students like me with the opportunity to attend Haverford.”



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To learn more about endowed scholarships, contact Deb Strecker at [dstrecke@haverford.edu](mailto:dstrecke@haverford.edu) or (610) 896-1129.

# HAVERFORD IN SEASON



PHOTO: PATRICK MONTERO

# View From Founders



Enjoying Virtual Pinwheel Day with first dog Peanut in front of 1 College Circle.

**“Question your assumptions”** has long been at the center of my teaching and a core tenet of how I move through the world. It can open previously unseen paths or shed light on previously unimagined possibilities. It is humbling guidance because so often, one simply does not push far enough to recognize all the assumptions at hand. And indeed, I fell into that trap this past fall.

I was leading multiple campus groups in an analysis detailing Haverford’s threats, opportunities, weaknesses, and strengths (known as a TOWS analysis), and one threat I failed to include was a new global pandemic! Nonetheless, we have been fortunate throughout this unusual time to summon the intelligence, creativity, and concern that have long been characteristic of our community of students, faculty, staff, alumni, and families. I am grateful to be able rightly to assume—without question—that Haverfordians will ever come forth with meaningful perspectives and support.

Responding to the COVID-19 pandemic is just one of many experiences this year that brought to light the incredible endowment we possess and depend upon: the people of Haverford. My realization of the impact individuals can have on

community deepened before I even started in my new position. As a guest during Alumni Weekend last May, I had few formal duties and thus plenty of time to enjoy individual conversations. At the snack bar, my husband **Dave [Backus ’82]** and I asked an alum if we could join him at his table, and a lovely conversation ensued. This alum was heading to a gathering of the Rainbow Quorum alumni affinity group, and Dave and I subsequently adjusted our schedule to join that meeting. There we saw the intergenerational mission of Haverford at work, with current students and alums welcoming us into a space where they shared stories of their own campus experiences. In part as a result of that gathering, student leaders who had long sought supportive structural changes at the College gained traction that contributed to our Women\*s Center evolving into the Center for GRASE (Gender Resource and Sexuality Education) in a newly appointed space in Stokes Hall with a new part-time director.

I am moved by the power and potential in such connections between alums and current students. I experienced another inspiring example of this when, on the West Coast to meet alumni, I watched an alumnus light up as he sent a quick email to a Haverford student he had met through our new professional networking platform, Haverford Connect. I was truly astonished by this global professional’s ongoing investment in a sophomore exploring summer internship possibilities. Since then, I have seen such acts of Ford generosity many times. Synergies abound when student agency or leadership intersects with alums’ continued devotion to our students’ journeys.

Not long before we left campus, student agency was on display when over 66 percent of our students gathered for Spring Plenary to pass five meaningful resolutions that advance our successes in environmental sustainability and student governance. Student agency was also reflected in the publication of the 2018-19 Clearness Committee Report and helped to significantly strengthen our focus this year on several aspects of campus climate that need improvement. With 70 percent of the student body completing the Clearness Committee’s wide-ranging survey of student academic and non-academic experiences, we learned that while significant portions of the student body



feel a strong sense of belonging at Haverford, other sizable portions feel marginalized. Multiple efforts are underway to address some of the matters raised, including the newly founded Task Force on Athletics and Community and Council on Diversity, Equity, and Inclusion.

Together, we aim to make Haverford a place where all students can thrive. Initiatives like our new student loan debt relief program move us toward that goal. And yet, when the COVID-19 pandemic dictated our exodus from campus, we, along with colleges across the country, learned quickly that for many students, returning home—leaving behind the living spaces, Dining Center meals, and social and cultural activities—exacerbated the vulnerabilities that a campus lifestyle leveled. This was highlighted in May in a national podcast by *The New York Times* that featured one of our students and one of our professors. Like so many listeners, I reacted by remembering my own story, which is the story of so many: a college student in whom a professor invested—in ways that made all the difference. This kind of deep investment of professors and staff members in our students happens every day at Haverford, many times over. We do not yet know all the stories and experiences of our community members during our half-semester of physical separation from one another and from this beloved campus. But we do know how much we matter to one another's successes and well-being.

I have often experienced this in these past months. In the third week of our time apart, a spontaneous evening Zoom invitation from students around the world, initiated by a student with a sweet spot for my dog, Peanut, pulled me out of my work and into the joys of why we are all here in the first place! Our heightened need for frequent and regular communication while physically separated spurred us to hold the first-ever all-staff-and-faculty meeting, and now we know—much like professors have discovered in their teaching—that a virtual format can prompt participation in ways that in-person gatherings miss or even inhibit. Each of these reveals a coming-together fostered by the unfortunate circumstances that have forced our dispersion.

Just as we were going to press with this issue of the magazine, I was moved to invite the extended

Haverford community into another kind of coming together—taking individual and institutional action to build an anti-racist future for Haverford and as Haverfordians. That invitation came as the nation erupted in grief, fury, and fear following the killings of Black Americans George Floyd, Breonna Taylor, and Ahmaud Arbery, an uprising that was juxtaposed with our increasing clarity about the disproportionately harmful impacts of the COVID-19 pandemic on communities of color in the United States. These killings are part of the growing list of killings of Black Americans that involve police or flawed law enforcement processes; these COVID-19 health disparities are part of systemic racial injustices in the U.S. that include employment, health, public education, incarceration, and civil rights.

Here, in part, is what I said in my email message: To those of you in the White majority at Haverford College, I seek to inspire and invite us all, and to inspire Haverford College, to grow our intellectual, social, and emotional intelligence about racism, inequality, and inequities—racism and inequities in America and racism and inequities in our own ways of knowing and being. We White members of this community need to take responsibility for doing this work. I invite all of us not yet on this path to join our students, faculty, staff, and alumni who already actively practice anti-racism, recognizing that the goal of anti-racism sits firmly in the educational mission and values of Haverford College, including the Quaker value of equality. (Read the full statement, and access anti-racism resources at [hav.to/june1](http://hav.to/june1).)

And so I return to where I began: the importance of each of us in building this community called Haverford. I thank you for all you do to support our students and to continue to invest in the greater good beyond Haverford. Keep coming back. We are “here,” and we need your part in our world now more than ever.

With gratitude,



Wendy Raymond  
Instagram: @prezraymond  
Twitter: @wraymond

“  
**We have been fortunate throughout this unusual time to summon the intelligence, creativity, and concern that have long been characteristic of our community.**

”

# Main Lines



## Virtual Pinwheel Day

Some of the nearly 200 photos posted on social media by #VirtualPinwheelDay participants.

It's long been an annual rite of Spring at Haverford: those sparkling, spinning pinwheels decorating Founders Green and spreading joy on the first warm, sunny day of the season.

This year, an actual physical Pinwheel Day wasn't possible, but #VirtualPinwheelDay became an opportunity for Haverfordians around the world to celebrate together.

To aid in that celebration, the College mailed out make-your-own pinwheel kits to current and prospective students, alumni who graduated in the last 15 years, as well as faculty, and invited the recipients to display their creations, snap pictures, and post them on social media. A website also

offered "Pinwheel Day Goodies," including GIFS and stickers that could be used on posts and texts, downloadable pinwheel templates, Pinwheel Day backgrounds for virtual meetings, and coloring pages both for kids and the young at heart.

Almost 200 people used the official #VirtualPinwheelDay Twitter hashtag, and others showed off their Pinwheel Day spirit on Instagram and Facebook.

A *Philadelphia Inquirer* article about the event noted that it even drew participants with no Haverford connection. Tweeted one of them: "This is my FAVORITE holiday that I've appropriated from a college that I have never attended. Happy Pinwheel Day, y'all!"

—Eils Lotozo

# The Secret History of Pinwheel Day

*For years, the origins of Pinwheel Day have been shrouded in mystery. Who started it? When was the first Pinwheel Day? How did it become an annual tradition? This year, in honor of our first #virtualpinwheelday, we connected with a person who can credibly claim that she established Pinwheel Day as we know it, and she shared her story.*

## WAKING UP TO FOUNDERS GREEN

blanketed by colorful pinwheels that have appeared overnight as if by magic is such an intrinsic part of springtime at Haverford, it's hard to believe Pinwheel Day began only a little more than 20 years ago. The tradition was born, at least as a recurring annual event, in spring 1998 thanks to a conversation between a stressed-out first-year student and a kindly alumna admission officer.

"It was the era of the Clinton-Lewinsky scandal, and of El Nino wreaking havoc," remembers **Mairead (Widby) Reinhard '01**, who now celebrates Pinwheel Day in Northern California. "I was a freshman living in Gummere. The dawning of spring was utterly magical to a California girl who'd just gotten through her first winter on the East Coast."

With her mother visiting, Reinhard dropped into the Admission Office to visit with then-Assistant Director of Admission **Sarah (Ketchum) Baker '91**, who mentioned that a year or two earlier on a beautiful spring day, someone had planted pinwheels on Founders Green. And that gave Reinhard an idea.

She and her mom headed to Mapes in Ardmore and bought the store out of pinwheels. That night, she set all 200 of them out on the green, ready to greet the morning sunshine and her fellow campus denizens.

"I woke up early the next morning to watch for a bit, and it was magical," she recalls. "I was so glad that the weather cooperated. With all the spinning and sparkling, it seemed like there were more than 200 pinwheels. The day was calm, happy, filled with beautiful spring vibes. At twilight, I headed back out to pick up all the pinwheels to store them for the next year."


She put those pinwheels in a basement storage space on campus and, inspired by the good feelings they'd delivered, decided to set them out every year. For the next three years she continued the practice, hauling the pinwheels out of storage and inviting a few friends to help her put them out and clean them up at the end of the day.

Before graduating, she decided it was important to pass the torch so that Pinwheel Day could continue after she was gone. "My senior year, I approached three juniors who weren't close friends but were very involved with campus life and asked each of them to continue the tradition," she says. "I left my bags of pinwheels in a campus basement for them and crossed my fingers."

All these years later, pinwheels are still an important part of Haverford's campus life every spring. We still don't know who placed the very first pinwheels on Founders Green in the mid '90s, the story of which inspired Reinhard in 1998. But there is no doubt Pinwheel Day owes its legacy to her desire, during her first spring at Haverford, to celebrate the changing of the seasons with her new community.

"Life should be filled with joyful surprises," she says. "And I'm happy that Pinwheel Day continues to delight and entertain."  
—Rebecca Raber



  
*Mairead (Widby)  
Reinhard '01 started  
Haverford's Pinwheel  
Day tradition in 1998.*

## 10 THINGS That Make Us Happy



**The College’s donation of personal protective equipment (PPE)** to local healthcare workers and first responders. According to Professor of Physics and Astronomy Suzanne Amador Kane, Haverford was able to make that donation “in large part because we had the PPE in the first place, and that was because of the efforts of [Physics Laboratory Instructor] Paul Thorman and others—under the guidance of [Associate Director of Campus Safety] Mark Sweeney—to keep all of our students and employees on campus safe all the time!”

.....

**The COVID-19 response efforts of students such as James Vickery '22**, who carried a full course load remotely while working two shifts as an EMT in his hometown of Southampton, on Long Island. Vickery, who is a licensed EMT, also volunteered for as many additional hours as he could get.

**The prominent mention of Haverford in a Philadelphia Inquirer article about colleges adapting to virtual final exams.** “When Haverford College students took their final exams online this spring,” wrote reporter Susan Snyder, “they did what they always do: They signed a statement, agreeing to adhere to the school’s honor code. No online proctors or outside monitoring was needed. At the small, selective liberal arts college, exams aren’t supervised even when they are given on campus and students self-schedule them. There’s a long-standing atmosphere of mutual trust, professors and students say, that helped during the coronavirus.” The article went on to quote Honor Council Co-chair Soha Saghir '21 (below): “Haverford was better prepared for the crisis than most schools. Taking tests on our own . . . is a practice that is very much ingrained in our culture already.”



**THE NATIONAL SCIENCE FOUNDATION GRADUATE RESEARCH FELLOWSHIPS** awarded to five Haverford young alumni. Fellowship winners **Sam Epstein '19, Brett Pogostin '18, Maurice Rippel '19, Laura Seaberg '20, and David Zegeye '19** are or will be pursuing graduate degrees in anthropology, astrophysics, bioengineering, chemistry, and mathematics.



**Madison Tillman '18 and Margaret Zheng '23 being recognized as Sustainability Champions** by the Pennsylvania Environmental Resource Consortium. Tillman (left), Haverford’s Farm Fellow, runs the Haverfarm, which produces approximately 1,600 pounds of produce each year and serves as a learning space for the campus community as well as local schools. Zheng (right) started Haverford’s chapter of the Sunrise Movement, participates in the College Climate Action Coalition, and during Spring Plenary helped pass a resolution to put climate justice at the center of the College’s new strategic plan.

PHOTOS: PATRICK MONTERO (SAGHIR, TILLMAN, ZHENG)



**THE VIRTUAL SENIOR THESIS EXHIBITION.** Due to the pandemic, this year's graduating fine arts majors (**Sarah Jesup '20** and **Emily Williams '20**, and Bryn Mawr's Delilah Buitrago and Hana Luisa Binte Yaacob) did not get the opportunity to hang their work in the Cantor Fitzgerald Gallery. But they put on a show nonetheless, employing an ingenious web platform that offered a 3D tour of a virtual gallery space where viewers could click on the photographs, prints, watercolors, and drawings "hanging" on the walls. They even staged an opening reception on Zoom.



**The Fulbright English Teaching Assistant Grant** awarded to **Drew Cunningham '20**. The English major and German and philosophy minor will return to Germany, where he studied abroad last year, to work with German teachers of English to help students improve their language proficiency and to answer questions about the United States.

**The decision of Students' Council to donate much of its budget to the LIFTFAR program.** With club meetings and special events canceled by the campus shutdown, Students' Council was left with \$360,000 in its Student Activity Fee-funded account. So, with input from the student body, Council leaders decided to donate up to \$300,000 to LIFTFAR, which was established in 2016 to help students who need help with the costs of unexpected and emergency situations. (The remaining funds were spent completing ongoing projects, funding some virtual club opportunities, and creating a buffer moving forward.)

**Claudia Ojeda Rexach '21 being named a 2020 Newman Civic Fellow.** The yearlong fellowship, which recognizes students committed to finding solutions for challenges facing U.S. communities, offers in-person and virtual learning opportunities, networking events, and mentoring. It is run by Campus Compact, a Boston-based nonprofit that works to advance the public purposes of higher education.



**The ninth annual Tri-Co Film Festival, which went on despite the pandemic with livestream screenings on Facebook and YouTube.** Usually held at the Bryn Mawr Film Institute, the fest celebrates the film and media work of Haverford, Bryn Mawr, and Swarthmore College students; this year, it featured 15 short films. The Director's Sidebar, a program of exceptional films not chosen for competition, featured three additional shorts, including *They Say What on Camera?* by **Saket Sekhsaria '20**, about eight YouTube creators who are suing Google for bias against LGBTQ content. Among the festival winners was Julia Coletti '21, who took the First Jury Award for her film *Panic*, an animated public service announcement about panic attacks.



# Access to Excess

*With Farms to Food Banks, John Botti '92 bridges the divide between surplus crops and hungry Americans.*



  
*John Botti '92 in one of the trucks used to transport surplus produce purchased by Farms to Food Banks.*

**T**he demand at food banks across America has spiked since the COVID-19 pandemic began sweeping the nation—increasing by up to 600 percent in some regions and leaving the shelves at many public pantries bare.

Food shortages are not the problem, though. As **John Botti '92** recognizes, hunger is a logistics issue.

Botti, a New York-based investment manager, was stunned by a mid-April ABC News story highlighting the novel coronavirus's impact on farmers, who have been forced to destroy crops they cannot sell.

"There is a stark juxtaposition of American farmers having their crops go to waste due to supply-chain disruption and economic collapse, while other Americans are on the brink of starvation," he says. "There is more than enough food, but it is not in the right places."

Within days of that broadcast, Botti had mobilized a group of friends and launched Farms to Food Banks, a campaign to buy food from struggling farmers and deliver it to hungry New Yorkers. SOAR Transportation donated a refrigerated tractor trailer, and the group's initial shipment—43,000 pounds of potatoes purchased from an Idaho farm—arrived in the South Bronx, one of the poorest districts in the United States, on April 29. Farms

to Food Banks also bought various canned goods to round out its first food boxes, which served 800 families.

Since then, Botti and his partners have connected with farmers growing rice, beans, onions, apples, and other fresh produce, as well as some producing cheese and eggs—and they have no plans to slow down. As of the end of May, their GoFundMe campaign had raised close to \$250,000, and the Rotary Club of New York gave a \$50,000 grant that will provide local farm produce for 10,000 families in the next two months via free farmers markets in the Bronx and Harlem set up by the nonprofit World Central Kitchen. Farms to Food Banks is also pursuing several grant and joint venture opportunities in order to expand their impact with community partners.

By the end of May, more than 12,500 people had been fed and tens of thousands of pounds of farm produce delivered. As weekly food deliveries and distributions continue, these numbers will only increase.

"There's been a real outpouring of support—people reaching out in acts of kindness to see how they could help," Botti says. "Other truckers, storage facilities, volunteers—it's really been quite a response. In this time of darkness, we wanted to light a candle and show people what's possible so that on a local, decentralized basis, other communities could take that example and do it there."

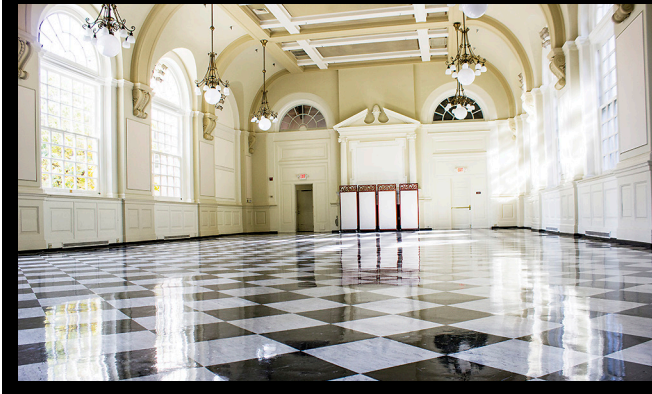
Nearly 30 years out from graduation, Botti says his Haverford experience continues to inspire him. He recalls asking Marilou Allen, longtime director of the Office of Service and Community Collaboration, during his freshman year why the College didn't have a volunteer homebuilding program. Her response? "Go start one."

"And I did," says Botti, who went on to found Housing Outreach Action Project, through which more than 1,000 Haverford students have spent their spring breaks building homes for low-income families. Allen's challenge sticks with him today. "It was similar with Farms to Food Banks. I said, 'Let's just do it.'"

*More information: [farmstofoodbanks.org](http://farmstofoodbanks.org);*

*Twitter @farms2foodbanks*

*—Karen Brooks*



## The Campus in the Background

With so many of us working remotely and socializing distantly, Zoom backgrounds have become a real thing. (In fact, Google the term “Zoom backgrounds,” and you’ll get more than two million results.) And why not? Why show people the plain old room we’re sitting in for that virtual meeting when we can put up a background photo of a tropical beach, or make it look like we’re in the Swiss Alps?

Well, now you can show your Haverford pride with some specially made Zoom backgrounds that showcase some favorite spaces and places on campus. Along with the images above, the collection includes shots of Barclay Beach, the Duck Pond, the Coop, VCAM, Sharpless, Lutnick Library, and more. Download them for free at [hav.to/campuszoom](http://hav.to/campuszoom).

PHOTOS: HOLDEN BLANCO '17 (FOUNDERS); PATRICK MONTERO (PHILLIPS, LLOYD); HINA FATHIMA '15 (GREAT HALL)

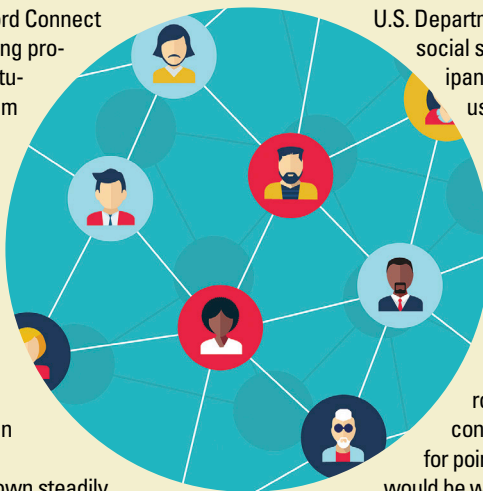
## Haverford Connect

**INTRODUCED LAST FALL**, Haverford Connect is the College’s online community for nurturing professional connections. Whether used by a student seeking advice from a mentor or an alum interested in networking with other Fords, Haverford Connect provides an efficient way to make contact.

“This new platform is flexible, dynamic, and very easy to use,” says Lisa Bildiren, senior associate director of Alumni and Parent Relations. “Users can create an account with their email address or authenticate with their LinkedIn credentials. They have control over how they engage around their selected topics, and anyone can find practical, helpful information quickly.”

Haverford Connect’s membership has grown steadily as the COVID-19 pandemic has changed the career plans and trajectories of many students and alumni. “We welcome all Fords who are looking for new professional opportunities, along with those who are interested in mentoring or hiring others,” Bildiren says.

**Mitchell A. Cohn '80**, a retired foreign service officer in the



U.S. Department of State who also has worked with social service nonprofits, is an enthusiastic participant. “What I especially enjoy is being able to use my own experience and that of others I know to help a student choose a major, look for internships, or decide on a future career or advanced degree,” Cohn says. “Those personal insights would be very hard to get any other way. In a sense, Haverford Connect exemplifies the benefit of being part of our small, liberal arts college community,” he observes.

One of Cohn’s contacts, Marcos Padron-Curet '23, expressed gratitude for their conversations, saying, “Thank you very much for pointing me in this direction. A summer I thought would be wasted is now an opportunity to learn skills that I would not be able to learn academically.”

- **Join the platform at [connect.haverford.edu](http://connect.haverford.edu).**
- **Discover additional tools at [hav.to/758](http://hav.to/758).**
- **Check out affinity groups and more at [fords.haverford.edu](http://fords.haverford.edu).**

—Pat Laws

## Main Lines

# Haverford Admission Goes Test-Optional

**B**eginning with the admission process for students entering in Fall 2021, Haverford is adopting a test-optional admission policy for a three-year period.

The move was driven by the significant disruptions the pandemic is causing for prospective students, said Jess Lord, Haverford's vice president and dean of Admission and Financial Aid. "We believe this change to our standardized testing policy will reduce stress and provide students with much greater flexibility as they navigate a college admission process that is unfolding much differently than expected."

The new policy, said Lord, also aligns closely with Haverford's mission and core values. "We have always taken a holistic approach to evaluating students for admission, including making our admission decisions by

consensus, and we embrace an approach that is mindful of how the admission process impacts students," he said. "We also believe that further limiting the role that standardized testing plays in our process strengthens Haverford's leadership in and commitment to access, diversity, and inclusion."

Moving forward, first-year and transfer candidates may choose whether or not to submit the results of the SAT and/or the ACT as a part of their applications. "While standardized testing has traditionally played only a small role in our evaluations," said Lord, "we are eager to better understand the impact a test-optional policy will have on how students experience our application process and on our ability to build a diverse, talented, and dynamic community of scholars at Haverford."

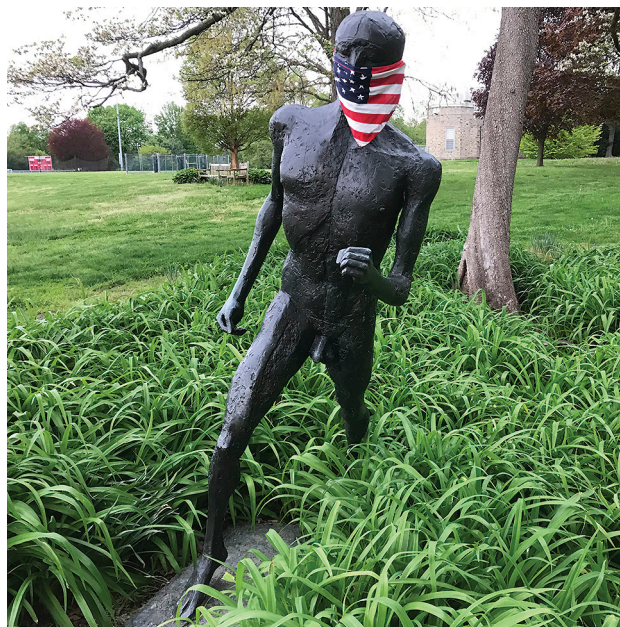
At the end of the three-year period, the College will evaluate the role standardized testing should play in the admission process going forward.



### SOUND BITE

“In this particular moment, a global pandemic asks each of us to rethink the lives we’ve had, the choices we’ve made, and the choices we need to make in the coming months and years.”

—Steven Beschloss '80, director of Arizona State University's Narrative Storytelling Initiative in his inaugural editor's note in the new online magazine *Transformations*.



Haverford College Arboretum Horticulturalist Mike Startup came upon the Running Man statue on campus wearing a face mask provided by an unknown joker and snapped this pic for the Arboretum's Instagram account. (The sculpture, by British artist Elisabeth Frink, took up residence at Haverford in 1986 when it was donated to the College by art collector Milton Ginsburg.)

### FYI

**THE HAVERFORD COLLEGE ARCHIVES** is collecting written reflections, photographs, videos, recorded voice memos, screenshots of social media posts, and other materials that document the experiences of faculty, staff, and students during the pandemic. Says College Archivist Elizabeth Jones-Minsinger, "In the same way that we want to know how Haverfordians navigated past global events, others will want to know how we navigated the experience of a global pandemic brought on by COVID-19."





# New Summer Skills Accelerator Launches

Each year the Center for Career and Professional Advising (CCPA) helps hundreds of Fords find and apply for summer jobs and internships. But with the COVID-19 pandemic making travel difficult and in-person work experience unpredictable, the Center leaped into action to create new programming to support students and broaden their skills.

The result is the CCPA's new Summer Skills Accelerator (SSA), a curated collection of free, non-credit seminars, workshops, and self-guided learning opportunities designed and led by Haverford alumni, staff, and friends of the College and aimed at current and graduating students. So far, SSA's summer-long schedule, includes more than 30 seminars led by alumni, staff members, and friends of the College.

"As soon as classes went to virtual learning and our work went remote, we realized some of our students' internships and jobs were going to be canceled, postponed, or deferred," said Amy Feifer, dean of career and professional advising. "We couldn't control that, but what we could control was coming up with ways to provide a forum for students to develop and enhance professional skills or gain industry knowledge that they would have gotten from a summer experience."


Feifer notes that the almost 2,000 spots available for the live workshops filled up quickly, and some popular courses, such as one on data analytics

presented by Aesop Academy, a group founded by **Panos Panidis '09**, have wait lists.

Other summer offerings include "Persuasive Legal Writing," taught by commercial litigator **Helen Chae MacLeod '90**, a workshop on GIS mapping basics with Haverford Instructional Technology and Training Specialist Sharon Strauss, and one on fundraising for start-ups and nonprofits with **Oscar Wang '14**, founder of College Together. Haverford College Libraries staff will present a series of workshops on working with primary sources, project management, and more.

In addition, the Summer Skills Accelerator will offer students the opportunity to learn basic video production and communications strategies, and find out about careers in consulting, science, and language instruction. **Keith Weissglass '05**, director of marketing for Give2Asia, will present a workshop titled "Capitalism Survival Guide: Money, Housing, Jobs, and Other Real World Skills," and software engineer **Brian Guggenheimer '16** is leading a seminar on "Coding for Non-Coding Majors" that proved so popular two additional sections had to be created.

"While employers recognize the unique circumstances of these times, they will also be interested to know how students spent their summers," said CCPA Fellowship and Career Advisor Jason Chan. "Any of these workshops would be great to include on a resume."  
—R. R.

  
*Panos Panidis '09, the founder of Aesop Academy, led a workshop on data analysis on campus in January that he is reprising for the Summer Skills Accelerator.*

## Main Lines

# Celebrating the Class of 2020



President Wendy Raymond confers the degrees during the celebration of the Class of 2020.

There were so many things the Haverford community missed about not being on campus in the final weeks of the semester, but the biggest one of all was Commencement. While our seniors did not get to experience their hard-earned moment of pomp and circumstance in front of a crowd in Alumni Field House, the College honored the achievements of our newest graduates in an online celebration on May 30.

In advance of the event, which was live on Zoom and YouTube, the College sent out boxes to Class of 2020 members with diplomas, caps, and tassels. In addition, a full commencement program, posted online, listed all of the graduates and their senior thesis titles by major, along with College, departmental, and other honors and awards.

Those offering remarks at the online event included student speaker **Annie Connolly-Sporing '20**, and staff speaker Margaret Schaus, Lutnick Library lead research and instruction librarian. “In all of our time with you, we’ve been inspired by your energy, wide-ranging interests, smart insights, and generosity,” said Schaus, who challenged the graduates: “Let’s take our experience of shared community and live it everyday, wherever we go.”

In her remarks, Associate Professor of Psychology Shuwen Wang—who noted that the Class of 2020 was the first in Haverford history to include graduates with a degree in environmental studies—said she and her fellow faculty are “so deeply grateful to have students like you who display the very best of what this community has always aspired to be” and deeply admire “your courage in pressing on with your education despite the difficulty of this time.”

“Do not underestimate your potency in impacting this world,” Wang said. “You will help how we shape and navigate,

and how we emerge from this time, building a world that is a better and far more worthy one for all of us.”

President Wendy Raymond, after conferring the degrees (and offering an appropriately long pause so that friends and family members at home gatherings could cheer the graduates), left the Class of 2020 with a poem by Native American poet Joy Harjo titled “Remember”:

*Remember you are all people and all people are you.  
Remember you are this universe and this universe is you.  
Remember all is in motion, is growing, is you.*

—E. L.

To watch a video of the celebration (with captions in English, Spanish, and Mandarin), read the program, view a timeline of the Class of 2020’s four years at Haverford, and more, go to: [hav.to/celebrate20](http://hav.to/celebrate20). Look for a date to be announced for an in-person commencement for the class tentatively scheduled for spring 2021.

**AS PART OF THE VIRTUAL EVENT**, the College invited family, friends, faculty, and staff to record short videos celebrating members of the Class of 2020. Nearly 300 of them were posted, and you can watch them at [hav.to/celebrate20](http://hav.to/celebrate20).

In his video, Visiting Assistant Professor of English Thomas Devaney read a poem he’d written for the occasion. Here’s an excerpt:

*I believe in your intelligence  
I believe in your sense of the fantastical  
I believe in your deep belief for social justice  
I believe in your capacity to be hilarious  
I believe in your inner light (because, yeah, I’ve seen it)  
I believe in your struggle to face all that is scary  
I believe in the necessity to name the things that are scary.*

*It’s important to name it all, but it’s only where we start as we work towards wholeness, and work to heal. And as we strive to be the most human.*

*Right now, we are all over the country and all over the world.  
Distance is one thing, but separation is another. We are distant, but we are not separate.*

*There are many lines in and many lines out of the community and place that is Haverford College.*

*Your friendships and bonds with one another, and your connections and relationship are so rich. So real. So truly amazing.*

*Our points of contact do remain; but I also believe that the most meaningful meeting place is in our hearts.*

*But right now, I am only thinking about right now.*

*And if I want to know about the future, all I need to do is to think of you.*

*All I have to do is to look at you.*

## SOUND BITE

“I wanted to find a way as a teacher to transfer some of the authority I was given to women, Jews, and students of color. I wanted to give women a place to teach what they knew about misogyny, persons of color to teach about racism, and Jewish students to teach about anti-Semitism. This effort to hand over my authority turned out to be even more complicated than I anticipated.”

—Professor Emeritus of Sociology William Hohenstein in his essay “Lessons in Violence and Change,” published in *Transformations* magazine ([transformationnarratives.com](http://transformationnarratives.com)). For more on Hohenstein, see p. 59.

# New Friends on Campus

Following a nationwide search, **Linda Strong-Leek** has been named provost of Haverford College, effective Aug. 25. Strong-Leek comes to Haverford from Berea College in Kentucky, where she is currently provost, vice president for diversity and inclusion, and professor of women’s and gender studies. She will replace Fran Blase, an associate



professor of chemistry, who has served as the College’s provost for five years and who will now transition back to the classroom.

Strong-Leek earned her Ph.D. in English, with concentrations in African and African American literature and African American history, from Michigan State University. Her current research focuses on the novels of Caribbean women writers.

Initially, she was an “accidental administrator,” she said, but over the course of her career discovered how satisfying it was to serve students and develop programming in her administrative roles.

“I have learned that having a ‘seat at the table’ matters greatly for women and people of color, who are often marginalized by our nation’s history of patriarchy and white supremacy,” said Strong-Leek. “I have watched conversations shift when there were other voices at the table, and believe that part of my work is to always bring the voice of the

marginalized from the ‘margin to the center,’ as bell hooks so beautifully argues. So for me, it is a call and a duty to do this work.”

*[Look for an interview with our new provost in the fall issue of Haverford magazine.]*

**Joyce Bylander**, who served in the dean’s office at Dickinson College for 20 years, has been named interim dean of the College. Her one-year appointment begins July 1, following the departure of Martha Denney, who spent 12 years heading the Dean’s Office.

Bylander retired in 2018 from Dickinson College in Carlisle, Pa., and brings with her decades of experience mentoring students, bringing communities together in collaboration, overseeing collegiate student life, and executing a vision for an inclusive and supportive campus environment.

“As a first-generation college student myself, I was keenly aware of the ways in which college-going changes the trajectory of, not just the student,



but also their family and community,” said Bylander. “Over the years, I have witnessed the power of education to transform students’ futures, no matter their starting point.”

*[Look for more about our new interim dean in the fall issue.]*

—R. R.

“  
I have  
watched  
conversations  
shift when  
there were  
other voices  
at the table.  
”

## Main Lines

# Maker Arts Space Equipment in Action

**W**hile the Maker Arts Space in VCAM was shut down like the rest of the campus after spring break, some of its equipment moved into a new role: working overtime to help make personal protective equipment (PPE).

Kent Watson, the Maker Arts technician and coordinator, first got involved in outfitting medical responders on the front lines of the COVID-19 pandemic when **Fred Crawford '96**, a volunteer with the nearby Narberth Ambulance, reached out for donations.

“I gave them all of what we had: boxes of nitrile gloves, four boxes of N95 face masks, safety glasses and splash goggles, and two face shields usually used for machining,” said Watson.

But after hearing stories about makers around the country using their fabrication machines to create new PPE from scratch in the face of nationwide shortages, he wanted to find ways the Maker Arts Space could be useful going forward.

“There are a lot of ways the equipment could be used, and it has been inspiring to see how creative people are and how many people want to help,” said Watson.

In early April, Watson loaned three of the College’s 3D printers and donated 15 to 20 spools of filament for the printers to PPE Fab Crew, a local group of makers in Lower Merion Township that was born out of the coronavirus PPE shortage. They have been making face shields for medical professionals by laser-cutting front panels from very thin sheets of plastic and attaching them to 3D-printed headbands. Watson says the group has had 14 3D printers working on the time-consuming process of making headbands, and that the Haverford machines have contributed about 50 a day.

Those face shields then go to several different medical facilities in the region including Children’s Hospital of Philadelphia, Lankenau Hospital,

Robert Wood Johnson Hospital, Bryn Mawr Hospital, and Temple Lung Center, as well as Narberth Ambulance.

“This group already had a network of hospitals and medical professionals that were accepting face shields, so it was great to know they were going to be put to good use and utilized where they were needed,” said Watson.

And it’s not just the Maker Arts Space’s 3D printers that are helping to make protective gear. After the Centers for Disease Control began recommending face masks for the general public, professional and amateur sewers alike put their skills to use making cloth masks, and Watson wanted the Maker Space’s seven sewing machines to be part of the effort.

“A lot of people in the Haverford community—staff, faculty, a recent alum, and even two Swarthmore students—got in touch with me about borrowing our sewing machines,” he said. “Tara Webb, the costume shop manager at Swarthmore College, has been really helpful in getting templates and providing guidelines for making masks safely.”

—R. R.

  
*Nicky Rhodes '19 has been making cloth face masks using a sewing machine on loan from VCAM's Maker Arts Space.*



PHOTO: NICKY RHODES

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# Ford Games

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## The Sports Season That Wasn't

*The pandemic brought an abrupt end to the dreams of Haverford's student athletes, particularly its seniors. But athletic director Wendy Smith '87 says the Fords are uniquely positioned for resilience: "That's what sports are. .... It's adjusting to different circumstances all the time and finding a way to succeed."*

**BY CHARLES CURTIS '04**

—  —  
*Swan Field saw no play after the pandemic, and the College's shift to remote learning, ended the sports season early.*

**O**n March 11, 2020, everything changed in the sports world. That night, a National Basketball Association game between the Utah Jazz and Oklahoma City Thunder was called off before tipoff when Jazz center Rudy Gobert tested positive for COVID-19, which led to the immediate suspension of the league's season. The next day, the National Hockey League followed suit, Major League Baseball delayed the start to its sea-

son, and all National Collegiate Athletic Association championship tournaments were canceled.

Hours earlier, Haverford College President Wendy Raymond had announced that the College would switch to distance learning for three weeks due to the coronavirus pandemic. Although it would be another nine days before remote learning was extended to the end of the semester, many suspected the year—and the spring athletic season—was effectively over.

## Ford Games



Clara Farrehi '20 won the Ambler Award, which goes to the senior with the highest grade point average. The abrupt end to the season, she said, "was kind of surreal."

The stunning announcement came during spring break, with many of Haverford's teams and student athletes spread around the country. Some games and meets were canceled mid-trip, a devastating and abrupt end to the season and to collegiate athletic careers.

According to Director of Athletics **Wendy Smith '87**, the College allowed teams on the road to finish their trips before coming home.

"It was that last opportunity to be together and enjoy that sense of community," Smith said. "I think that's what, more than anything, all our students are missing."

Haverford student athletes had gotten a hint of what was to come when Amherst College announced days earlier that it was going remote for the rest of its semester, a warning that Haverford's semester might not resume on campus after Spring Break.

"I remember hearing from a friend that Amherst's women's tennis season was canceled, and numerous other schools had announced that they were moving to an online curriculum," said tennis player **Clara Farrehi '20**. "And that was when I realized that Haverford would do the same. It was just a matter of when and how. At that point, I remember feeling confused and dismal, but it was kind of surreal."

For senior **Will Karp '20**, the news was devastating on multiple levels. Not only was most of his senior season wiped out, but a chance to show what he could do for professional baseball scouts was lost. While in Fort Myers, Fla., with the baseball

team during spring break, he was at an optional hitting session when the news landed in inboxes. He avoided it before finally hearing his teammates read the email on the way to their hotel.

"We were all shocked, really confused, and upset," he said. "I ended up running into my coaches in the hotel along with a couple teammates, who all felt the same. We all talked through what was going on and how to proceed. None of us had really processed that this was happening."

Matt Katz '21 was in Winston-Salem, N.C., when the news broke. He and teammate Jamie Moreland '22 were there for the NCAA indoor track and field national championships. A day later, after completing a pre-race run from their hotel, the meet was canceled.

"All of the media I had been tuning out the past week came crashing in," Katz said. "But by the time I was back in Philadelphia, nationals felt like a pretty inconsequential event compared to an international pandemic. It did sting for a while, though."

The softball team came into the season with so much potential—they were ranked No. 1 in the Centennial Conference in the preseason—after going 7-21 in 2017. It was crushing to find out in Florida that the seniors wouldn't get a chance to finish out four years of incredible progress.

"This senior class did everything right for three and a half years to get their team to this level and my heart breaks for them not to have had the chance to prove themselves on the field as a team," said softball coach Kate Poppe. "But our seniors defined leadership. In the midst of watching their final season come crashing down around them, they brought the team together and made the most of the ten games they had."

It was during those spring break trips, that some teams found ways to celebrate their seniors.

The women's lacrosse squad was at a house in Virginia Beach when they learned a game scheduled for that coming Friday against Christopher Newport University had been canceled. The team pivoted, making posters, decorating their bus, and buying flowers—turning that day into an impromptu Senior Day.

"I kept telling them that in the grand scheme of things, it was fortunate we were all together," head coach Katie Zichelli said.

The baseball team went ahead with its scheduled activity the day Raymond's email was delivered: a seniors-only dinner. The mood was, as head coach Dave Beccaria remembered, "dour." But when the

group learned the NBA had suspended its season, the focus changed.

“It’s not just about us, what happens to Haverford, and our senior season,” said Beccaria about the dawning realization among his seniors. “This was way bigger than anything we thought up to this point. That offered people some perspective. We were able to get outside of our bubble and start understanding there are more important things in the world.”

After that night, the baseball team was able to finish its final four games—winning three of those contests—before heading home. The women’s tennis team, according to Farrehi, had a cookout while in Hilton Head, S.C., where they finished their abbreviated season with a win.

The softball squad finished out its Florida trip with four victories of its own after Raymond’s announcement. Co-captain **Ashley Sisto ’20** reported the team threw a senior day after what ended up being her final game. “It was one of the most emotional days of my life,” she said. “The love and support from our team, our coaching staff, and our families was palpable, and it’s a day that I will never forget.”

**David Kong ’20** will never forget the men’s tennis team’s emotional final meeting in Los Angeles, as each senior spoke about what their time together meant. The thing he’s saddest about is missing Commencement.

“We have a really big senior class, with six guys who are extremely close,” he said. “It would have been a blast for all the families to come together.”

As distance learning began, the direction from Smith to coaches was to stay connected with their student athletes, but she left it up to each team to decide how best to do so. The women’s lacrosse

team has weekly meetings that focus mainly on team building. Coach Beccaria slowly added a few Zoom meetings after taking a more minimalist approach at first, acknowledging the stress that comes with everyone adjusting to their new realities.

“Our focus was: Do what you need to do. Be safe, be healthy, be with your family, control the things you can control,” Beccaria said. “Distance learning was so new to everybody. Let’s make sure the guys on the team have what they need to be successful.”

“Baseball, for us,” he added, “took a back seat.”


Track coach Tom Donnelly encouraged runners to continue training, with their eyes on the weekend of what would have been the Centennial Conference Championships.

“He sent an email that suggested that the team mark one of the days that weekend as our Conference Meet and try to run a fast 5K time trial then,” Katz said. “That way, we all have something to train for while still ‘in season.’ More importantly, it will be a day where we all try to do this one thing—and a pretty difficult thing at that—separately, but for the same purpose.”

“Having that shared purpose,” Katz continued, “is a way we can all feel in touch with each other and demonstrate that the hard work we’ve put in, despite the adverse conditions, was not in vain.”

There’s an additional challenge for coaches: Spring is recruiting season, which normally involves scouting trips to tournaments and games, as well as on-campus clinics for prospective students. The adjusted process has become more focused on one-on-one online meetings and virtual campus tours.

As for student athletes who would spend the

  
*Will Karp '20 not only lost most of his senior season, he missed chances to show professional baseball scouts what he could do.*



## Ford Games

spring training for the fall? Strength and conditioning coach **Nicky Miranda '14** figured out how to help those who don't have access to the equipment they'd normally use.

"During this time we would typically have them lift heavy, sprint fast, condition hard, all the while working on their game," Miranda said. "So if they don't have access to a gym and can't really lift weights, then let's push the speed and push the fitness. If a couple months go by and our athletes are faster, fitter, and their ball/stick skills are a little sharper, then they are still in a good spot athletically."

End-of-year Senior Day team celebrations were held virtually, and featured videos of team members fondly recounting the key contributions of the departing seniors. The annual Ambler Scholar Athlete dinner and ceremony, usually held in Founders Hall, also went virtual, with Farrehi, of women's tennis, accepting the **William W. Ambler '45** Award to the senior with the highest grade point average. In addition, the virtual event also recognized 15 other senior scholar athletes (as well as their academic or thesis advisors, coaches, and faculty liaisons) who were honored for their own accomplishments. There's also good news for Karp: As he'll be attending Rice University, enrolled in a one-year master's program in accounting, he'll get a second chance to play in front of Major League scouts.

"The childhood dream of playing baseball in college and beyond thankfully lives on for me," Karp said. "But it still hurts to not be able to finish it out with the other seniors I came into Haverford with."

For those who will return next year, along with a crop of first-year students who lost out on their high-school senior seasons, there may be extra motivation to perform at a high level.

"I think they'll really go into it with no stone unturned and try to leave everything out there," Zichelli said of her lacrosse players, although she could have been speaking about all student athletes. "Because you don't know when it can be taken from you."

Senior lacrosse player **Olivia DiRienz '20** agreed with her coach.

"As tragic as it is, this experience has given us an intangible gift in that it strengthened our team's bond and will undoubtedly elevate our game for the future," DiRienz said. "I am very excited to watch our team succeed after I graduate."

Sisto focused on the perspective she got from this unprecedented experience.

"We cannot live today with the expectation of tomorrow," she said. "The unexpected has a way of disrupting the plans and preparation that we make for the future. There are no guarantees in life, so always try to make the most of what you have right now."



  
Lacrosse player Olivia DiRienz '20 said the abrupt ending to the season offered a gift: "It strengthened our team's bond."

That's one reason Smith knew her department and its student athletes could handle what's been thrown at them.

"Athletes, in a way, are uniquely poised to deal with this," she said. "That's what sports are—the highs, the lows. You don't know what your opponent is bringing. You have to pivot. It's adjusting to different circumstances all the time and finding a way to succeed. I think our athletes are positioned to be resilient. They'll do it together, with the support from their coaches, and they'll come out on the other side having grown from the experience."

*Charles Curtis is a sportswriter for USA Today's For the Win and an author of the Weirdo Academy series, published by Month9 Books. He lives in New York City with his wife and son.*



To view a virtual awards ceremony honoring Haverford's senior student athletes, go to [haverfordathletics.com](https://haverfordathletics.com).





## TELL US MORE

# LISA GRALINSKI '02: Cracking the Secrets of Human Coronaviruses

**Growing up in** rural western Massachusetts, Lisa Gralinski was in high school when she first encountered what a career as a biomedical researcher might look like. She attended a summer research experience running microbiology experiments at Smith College and read the real-life thriller about an Ebola outbreak, *The Hot Zone* by Richard Preston. These peeks into life as a virus-hunter set Gralinski on a path that would take her through Haverford's outstanding biology program, including the celebrated "Superlab" class, to become one of the leading U.S. scientists working with human coronaviruses. Having investigated closely related coronaviruses during the past 12 years, Gralinski was uniquely poised to tackle scientific questions swirling around the new coronavirus that

emerged as the culprit in the global COVID-19 pandemic.

Now an assistant professor, Gralinski's laboratory group at the University of North Carolina at Chapel Hill (UNC) has been working nearly around the clock to chip away at the mysteries of SARS-CoV-2, the virus that causes the respiratory infection COVID-19. Suited up in protective suits and respirators in a Biosafety Level 3 laboratory, Gralinski and her colleagues have probed how a patient's immune cells react to the virus and how an individual's genetic variation may change those interactions, altering the course of their illness for better or worse. Their work could lead to improved treatments for COVID-19 and a better understanding of the virus's stealthy path to infection—and ways to block it.

## Tell Us More

### **How did your Haverford experience shape your career?**

When I toured the campus as a prospective student, I got to see the “Superlab” class for biology majors. This class, which is two long lab afternoons each week, lets students dive into the fundamental experimental methods that are standard in biology research. That really grabbed my attention.

For my independent research senior year, I worked at the nearby Wistar Institute investigating cancer cell signaling with Steve McMahon. That hard-core lab experience showed me that the lifestyle of a biomedical researcher absolutely did appeal to me. I would struggle with a traditional office job—the hands-on aspect of my laboratory work is something I really enjoy.

### **What led you to study human coronaviruses?**

After completing my Ph.D. in microbiology and immunology at the University of Michigan, I began looking for postdoctoral positions. I was really interested in how viruses cause human disease, especially those that greatly impact human health.

In 2008, I joined the research group of Ralph Baric here at UNC, which was studying the virus that causes SARS, or severe acute respiratory syndrome, the only coronavirus known to infect humans and cause severe disease at that time. Then in 2012, MERS, or Middle East respiratory syndrome, suddenly emerged, also caused by a coronavirus. Both were animal viruses that had evolved the ability to infect humans. In this field, we fully expected this meant that another new human coronavirus was also likely to emerge.

Both SARS and MERS got our groups interested in looking at what antiviral medicines might be effective against coronaviruses. Before the new virus emerged to cause COVID-19,

Dr. Baric’s group had shown that the antiviral drug remdesivir could lessen severity of SARS infections in mice. The drug disrupts the virus’s ability to replicate in the body. Remdesivir is now being tested in clinical trials to see if it can also help improve human COVID-19 infections.

The current pandemic is so beyond what we could have imagined that watching it unfold in real-time is kind of baffling. But it is also fantastic to be in a position to try to help.

**“THESE VIRUSES**  
*are really stealthy at the beginning of the infection. They set up replicating themselves and make lots of copies before the human cells recognize the infection.”*

### **What are you investigating about this new coronavirus?**

I am interested in how viral diseases are modified by the human’s immune response. For coronaviruses, we know that it is not simply a matter of your body clearing the virus, but rather your immune system’s response can go well or go poorly, and that affects your outcome.

My work also looks at how natural genetic variation in the hosts—usually mice in the laboratory that we infect with coronavirus—could contribute to how the disease develops. Obviously, how much of a virus dose someone is exposed to, their underlying health conditions, and their age are also important contributors to this. But in the 1918 flu pandemic, genealogy records show clear genetic

effects on the outcomes of flu infection in people with different genetic backgrounds.

By using mouse models, we can ask which specific mouse immune genes, when turned off or over-activated, can make a difference in the outcome of the mouse’s disease. If we find a gene modification that makes the disease less severe, then we can think about developing treatments that mimic that. In other words, can we turn up or turn down a particular part of the immune response to better fight off the infection?

### **What else can you learn in the laboratory about this coronavirus?**

We can also ask questions about some of the unexpected complications of COVID-19 that doctors are seeing. In some patients, blood-clotting side effects, such as strokes and microclots forming in the lungs, are happening after patients are sent home from the hospital. We can study COVID-19 infections in mice to see how those blood-clotting problems arise.

### **Why can the course of COVID-19 infection be so variable—from no symptoms to fatal—in different people?**

Part of the answer is: We don’t know yet. But part of the answer comes from our work on SARS and MERS. These viruses are really stealthy at the beginning of the infection. They set up replicating themselves and make lots of copies before the human cells recognize the infection. A whole 24 hours can go by before that happens, which is equivalent to more than 250 generations of virus being born. This stealthiness is very different from what we see in influenza infections.

We don’t know if the same is true yet for COVID-19 infections, but if so, it gives the virus time to build up in the body before the host immune response kicks in to fight the infection.

**What's been the biggest challenge of doing coronavirus research during a pandemic?**

It is something we deal with in science all the time, and that is: What is the appropriate balance of work? Science has never been a 9-to-5 contained job. Experiments happen at weird hours, especially when dealing with cells and mice. In the midst of the pandemic, our lab group has been working when campus is otherwise shut down. We are trying to generate high-quality data as fast as possible, because a lot of people are counting on this work.

There is always more work to do that is important, but so is being able to work safely in the Biosafety Level 3 containment laboratory. After all, when suited up in there, you eventually reach this unhappy mix

of dehydration and needing to use the bathroom! If we are too tired or distracted by world events, then we need to recognize that and take a day off to reconnect with family or take care of the home front.

**How have you coped with the intensity of work and the lockdown at home?**

I take breaks and moments for myself. If I know that I have to work late, I take my dinner in and I make sure that I take a real dinner break, usually catching up on social media with my friends. If I work late one night, then I might go in later the next morning and just sit and pet my cat (Rascal) to relax a bit. My husband, Mike Kingery, and I do Saturday morning garage CrossFit workouts. I go for walks around cam-

pus, and I call friends from Haverford or graduate school to check in.

**What's one surprise you've learned from this pandemic?**

You never know when research into something that seems very basic is going to be incredibly important for human health. A few months ago, people would have said that research into the spread and velocity of a human sneeze was not that relevant.

Haverford set me up really well for this current situation, giving me the abilities to think critically and independently. Also the emphasis on communicating my research to a new and broad audience was incredibly important. It doesn't matter what you discover unless you can convey your discovery to other people. That's never been more relevant. —Kendall Powell



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# Working Through A PANDEMIC



They feed our students, keep the campus clean and maintained, and monitor security: For many of Haverford's essential workers, doing their jobs remotely isn't an option.

BY BRIAN GLASER

AS THE COVID-19 PANDEMIC SENT STUDENTS, FACULTY, AND STAFF home from Haverford, there were approximately 130 international students and others who couldn't easily leave their campus housing. The College quickly put together a plan to continue housing this group of students, which included providing essential services like dining, maintenance, housekeeping, and security—all while keeping the students and those essential workers safe and healthy.



“It’s been a complete change in how we operate,” says Director of Facilities Don Campbell, who oversees Haverford’s maintenance, housekeeping, and grounds operations. “Pretty much all of our work takes place on campus, so my housekeepers and groundskeepers can’t work from home.” Campbell took some key actions right from the start: making sure every member of his staff was trained to sanitize spaces and equipment, instituting strict face-covering and social-distancing rules, and working with his staff to map out the things that needed to be done and the things that could be set aside.

Perhaps more important, he worked with senior staff to reduce hours while still keeping everyone on the payroll. “We just limit who goes in every single day, and we designate different people on different days,” he says.

Reimagining shifts and schedules to allow for minimal physical interaction while also providing necessary services in a safe man-



## DINING SERVICES

General Manager  
Tom Mitchell in the  
Dining Center, which  
provided takeout meals  
to the 130 students who  
remained on campus.

PHOTOS: PATRICK MONTERO



**IN DORMS WHERE**

*students were still in residence, high-touch surfaces such as light switches required extra attention, said Sandy Gaspari, a supervisor in Housekeeping.*

## Working Through a Pandemic



..... ◆ .....  
**WITH SHIFTS ALTERED**  
*to maintain social distancing, the Arboretum staff has been unable to do some of the work—such as weeding and mulching—they typically do, said Horticulturist Assistant Carol Wagner.*

ner has been a big challenge across multiple departments. Among the questions for Executive Director of Dining Services Bernadette Chung-Templeton: How do we offer enough of the basics using minimal crews? And when they are working, how do we keep them six feet apart?

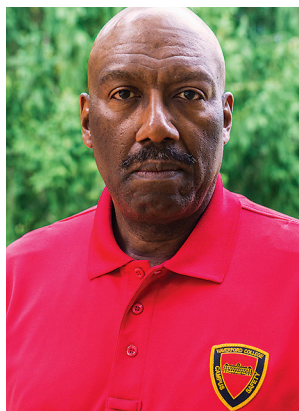
“It’s a kind of Rubik’s cube,” she says, “but we’re doing it!”

The entire system for providing food had to be reimagined. Three meals have been reduced to two (brunch and dinner), and, to maintain state-mandated social distancing, they are take-out only.

Students and servers are separated by six feet and a barrier, and each order is put together with a bottled drink and plastic-wrapped cutlery, then placed in a pickup area. The staff is providing all of the food these students need, with a focus on nutrition and a side of community. Chung-Templeton worries about the isolation students are feeling while being confined to their dorm rooms and taking classes online. “They’re in their own room. They’re away from their families,” she says. “But we can still talk to them and engage with them and say hello. The dining staff can be their ‘campus family,’ and we make sure they know we’re here to provide for them.”

And while making all the changes necessary for working in the midst of a pandemic has been a challenge, Dining Services General Manager Tom Mitchell notes that he’s seeing a positive side, too. “Everyone is coming together for the common goal, and it’s brought my

team closer together,” he says. That team was further challenged in late April, when a Dining Center worker tested positive for the COVID-19 virus. The employee, whose symptoms were mild, quarantined at home and, as a precaution, coworkers who had been in contact with the employee were asked to remain off campus for 14 days and to self-quarantine. Given the many safety measures instituted by Dining Services, the College believes it is unlikely that any patron was exposed. At press time, no additional cases had been reported.



..... ◆ .....  
**OFFICER GEORGE JOHNSON**  
*stopped a burglary in progress at VCAM. The emptied campus has meant stepped-up demands on Safety and Security to keep close watch over buildings and equipment.*

Following state-mandated social distancing rules on campus has been somewhat easier for departments that work mostly outside. Carol Wagner is a staff horticulturalist who is one of four people in a rotation of 7-9 a.m. shifts focused on watering in the greenhouses and checking the campus for downed trees or other safety hazards caused by wind and storms. She notes that this is a big reduction in the normal work her crew would be doing. “We’re not going around and weeding,” she says. “We’re not spraying. We’re not mulching or edging. We’re doing the bare minimum.”

But she also gets to help keep those who have gone home stay connected to the campus: “We take pictures on our phones of what’s blooming or might look interesting, things people want to see, and we post them on the Arboretum webpage or Instagram.”

The college’s housekeeping staff works mainly indoors, but the empty campus makes it much easier for them to stay safe while still working. “The biggest factor is not having the kids there,” says Sandy Gaspari, a supervisor in Housekeeping. “The trash is minimal, the use of the bathrooms is minimal, which makes it

easier to maintain.” Spaces like the Field House and gyms aren’t being used, which reduces the number of buildings housekeepers need to enter.

On the other hand, she notes that her department is cleaning every touchpoint in the dorms where students are in residence—so light switches, keyboards, and other high-touch surfaces are getting extra attention.

Building maintenance is getting a similar approach, with crucial operations like boiler upkeep getting full attention from smaller crews on longer rotations, and the reduced need for services like HVAC repairs keeping that work off the to-do list.

“Jobs that are very involved and require more than one person generally aren’t getting done,” says Boiler Operator Steve Pajak. “The big jobs are getting pushed back, and we haven’t had emergencies come up yet.” He notes that the nature of his regular work on the boilers makes it easy to practice safety protocols and social distancing: “President Raymond mandates keeping a mask on,” he notes. “I work with gloves on the whole time, and I don’t leave the boiler room when I’m on campus.”

**A**lso still on the job is the Safety and Security team, which is patrolling the campus with smaller shifts and at an appropriate distance from each other and those they encounter. As the officers continue to keep an eye out, they’re often the only people looking in on buildings and equipment that would normally be watched over by students and faculty.

For example, Safety and Security Officer George Johnson stopped a burglary in progress at the VCAM facility that resulted in arrests and the recovery of property. And Officer Beth Pezzano was patrolling in Sharpless when she noticed that an ultracold freezer was malfunctioning, jeopardizing biological specimens that can’t be easily replaced. Pezzano contacted Assistant Professor of Biology Kristen Whalen, who was able to come to campus and save the materials. “Her vigilance and quick thinking to check freezer temperatures in Sharpless during her rounds saved my research program and countless hours of research by students and my postdoctoral investigator and technician,” said Whalen. “It is truly hard to articulate how immensely grateful I am to her.”

While the different departments have developed different strategies for providing crucial services to the students still on campus, and for maintaining buildings and grounds and monitoring security, they all agree on the biggest thing missing from their workdays: the energy and activity that comes from having Haverford’s 1,353 students, as well as faculty and staff, physically on campus.

“It’s way too quiet!” says Gaspari. “It’s eerie at times because it’s so quiet. That’s the biggest difference, not having the hustle and bustle.”

*Brian Glaser is a N.J.-based writer and editor. He is an ex-Philadelphia and NYC resident whose work has appeared in print and online venues including The New York Times, the PW, Baristanet, and the School of Visual Arts alumni magazine.*



**BOILER OPERATOR**  
*Steve Pajak and his fellow facilities maintenance staffers have adapted to working on smaller crews on longer rotations.*





# Fords on the Front Lines

*From medical professionals to public officials, Haverford alumni are dealing with the complex, heart-rending challenges of the pandemic.*

BY ANNE STEIN

In late April and early May, we talked to some of the many Fords on the front lines of the coronavirus pandemic. Working in cities and towns, more than a dozen doctors, nurses, public officials, and mental health specialists shared their experiences dealing with one of the greatest global health crises we have ever experienced.

No matter their job or where they live, similar themes emerged: the short- and long-term effects of dealing with death and dying on such a huge and unrelenting scale; fears about working without proper protective gear; regrets and misgivings about treating a disease that leaves patients isolated and, so far, doesn't have a cure; helping non-COVID-19 patients in need of care; pandemic politics; and finally, the deadly consequences of the economic and healthcare disparities that have been laid bare by the pandemic.

## RISKING THE HEALTH OF HEALTHCARE WORKERS

**Marina Zambrotta '11**, who is in the last year of her internal medicine residency at Boston's Brigham and Women's Hospital, treated some of the first COVID patients when they began arriving at the

(Clockwise, from top) Knoxville Mayor Indya Kincannon '93 gives a briefing on COVID-19; Tiffani Zalinski '04, a critical care nurse in San Diego; Will Garrett '12, a resident on a COVID floor at a New York City hospital.

facility in mid-March. One evening she responded to a woman in respiratory distress who urgently needed a breathing tube. When she and other team members asked for N-95 masks to protect against droplet particles, they were told the hospital didn't have any immediately available. "So we're all in the room and we intubate her with regular masks on, not knowing if she had COVID."

It has been a common story of the pandemic. Since the beginning, there's been an acute shortage of gowns, N-95 masks, and other personal protective equipment (PPE) designed to protect healthcare workers and their patients.

**Tiffani Zalinski '04**, a critical care nurse at UC San Diego Health, has become an outspoken critic in local and national media of the lack of PPE.

"When COVID-19 broke out, we noticed that ordinary PPE—gowns, masks, goggles, and gloves—were gone," says Zalinski. "People were taking it, and the administration was locking it up and telling us we needed permission to access it." Protocol was confusing, too.

Initially the Centers for Disease Control (CDC) said that healthcare workers didn't need to wear N-95 masks (which seal tightly and protect against airborne droplets). Wearing a simple surgical mask, they said, was sufficient. "So that's what

## Fords on the Front Lines

we did,” Zalinski says. “In surgery, in particular when we are intubating or suctioning oral secretions, I was doing those procedures every single day wearing a surgical mask.”

After finding National Institutes of Health (NIH) studies that would prove to hospital administrators that healthcare workers needed better equipment, she and other nurses spoke out. “Once there was enough staff who banded together to say, ‘Here’s proof that we’re not safe,’ [administrators] phased in wearing higher levels of protective gear for certain scenarios, like suctioning a patient,” she says.

**Will Garrett '12**, who works on a busy COVID floor at a New York City hospital, had similar experiences with lack of PPE. “It just wasn’t available at first, and even when it was, there wasn’t any consistent guidance on how to use it,” says the first-year resident. “I see doctors in other countries wearing full body suits and I think, ‘Where’s that for us?’ Is that an unrealistic dream to think we could have had that level of protection?”

Garrett now wears one N-95 mask his entire 12-hour shift, and has used the same face shield for months, washing it with hydrogen peroxide each day. (The masks have tight seals and are supposed to be changed with each new patient; when worn for hours at a time, they cut into skin and are uncomfortable, and the seal loosens.)

Although the PPE situation has improved, it’s not ideal. “We go patient to patient, and we have to use the same N-95 mask all day,” says Zalinski. “You can go into one room, get viral particles on your face, then go into another room and give it to the next patient. Infection protocols are being ignored because of the supply chain. That’s the bottom line.”

### BATTLING THE UNKNOWN

Before this pandemic, infectious disease consultant **Joseph Kim '93** spent his days in a large private practice in Morris County, N.J., focusing on HIV, hepatitis, and inpatient consultations. Since March 15, when his first patient tested positive for COVID-19, he’s spent most of his time at Morristown Medical Center and Overlook Medical Center, helping manage 25 to 40 COVID-19 patients daily on the floors and intensive care units. He didn’t take a day off until May 2.

With no proven medication to treat this par-

ticular virus (SARS-CoV-2), it’s been challenging to manage care for patients. “We’re a little limited on what we can do,” says Kim, whose wife is also a physician. The struggle, he says, “has been whether to ‘try’ something. The first rule of medicine is to do no harm, and we are using therapies that have promise but as of yet are unproven. Maybe in a few years we can sift through this information and figure out best practice, but we are improvising to some degree.”

“There’s so much unknown right now,” says **David Mintzer '00**, a hospitalist at Denver Health, the city’s big, public, safety-net hospital. (Hospitalists specialize in the general medical care of hospitalized patients.) “The protocols and guidelines are changing almost by the day. We meet every day with doctors across the hospital and we’re learning a lot from each other, comparing what we’ve seen and talking to folks in other locations. But it’s difficult, and sometimes we can’t give patients and families a simple answer. Sometimes the answer is: ‘It’s a new disease, and we don’t know.’”

“You treat the symptoms, but we don’t have a drug that kills the virus,” says Garrett, the resident in New York City. “All of the treatments, initially and now, are meant to dampen the inflammatory reaction to the virus, which devastates the lungs and other organ systems. Mainly it’s giving them oxygen and hoping they don’t spiral.”

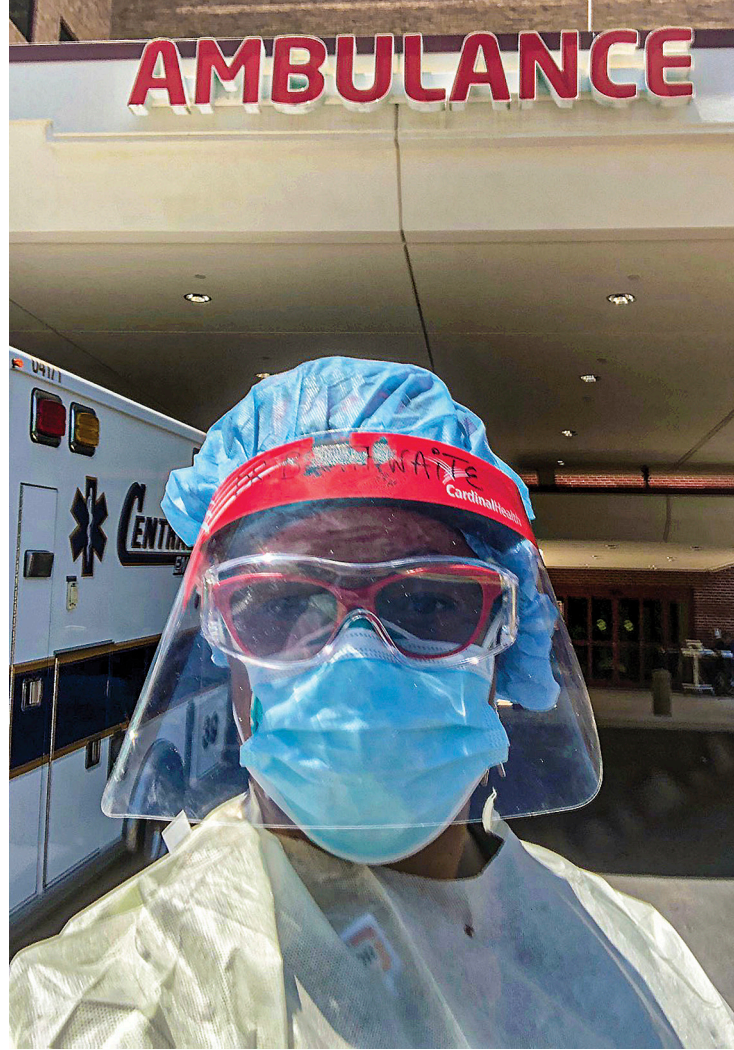
### DEATH AND DYING IN THE AGE OF COVID-19

In pre-COVID-19 days at the Atlanta-area community hospital where **Paula Brathwaite '94** practices emergency medicine, her department saw one to two deaths a week. After each death, she would conduct a debriefing where staff discussed what went well, what did not, and then expressed how they felt about the experience.

These days there are two to four deaths per shift with no time to talk, and Brathwaite is worried about the future mental health of healthcare workers.

“Codes are happening back to back, and you are too busy trying to clean the room and move on to the next patients,” says Brathwaite, who is emergency services medical director. “Couple that with making sure you are gowned appropriately and worrying that you might take it home, and I think there will be Post-Traumatic Stress

(Clockwise, from top left) New York City Council Member and Health Committee Chairman **Mark Levine '91**; **Paula Brathwaite '94** practices emergency medicine at an Atlanta-area community hospital; infectious disease expert **Joseph Kim '93** is helping to manage COVID-19 cases at two medical centers in New Jersey; **Phoebe Walker '90** is a county public health services coordinator.





Disorder (PTSD) for sure for healthcare workers in the future.”

**Matt Wetherell '12**, a second-year family medicine resident at Maine Medical Center in Portland who primarily treats patients hospitalized with other diseases, finds that shifts have become emotionally exhausting in the pandemic. Visitors aren't permitted in the hospital except in exceptional circumstances, and the result, he says, is that “medical professionals are supporting people who are dying alone, and nurses and other care team members are taking the role of family and being with people in those final moments.”

Wetherell cites an elderly man with (non-COVID related) lung disease who was told he wasn't going to recover. The patient decided to focus on comfort and gradually come off life-sustaining oxygen support. He asked Wetherell if his wife, two children, and ex-wife could sit with him as he passed away. (Though the man was not tested for COVID-19, Wetherell and his colleagues later determined that it was likely he had the virus and that it had worsened his condition.)

Wetherell talked to administrators but could only get permission for the wife to be there. “I sat with her at his bedside as he passed that afternoon, and it was very sad,” recounts Wetherell, who was on day 12 of 12 straight days in the hospital. “She had to be alone with him, and it was hard not to have additional family there. I found myself wanting to hug her or put my hand on her, but we've been strictly told that's not OK, and I found that really hard, too. While most of us knew to some extent that being around death is part of our work, there's no way this doesn't take a toll on people on the front lines.”

## MENTAL HEALTH IN THE PANDEMIC

The small, nonprofit clinic where Minneapolis-based social worker **Annelise Herskowitz '12** works sent all its employees home in mid-March, and since then, she's been counseling her clients via Zoom. “I feel grateful that I'm able to still see my clients, but for some of them, coming to my office was the only time they'd leave the house,” she says, adding that the pandemic and the resulting isolation, loneliness, and fear about health and finances has impacted everyone she counsels. Loss of routine especially affects those already battling anxiety and depression.

(Clockwise, from top left) Social worker Annelise Herskowitz '12 is working remotely for a nonprofit clinic counseling clients on Zoom; Jeff Nusbaum '08, an ER physician working at several rural Pennsylvania hospitals; David Mintzer '00 is a hospitalist at a Denver hospital; Suhavi Tucker '12, trained in internal medicine, took a leave from her consulting job to help out at a hard-hit hospital in Queens; primary care doctor Nate Favini '05 works for a startup that runs primary care practices in six cities.

Some clients who have lost their jobs are eligible for unemployment, she explains, but it's not just about the money. She describes one client who lost her job when the business that employed her shut down. “She got a sense of mastery and felt good working there, and she enjoyed socializing with customers and colleagues. Now she's sitting on the couch for hours on end, and that's detrimental to mental health.”

These are extraordinary times for all of her clients, says Herskowitz. “I tell them that this is an abnormal thing that we're going through, and it's natural to feel scared and lonely.”

## INEQUALITY AND THE LUXURY OF QUARANTINE

Perhaps more than any recent crisis, this pandemic has laid bare the immense economic disparities in U.S. society and our healthcare system. Vulnerable populations—lower-income workers, those without health insurance, the homeless, and non-whites—have paid a huge price.

**Kiame Mahaniah '93** is CEO and a family medicine specialist at Lynn Community Health Center, which serves about half of Lynn, Mass., which he describes as “an immigrant-proud and recovering industrial-belt city 10 miles north of Boston. That's 41,000 people, and all of it's poor.”

“In the first four weeks, the local hospital, which belongs to a giant in the healthcare industry, tested 500 of its employees, or 12.5 percent of its workforce. The health center was able to test 130 of 41,000 patients, or 0.3 percent. The large company providing our lab services had the temerity to defend its swab distribution as fair, and to say that they were doing their best,” says Mahaniah. “A week later, once *The Boston Globe* broke a major story on racial inequities in the pandemic response, they were offering the health centers hundreds of tests.”

Nurse practitioner **Sarah Taylor '07** sees those same inequities in the federally qualified health center where she works in a low-income area of Washington, D.C. “The data show that certain communities are being much harder hit than others. Socioeconomic status, race, and access to adequate medical care and preventive care are all factors in peoples' outcomes.” In Washington, D.C., African Americans are 47 percent of the population but 81 percent of the COVID-19 deaths. “The preexisting health disparities in D.C. have been brought into

## Fords on the Front Lines

sharp relief by this crisis,” Taylor says.

On top of that, the majority of her patients can't shelter at home because they need to work; live in small, crowded apartments; or are homeless. “I had to call a young patient today and tell him his test came back positive,” Taylor says. “When I told him he needed to isolate, he said, ‘I don't know what you think I'm supposed to do. I have to be at work in an hour, and I need to pay rent.’”

At Elmhurst Hospital in Queens, one of the facilities in New York that has been hit hardest by the pandemic, **Suhavi Tucker '12** is dealing with the same issues. “There's a large immigrant community in Queens, and the hospital is open to all comers, uninsured and undocumented patients, and many of them are deemed ‘essential workers.’”

“We're seeing a lot of delivery drivers and bodega workers who have no choice but to continue working” after testing positive, she says. “Many people continue to work and put themselves and their families at risk”—not to mention the population they're serving—“but they don't have the choice to isolate.”

Tucker trained as an internal medicine physician and since last year has worked as a healthcare consultant at McKinsey & Company. The firm allowed her to take a leave to practice medicine full-time during the pandemic. “Vulnerable populations don't have a voice,” she says. “They aren't written up in *The New York Times*, and they unfortunately suffer the consequences.”

### ----- PANDEMIC POLITICS

Whether it's rural Massachusetts, New York City, or Knoxville, Tenn., Fords in government are spending long days battling for resources while balancing demands across the political spectrum that don't always line up with their philosophy of governing.

“This is about the most intense work experience I've been through,” admits New York City Council Member and Health Committee Chairman **Mark Levine '91**, who quarantined in early March after coming down with what he believes was COVID-19. “I had all the classic signs: fever, cough, loss of smell and taste, but it wasn't serious enough to get medical attention, so I rested at home and thankfully got better after two weeks.”

Described by a fellow council member as “the Anthony Fauci of the New York City Council,”

Levine's current obsession is to build a new “public health corps” with the ability to do testing, contact tracing, quarantining, and isolating, “so we can take small steps to reopen the economy. We need to hire thousands of people and have thousands of hotel rooms for people to isolate. We need to increase our testing by 10 or 20 times. And we need financial assistance.”

The Haverford physics major says he's never been more grateful for his science education. “It's given me a special perspective on this. I think we desperately need to return to the science to understand where this is moving, and what we need to do to fight it.”

**Indya Kincannon '93** was in the fourth month of her first term as mayor of Knoxville when coronavirus struck. “The community really wants a lot of information, and the pressures are to give well-informed responses to this pandemic, which is new to everyone,” she says. “It's like building a plane while you're trying to fly it.”

On March 20, she closed the city's bars, restaurants, and other venues, which was an unpopular decision in her state. “In Knoxville, we're fighting political tensions and different ideological perspectives on the government's role in responding. Our county mayor is a former pro wrestler and lifelong performer and a very good speaker, and his ideology is very libertarian. He thinks that the less government, the better. My view is very different. I see government's role as a social safety net, so even when we have good information on the pandemic, we don't have a united approach for how to respond to what we know.”

In rural western Massachusetts, **Phoebe Walker '90** coordinates Franklin County's public health services. Getting PPE has been one of her biggest issues. “No one was ready for the scale and the need, and there are so many people on the front lines who need it, like grocery store employees. There were 800 people in Franklin County with personal care attendants that need PPE, so we connected them to boards of health and emergency management agencies. But it's complicated.”

In 26 years on the job, says Walker, she's never worked this hard. “What's also particularly challenging is that this is a two-part disaster. One part is a terribly devastating disease. On the other hand, everybody's out of work, people are home with kids, there's an increase in domestic violence and drug overdoses—this will have a long-term impact on the economy and local businesses. You need

(Clockwise, from top left) Marina Zambrotta '11 is an internal medicine resident at a Boston hospital; nurse practitioner Sarah Taylor '07 works in a health center in Washington, D.C.; Matt Wetherell '12 is a second-year family medicine resident; Kiame Mahaniah '93 (center) is a family medicine specialist at a community health center.



## Fords on the Front Lines

different people to respond to these issues, and it won't be the usual response."

### ----- PROVIDING NON-EMERGENCY HEALTHCARE

Because so many primary and specialty-care clinics and offices are closed, and ER visits for non-COVID issues are down drastically, the disruption to health-care is potentially as dangerous as the pandemic itself, say public health specialists. The concern is that cancers will be diagnosed later, vaccinations will be missed, and treatment for diabetes, high blood pressure, heart issues and other conditions are being neglected, setting up a second wave of health problems.

In response, many hospitals and medical staff are practicing telemedicine. And some primary care practices have managed to remain open.

**Nate Favini '05** is a primary care doctor with a master's in public health policy management who works for the San Francisco-based startup Forward, a technology company that runs primary care practices in six cities. He works with physicians, product managers, and software engineers coordinating care in each office.

"We were monitoring news out of China in January and decided to purchase protective equipment for our practices," says Favini. In February, his company built a coronavirus app so patients could learn more and determine if they should be tested. "It was 14-16 hours a day, seven days a week, from mid-February to mid-March, to make sure our primary care practices could stay open with PPE and protocols," Favini says. Thanks to those preparations, the practices have been able to treat COVID-19 patients as well as those with other health concerns. Part of Forward's model is having health professionals available 24 hours a day to answer questions, and they recently launched the equivalent of baseline health assessments that can be done virtually, so patients don't have to venture out during this pandemic. "The goal is to make high-quality, affordable healthcare much more accessible," he says.

After being compelled to work without an N-95 mask to protect her, Marina Zambrotta, the Boston internal medicine resident, began to feel unsafe in her job. Then six months pregnant, when she was offered the option to do virtual patient care from home, she took it.

**“While most of us knew to some extent that being around death is part of our work, there’s no way this doesn’t take a toll on people on the front lines.”**

"There are so many patients out there with heart and lung disease, high blood pressure, and diabetes who can't see their primary care docs," she says. "I call or do virtual telemedicine visits with older patients, making sure they are OK and safe, and have access to medications. If someone needs a visiting nurse or help at home, we arrange those services, and we can arrange pharmaceutical delivery to their door."

### ----- A LONELY DISEASE

With hospitals restricting visitors in an effort to curb the spread of COVID-19, patient isolation is the worst part of this disease, says David Mintzer, the Denver hospitalist. "Being sick or dying and not having people in the room with you is the hardest thing. Not having family visit you in the hospital until you're about to die, when we let the rules go, is extremely isolating for patients and families. And we can't provide the type of care we're used to giving."

Doctors and nurses are limiting physical contact with patients, often communicating over the phone through a window or with tablets. "Unfortunately, we have to limit physical contact because we want to avoid becoming sick, and we need to conserve gowns, gloves, and masks," Mintzer says.

Tucker, the internist working in Queens, says her goal in the few minutes she's in a patient's room is to form a connection. "To keep the risk of exposure low, we try not to enter the room as much, so you have 5-10 minutes to connect, introduce yourself, and explain what's going on. It's terrible, but we have to limit harm to other patients. We follow up virtually to answer questions, then we talk to family members over the phone."

One of the most rewarding aspects of being a doctor, says Zambrotta, "is to sit at the bedside and hold a patient's hand, and you can't do that now."

"It's a lonely disease, and my experience is that it's lonely for everyone," says **Jeff Nusbaum '08**, an emergency room physician working at several rural Pennsylvania hospitals. "Patients can't have visitors. We have patients who die by themselves and can't say goodbye to family."

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*Anne Stein is a Chicago-based journalist who is married to a first responder. Her features have appeared in ESPN, People, the LA Times, the Christian Science Monitor and the Chicago Tribune, as well as numerous alumni magazines.*

**Find out more about Haverford graduates who are playing a role in the pandemic in the College's "Fords on the Front Lines" video series, which features interviews conducted by David Wessel '75 and Natalie Wossene '08. Go to: [hav.to/73x](http://hav.to/73x).**





➔  
Professor of Physics and Astronomy Walter Smith ran experiments and collected data for seniors completing thesis work remotely.

# From a **DISTANCE**

..... Transforming in-person classes to remote learning, finding ways to support students from afar—the College has had to make some major adaptations due to COVID-19. **BY LINI S. KADABA**

**S**ix weeks after the COVID-19 pandemic halted on-campus classes and more at Haverford College, Walter Smith was alone in his lab in the Koshland Integrated Natural Sciences Center (KINSC), running physics experiments and collecting data. The effort was for two seniors who needed the data to complete thesis work. ➔

PHOTOS: PATRICK MONTERO

## From a Distance



(from left) Psychology Professor Benjamin Le posted his usual hour-long lectures in 15-minute chunks on YouTube; Writing Center Director Kristin Lindgren moved the peer-tutoring program to Zoom; Visiting Assistant Professor of Writing Nimisha Ladva said she found strength in her students.

“I’m acting like their hands, carrying out experiments, sending the data, consulting closely with them on what the next step should be,” said Smith via Zoom on an April Monday. (Like many faculty, the professor of physics and astronomy lives on the 200-acre campus.)

With the campus closed, the Writing Center’s peer tutors helped fellow Fords polish their prose on virtual whiteboards. Students organized Zoom Scrabble. Students’ Council met online. And librarians made reserve course material available digitally, searching the Lutnick Library collection and open-access resources, purchasing e-books and streaming films—all from their homes.

As cases of COVID-19 spread, locking down the Philadelphia region and much of the country during the second half of the spring semester, the Haverford community in its own unique way rose to the challenge, finding ways to complete the term, collaborate across departments and continents, and, perhaps most important, create community. In fact, Fords expressed satisfaction with online learning and support from professors and the school itself in a

recent survey, according to Dean of the College Martha Denney.

“We’ve done our best under the circumstances,” she says. “We came together in the way we usually try to do.”

Before official word arrived, Haverford was prepping for the possibility of remote classes. As coronavirus spread in early March, the school’s leadership met the week before spring break to assess the potential impact on the rest of the semester should the campus need to close and, critically, how to adapt.

“We could see a big storm brewing,” says Professor of Music and Associate Provost Richard Freedman.

On March 11, in the midst of spring break, President Wendy Raymond made the decision official: Students would not be returning from the break as planned. Haverford would pivot to virtual classes and minimize the number of students on campus. In a memo, Raymond evoked a core Quaker value, noting: “For the Haverford community, being a responsible citizen routinely means thinking beyond one’s own welfare; at this challenging moment, I ask that we embrace a broader definition of commu-

nity, one that aligns with Haverford’s mission and extends our values of trust, concern, and respect to include doing our individual part for the benefit of all humanity.”

At first, the thought was that college life would resume on April 6. But by March 20, just nine days after the initial decision, quickly changing circumstances made clear the rest of the school year, including thesis defenses, final exams, graduation, and reunions, would not play out on campus.

That only exacerbated the demands on students, faculty and staff. Haverford had never offered courses online, Fran Blase, provost of the College, points out, and only recently started accepting such courses for credit. “Faculty had utilized technology in quite innovative, brilliant ways to enhance pedagogy, but teaching fully online was a *huge* shift,” she says.

Right away, Haverford secured a Zoom license. The College already had Moodle, an open-source learning platform for academic courses, allowing teachers and students to share materials, discuss ideas, and work together. Now those tools, combined with Zoom’s platform, proved essential.



Of course, there was a technology learning curve, both big and small. Instructional & Information Technology Services (IITS) helped with once-routine tasks made more complicated, such as how to check work voicemails from home. Tech support ensured Zoom security to avoid the notorious “Zoom bombings,” where uninvited guests disrupt meetings. “It was just endless, the nitty-gritty details of how we were going to do this technologically,” Blase says.

Faculty adept at instructional online tools stepped forward to help colleagues, holding weekly meetings to share tips via Zoom—itself a technology many professors had to master. Coordinated by Associate Provost Rob Manning, a professor of mathematics and statistics, the group of techies earned the moniker “Rob and the Mavens.”

“It was a way to collectivize the knowledge base,” says Freedman, one of the Mavens.

IITS and the Educational Policy Committee developed a website with administration memos about the pivot, instructional videos for Zoom, links to best online teaching practices at other institutions and shared Google docs

with suggestions and ideas. Haverford also established a coronavirus hub online to centralize information for current and prospective students and parents, as well as the College’s neighbors.

**A**s remote classes got underway, faculty adjusted course expectations. Virtual classes often began with check-ins on stress levels. Professors weighed whether to teach synchronously (holding a virtual class) or asynchronously, using recorded video lectures or response papers, for example, and making class time an optional Q&A opportunity. Timed, closed-book exams became open-book. Oral presentations or poster papers, in some cases, were dropped. Hard deadlines moved to target dates.

Faculty surveyed students on their capacity to learn from a distance and paid particular attention to those who had already faced hardships before COVID-19. An April *New York Times* story, focused on Professor of Political Science Anita Isaac’s “Refugees and Forced Migrants” class, noted that remote learning had put in stark relief the inequalities among Haverford

students who had seemed equal on campus.

Now, what could be glimpsed in the background of a Zoom meeting could highlight whose home was modest and whose was a mansion. Now, some students had to work jobs to help financially struggling parents, or care for younger siblings whose own schools were shut down. Now, some struggled with poor or no Internet access—all making school far more difficult.

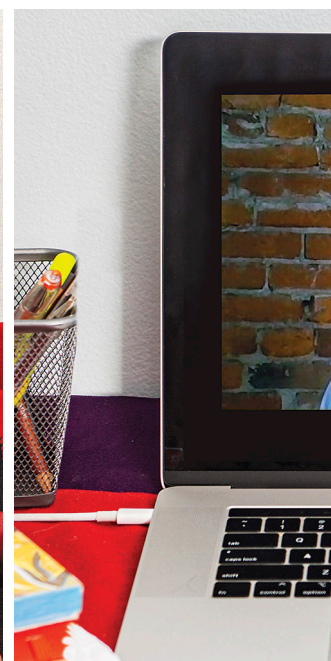
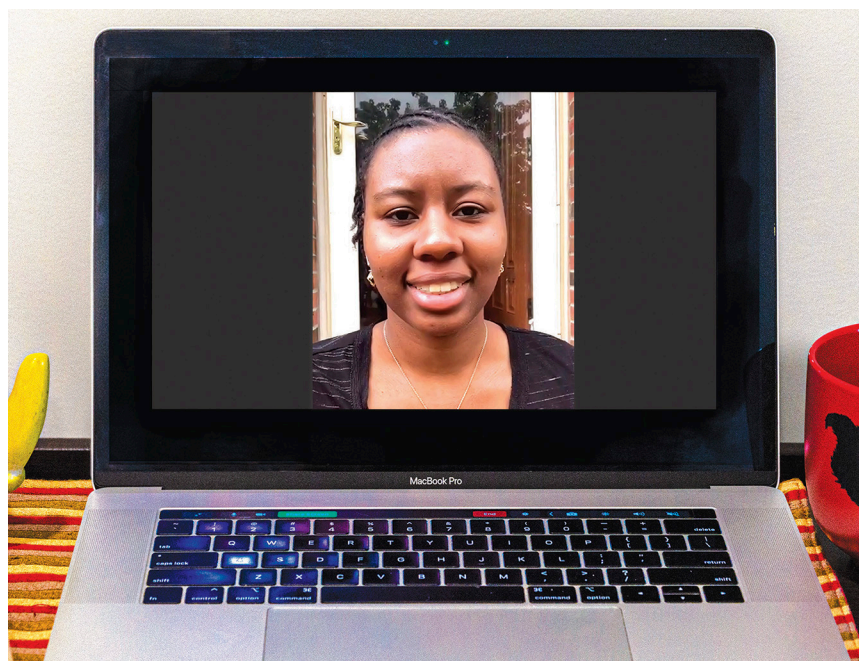
From the get-go, the College wanted to make the remote educational experience as equitable as possible. Supports that had been previously offered on campus continued. For example, students still received work-study pay even though they could not perform jobs remotely. And the College stepped up individual outreach. “It was a process that had to be undertaken relatively quickly,” Denney says. “They were going to need money to eat.”

To help out, the College provided speedy refunds of a portion of room and board fees for those who left campus. For students on full financial aid who would not be getting the refunds, additional financial support was provided.

## From a Distance



**Aleiyah Springer '20**, who minored in Mandarin, found few opportunities to speak the language at home, and missed impromptu after-class conversations and attending her professor's office hours; Associate Professor of Philosophy Joel Yurdin, like many faculty, found himself juggling childcare along with teaching.



Through the LIFTFAR program, which helps Fords from low-income families deal with unexpected costs arising from emergency situations, students got help with expenses associated with remote-learning technology, flights home, or health coverage. (Also doing their part to help, Students' Council, with input from the student body, decided to allocate \$300,000 of unused funds in its budget to LIFTFAR.)

Haverford not only expended energy on technology but on Fords' well-being. Through a survey of his "Research Methods and Statistics" class, Psychology Professor Benjamin Le found students not only had widely different Internet bandwidth, but also varying emotional bandwidth to focus on their studies. For some, sheltering at home wasn't a big deal, he says, but others "were just not in a place for me to push forward with the class as planned. It had to change to meet their differing needs."

Le, like other professors, went out of his way to be flexible about requirements and deadlines. He taught asynchronously, videotaping his usual hour-long lectures in 15-minute chunks and posting to YouTube to help with

accessibility issues. Class time turned into an optional Q&A—creating a "flipped classroom" that Le envisions continuing even when campus reopens. "If I'm going to put effort into changing my work," he says, "I want it to stick, I want it to have a lasting impact on the course. That to me is the most exciting part of this."

The new format also bolstered much-missed community. "Some students just want to chat," he says of the Q&A participants, "talk about what's going on at home. They like to see their classmates."

Compromises also had to be made, of course. Language classes that usually met five days a week on campus no longer had that luxury, and that meant students got less conversational practice.

"There aren't many ways to speak Mandarin while at home," says **Aleiyah Springer '20**, an East Asian languages and cultures major with a minor in Mandarin. She missed being able to attend her professor's office hours and having impromptu conversations after class. "It's really difficult to stay engaged." On the other hand, the Brooklynite says she learned a set of unexpected vocabulary words. Her

"Advanced Chinese: Daily Living in China" class, which included cooking Chinese dishes when it met on campus, was revamped to focus on the impact of coronavirus on daily life.

Science labs had to get creative. How, for example, do you do an experiment from your bedroom? Smith adapted his two physics labs with the help of online simulation tools that allowed students to draw circuits and watch them run. "It's not as magical," he allowed. "When you build a circuit and get it to work and see something light up or observe the voltage you predicted, it's really incredible." In fact, after the first simulated lab, Smith received feedback that it was too easy. He made adjustments for subsequent ones: "That's the way Haverford students are. They really want to be challenged."

Anubhav Sharma '23, for one, a student in "Fundamental Physics II," emailed Smith his appreciation for the "almost ideal labs."

"Deductions, calculations, and data analysis were not impacted at all," he says from his home in Nepal. "It was indeed both a different and memorable experience."



**G**iven the dramatic changes to many courses and the hardships and distractions students faced, Haverford adopted a pass/fail policy after much consideration. “We wanted to take the pressure off around performance,” Raymond says. When some students and parents raised concerns about the potential impact on graduate or professional school applications or job placement, the College responded by giving students the option to reveal grades.

There were other concerns. A seemingly infinite number of experiences that make for a college education—and a Haverford education, in particular—seemed lost in translation to an alone/together world. Athletics. Study groups. Studio arts. Choral programs. Honor Council. After-class discussions that spill into the hallways of Stokes. Late-night debates of intellectual ideas. Even later-night Wawa runs. Heck, Pinwheel Day.

“We thrive on being together,” Raymond allows. “We know that building this community in the past has always depended upon us being together. We have such grief, and loss, and

## The Senior Thesis—Remotely



Every Haverford College student completes a senior thesis: a culminating work that stands as a capstone to four years of education. COVID-19’s spread and the attendant suspension of on-campus classes and activities complicated that already-intense requirement.

Seniors, though, showed resilience and met the challenge with grace and determination. While some projects faced little disruption—especially research papers for which students could still access library resources online—others confronted challenges. Recitals had to happen via Zoom, with students accompanying themselves. Some science majors refocused theses on data already collected or materials available digitally. At least a couple of students benefited from their advisors conducting some final experiments for them.

**Hongyou Lin '20**, a physics major from China, remained on campus, mostly confined to his dorm room and unable to access the laboratories. Luckily, he had plenty of data already collected for his experiment-heavy study of the impacts of relative humidity on the photoconductivity of porphyrin nanowires. Plus, his advisor, Physics Professor Walter Smith, conducted some tests that provided additional data for Lin.

“Professor Smith reproduced a phenomenon I found previously through experiments,” Lin says, “and potentially the data he sent me would be an additional supportive evidence for a theoretical model we proposed. This made my thesis more complete.”

The College’s librarians, too, went out of their way to help. They continued to meet, via Zoom, with student researchers one-on-one, facilitating exploration and analysis of knowledge, says Margaret Schaus, lead research and instruction librarian at Haverford’s Lutnick Library. “With seniors, we have surveyed the literature on a particular question and noted the opportunities for new interpretations,” she says.

Some departments canceled poster papers; others held virtual thesis defenses. The latter had its glitches, such as transmission lags. In some cases, students’ home circumstances lacked a quiet, private space, adding to nerves and awkwardness.

Still, says History Professor Lisa Jane Graham of her department, “We wanted to uphold the ritual since it marks the end of a year-long project, as well as the culmination of the major. We want the student to have the chance to recognize what they have accomplished as well as show critical self-awareness.”

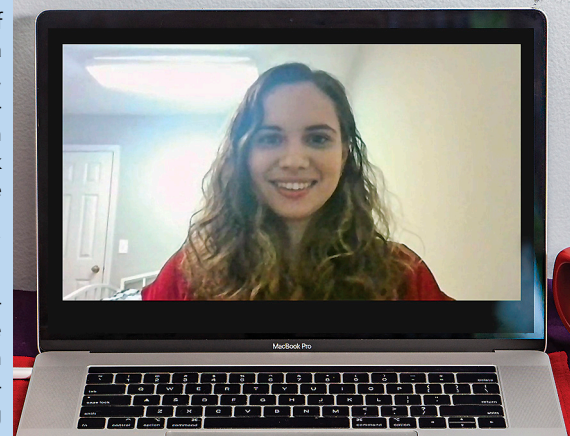
**Nicole Litvitskiy '20** (above), a psychology major, already had data from a survey of Fords for her thesis on career identity and mental health in college students and the role of parenting and socioeconomic status. Analysis, though, proved tougher. Initially, she could not access the analysis tools online; then, she didn’t have a working printer.

“I wasn’t able to print out notes, circle things, draw arrows, and write things out,” Litvitskiy says from Brooklyn. “It was hard to get motivated and organized.”

Remote learning also meant remote thesis completion—a big change from the on-campus experience.

“Even though writing a thesis is an individual project, students feel energized and supported when they are on campus working close to other seniors,” says Paulina Ochoa Espejo, an associate professor of political science. “The theses were still very good, but writing [them] is also a collective experience, and I am sorry this cohort missed that part of the process.”

—L.S.K.



## From a Distance



heartbreak being separated.”

But despite the disruptions, Haverford persisted, pushed forward, created new ways to preserve the Haverford experience. Virtual study rooms. Zoom club meetings. Virtual Pinwheel Day. The April faculty meeting via Zoom drew a record 100-plus professors. There was resilience. And joyful moments amid sadness.

Nimisha Ladva, a visiting assistant professor of writing and an oral communication specialist, was pleasantly surprised when several students in her first-year writing seminar on “Immigration and Representation” went ahead anyway with a class presentation that, because of remote learning, she had made optional and ungraded. A couple recorded themselves and sent clips.

“It was truly an act of love for learning,” she says, “because it was not required.”

Ladva says she found strength in her students—and they in her—even as she grappled with juggling family duties and immense sadness over the loss of four extended family members to COVID-19. “It was very hard,” she says. For a stretch, she was finishing Zoom

class and then joining evening Zoom gatherings with family to chant *bhajans*, Hindu devotional songs dedicated to the departed. “I was under a different kind of stress. I was grieving.”

For Joel Yurdin, chair and associate professor of philosophy, the pressures on the home front multiplied overnight. He has a spouse on the COVID-19 front line who often worked odd hours as a physician, leaving childcare and virtual school supervision of three children (ages 4-, 9- and 11-years-old) to him, while he was also managing departmental duties and classes. His desire not to miss a beat added to the strain.

“I wanted to get right back into teaching,” Yurdin says of the early pivot days, “to show students by example that we can keep doing this. It was the start of a very long period of trying to do two jobs at once.”

One common frustration was the difficulty in re-creating the hallmark intimacy of Haverford seminars—and yet, deep intellectual discussion occurred anyway.

“The screen takes away much of the spontaneity,” says Professor of History Lisa Jane Graham from Paris, where

she went to undertake research at the National Archives over spring break and had to remain when her return flight was canceled. “It’s much harder to get a discussion going.”

Distractions—sounds of construction or a cat walking across the frame—abound. One of her students, history major **Howard Wang '20**, had the challenge of a 12-hour time difference.

“I often need to attend Zoom classes at midnight and bear with a weird sleeping schedule,” he wrote by email from his family’s apartment in Taiwan. Early on, Wang says he missed several classes “because I calculated the time zone difference incorrectly. So I was showing up one day late to the Zoom sessions and wondering why I was the only one in the room. Awkward.”

Still, in an April meeting of “Discipline and Pleasure in the Early Modern City,” Wang presented his research on prostitution in 18th-century London and weathered Wi-Fi glitches. Students gave feedback, and librarian Margaret Schaus, who had joined the class, suggested additional tools for digging deeper into his research question. (“The librarians deserve a hun-



dred pats on the back,” Graham says.)

So went class, much like always; in a way, it also offered a much-needed break from the constant drumbeat of coronavirus. “The virtual classroom is salutary,” Graham agrees. “It’s nice to immerse into something else.”

Other courses leaned heavily into current events to inform discussion. Associate Professor of Political Science Paulina Ochoa Espejo turned to Moodle tools to teach her 13-student “Sovereignty” class and discuss the political aspects of the coronavirus crisis.

Through the learning tool VoiceThread, she recorded a prompt and had students respond with their own recorded comments. “They were very excited,” Ochoa Espejo says. Similarly, she used the tool Forum for a written shared discussion. Through Workshop, students read and graded one another’s papers anonymously, getting practice in critical analysis just as they would have on campus.

“It’s difficult circumstances,” she says. “But my students have gone above and beyond. Some of the threads were really, really amazing.”

**H**averford’s many ancillary structures also reconsidered ways to deliver their services.

“Students need layers of support when they are on campus,” says Kristin Lindgren, director of the Haverford Writing Center who also teaches health studies classes, “but even more so when they are off campus. All these additional resources help them stay engaged. All these resources also build community.”

At the Writing Center, that meant that the 30 peer writing tutors continued to pair off with students who needed help, albeit via Zoom. The center’s Write Here, Write Now program, offered in conjunction with the Office of Academic Resources (OAR), expanded to twice a week, again on Zoom. About a dozen students, mostly seniors, joined to share goals, then work for two to three hours (sometimes in breakout rooms) before reconvening to go over what was accomplished.

“We’re seeing each other,” Lindgren says. “We’re on mute, just getting our work done. It’s been hard, of course, for students to focus. This is focused time.”

Over at the OAR, Director Brian

Cuzzolina’s staff was hearing from students about lack of motivation.

“So many felt guilty about that,” says Cuzzolina, the associate dean of student academic success and persistence—even though it was a totally normal reaction to a stressful situation. In one-on-one academic counseling sessions, students got strategies to navigate the usual labors of a rigorous course load as well as the unusual ones of remote education—but also a chance to “exhale and share the struggles.”

Still, Cuzzolina says, “what strikes me is the resilience the students already have. They are coming out of a tragic, and in many cases traumatic, situation and putting one foot in front of the other.”

Take Kate Scully ’22. She had never used Zoom, never taken an online class. Once Haverford moved to remote learning, the 19-year-old history major spent up to eight hours a day on Zoom, both attending classes and maintaining ties to her friends.

Back in Seattle, she helped with the care of younger siblings—six-year-old twins—while juggling classes, often with early starts for the West Coaster.

## From a Distance



→  
(from left) Roy Simamora '22, who was unable to return home to Indonesia after the campus shutdown, said he was thankful to Haverford for its support; Office of Academic Resources Director Brian Cuzzolina was struck by "the resilience the students already have."

"It has been stressful," she said, as finals approached. "It's hard to find private space. It's harder than it was at college. I'm tired all the time."

And still, Scully shared ideas in class and succeeded enough that she is leaning toward revealing grades in some classes, she said.

Likewise, the 130 Fords who remained on campus faced, more than most, the plight of loneliness. They were confined to their dorm rooms except for quick trips to the Dining Center for takeout meals or a walk on the Nature Trail. But what choice did they have? Some international students could not get home initially because of travel restrictions or worries over returning to campus once it reopened. Other students feared hot spots in their hometowns. Still others faced the sobering reality of an unsafe home or no home at all.

"Personally, I've been very thankful," says Roy Simamora '22, a double major in psychology and biology who has stayed on campus because he could not easily get home to Indonesia. "The College has been very understanding and accommodating. I'm under

scholarship here. [Haverford] provides everything really well, especially when I compare my story to friends at other universities."

In a letter to the editor in the student newspaper *The Clerk*, a student going by "Haverquarantine" expressed a mix of gratefulness for the DC staffers still coming to work despite the pandemic and profound sadness over the eerie stillness of Haverford.

"The hush that surrounds campus is uncanny," the author wrote. "I've been on campus for breaks before, but it has never felt so hurtfully quiet and screamed abandonment with such force as it does now. On each walk to the DC, I can hear my footsteps, the rustle of the leaves, the car driving on College Lane. It's so empty that I can hear myself breathe and hum."

And still, students have found support, through the College's many resources or simply by way of Snapchat encouragements to each other—even virtual dance parties. Psychology major **Nicole Litvitskiy '20**, sheltering in Brooklyn, gathered online with friends to watch Netflix programs together (the baking competition *Nailed It!* was

a recent fave) and used the chat to share comments. "I'm in touch with people who I want to stay in touch with after college," she says.

**J**ust before the magazine went to press, College leadership announced their decision to resume in-person instruction for the fall semester. A modified schedule will minimize travel back and forth from campus by eliminating fall break, extending the Thanksgiving break, and keeping students at home after that to finish classes and take final exams remotely. In addition, to limit the number of people crowding into campus buildings, the class schedule will expand to include evenings and weekends.

The careful planning process for the semester, carried out in collaboration with Bryn Mawr, included consultations with infectious disease specialists and medical system leaders to ensure that the colleges are following best practices. "Universal mask wearing will be our 'vaccine,' supported by social distancing, handwashing, symptom checking, and contact journaling," wrote Raymond and Bryn Mawr





President Kim Cassidy in a joint statement. Each college has also created campus operations teams to assess everything from airflow in classrooms to food service to dorm density and cleaning, guided by the standards set for colleges and universities by the U.S. Centers for Disease Control & Prevention and the Pennsylvania Department of Education.

Of course, the plan for the semester could completely change with an upsurge of COVID-19 infections or new government limitations.

Raymond, for one, is taking a molecular biologist's perspective on the future. "Part of what I bring as a scientist," she says, "is an incredible comfort with uncertainty. There is so much we don't know about COVID-19. I don't struggle with that, but seek to understand better.

"That comfort helps me keep moving forward," she continues, "asking good questions, assessing, and making decisions."

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*Regular contributor Lini S. Kadaba is a journalist based in Newtown Square, Pa., and a former Philadelphia Inquirer staff writer.*

## Admission Adapts

➔ The high season for the Office of Admission is spring, when decisions are made, admitted students visit campus to sit in on classes and stay overnight, and high-school juniors take tours. This year, of course, COVID-19 changed all that.

"It couldn't have been worse timing," says Jess Lord, vice president and dean of admission and financial aid at Haverford College.

Haverford sends out decision letters on March 20, which this year was the same day President Wendy Raymond notified the community that the three-week campus lockdown, announced nine days earlier, would extend through the end of the semester. As a result, Admission had to adapt and reshuffle priorities—fast.

The last decisions on who would be admitted to the Class of 2024 were made via Zoom. "We really did miss the opportunity to be physically present with one another," Lord says, adding the school's consensus model "involves getting the sense of the room, not just what people say but how they say it, the look on their face. That's really hard on Zoom."

The experience has led to discussions on how future admission decisions will be made in these uncertain times. How will the lockdown affect high-school grades? Extracurriculars? "There are all these wrinkles," Lord says, "in how students' experiences may be different."

One big one is standardized testing, which was greatly limited across the country. As a result, Haverford has taken the significant step of going test-optional for the next three cycles. "We wanted to reduce the barrier and stress for the Class of 2025 and beyond," he says.

In the meantime, the ritual of visiting Haverford over spring break—a no-go, of course—has been replaced with a video of a full information session and offers of Zoom interviews and Q&As with admission officers. Prospective students can explore campus virtually ([haverford.edu/virtual-visit](http://haverford.edu/virtual-visit)) and get a sense of life at Haverford through photo galleries, aerial videos, and more.

The College also hustled to woo the 360-plus members of the Class of 2024 as the May 1 decision deadline loomed. Usually the college hosts regional receptions, Open Campus Day, overnight stays, and more. All were nixed.

Instead, inserts for admission packages were reprinted at the last minute to emphasize the Admitted Student website, which was quickly bolstered with content that included Zoom Q&A sessions, expanded photo galleries, and new video content. Raymond moderated a virtual panel on "Lives That Speak" that attracted 150 people. Professors offered spots in Zoom classes. Some even organized panels on specific majors. Usually, the College flies in students from historically underrepresented backgrounds for a special program. That, too, was moved online.

"It was an extraordinary scramble," Lord says. "We couldn't do it fast enough. It was a lot of long, long days, and lots of hard work for everybody."

Of course, virtual is not the same as in the flesh. Lord says he worried that the very qualities that distinguish Haverford—its compassion for students, its intellectual tenor, its devotion to the student experience—would not come across.

It turned out admitted and prospective students got the message loud and clear. Yield—the number of students accepting the College's offer of admittance—is on target for a class of 360 students. "We were really, really excited about the feedback we were getting," he says. "These qualities we see as so essential and defining of Haverford were coming through."

—L. S. K.



# WEATHERING A CRISIS

The disruptions wrought by COVID-19 brought unbudgeted expenses in the millions. Alumni, parents, and friends are helping to ensure the College can keep delivering on its mission and values. **BY PAT LAWS**



**A**s COVID-19 forced big changes on campus, it quickly became clear that the expense would be significant. It also became clear that the Haverford community would pull together to help.

In mid-March, Haverford, like so many institutions, faced new and growing challenges arising from the COVID-19 pandemic. Early on, the College established guiding principles to succeed in its educational mission while also continuing to live its values as a community. (Along with providing an excellent liberal arts education, those guiding principles include safeguarding the health and well-being of Haverford students, faculty, and staff, and contributing to the greater good.)

“We responded quickly to do all the right things for all the right reasons to ensure the well-being of the College community and the greater public safety,” said **Charley Beever '74**, chair of the Board of Managers. In an email to alumni and parents, he outlined some of the immediate steps taken: “We enhanced the technologies needed to deliver our exceptional academic program online. We are sheltering and caring for students who are unable to return home. And we have not hesitated to do everything possible to strengthen and nurture the community that is—and will always be—Haverford.”

Haverford also committed early on to continuing to pay all regular employees and student workers through the end of the semester, including those who could not do their work remotely. When rebates for student room and board fees were

organized, several families inquired about how to donate their refunds back to the College to help other families facing urgent financial difficulties.

Unlike many peer institutions, Haverford chose not to create an emergency fund to meet the unprecedented demands of the pandemic. The College was already acting to keep students safe and on their educational paths, and programs to assist the most vulnerable members of the community were in place.

LIFTFAR (Low-Income and First-in-Their-Family Assistance and Resources), a program established in 2016 to help students deal with unexpected and emergency expenses, became an increasingly important mechanism. Last year, LIFTFAR fulfilled 167 requests for financial assistance, meeting basic needs for medical, travel, and educational expenses. Students have used LIFTFAR awards to repair eyeglasses, have their wisdom teeth removed, purchase winter coats and boots, and travel home to family funerals. Most of the awards were under \$200.

This year, LIFTFAR awards skyrocketed to 460. “We expanded eligibility and sent \$1,000 or more directly to 298 qualified students to use in whatever way was most helpful,” said Emily Johnson, a member of the dean’s staff who coordinates the program. “We decided to remove the burden of

**Haverford continued to house and provide meals for students who were unable to return home during the pandemic. Theodore Bien '22 (above) was one of them.**

PHOTO: PATRICK MONTERO



applying, and we wanted to make sure we reached everyone, even if they were reluctant to ask for help. We covered things that were normally outside of LIFTFAR parameters—like groceries and rent—because we didn’t want vulnerable students to struggle,” she explained.

Johnson reports receiving “a lot of sweet and moving” feedback from the beneficiaries, including an email saying “I really, really appreciate this help. I am crying because I was really worried about not being able to go back to Haverford this fall. I’m incredibly grateful and hope this message can be passed along to everyone who helped make this possible.”

Among the supporters of the program is the Class of 2020, which (following in the footsteps of the Class of 2019) committed their senior class gift to LIFTFAR. In addition, Students’ Council decided to redirect their unspent spring activities budget to LIFTFAR. “Haverford is a strong community, and we look after each other,” noted **Rebecca Richie ’20**, who became a first-time donor with her class gift contribution. “I know I will always be a part of Haverford, and I know how rewarding it is to help the College.”

To spur giving to LIFTFAR and other priorities like financial aid and annual giving, a group of several donors banded together to offer a \$250,000 match. While the goal seemed ambitious in the face of global economic uncertainty, the challenge was met and surpassed in just a few days. “We had no idea how this would be perceived, but the Haverford community was understanding and positive,” said Director of Annual Giving Craig Waltman. “Every year, we count on the broad participation of alumni, parents, and friends,” he notes, “with every individual doing their best.”

When making online gifts in response to the challenge,

many donors added enthusiastic comments. “Just as Haverford has continued to influence my life for the better over the many decades since I attended, I hope it will do so for all its students. Bravo!” wrote **William Mock ’73**. “I wish this gift could be more,” said **Claudia Hartmann ’90**. “I have never been more proud to be part of the Haverford community, and I appreciate everything the College is doing to support students and keep staff and faculty safe. Thank you!”

Generous offers of help came from near and far. Haverford parents Haiyong Fu and Lilin Hua spearheaded the shipment of gifts of protective masks made by the families of Chinese members of the Class of 2023, many of whom were unable to return home when the campus shut down and the College moved to remote learning. “Although we are thousands of miles away, our hearts are with our kids, with all the faculty, and with the Haverford community,” they said in a letter. “Thank you for all of the caring effort in supporting the international students during this difficult time.”

Haverford is fortunate to have entered the spring semester in a strong position, with a large, talented pool of applicants for admission to the Class of 2024. The College’s budget is carefully constructed, and endowment and ongoing financial operations are managed in a way that is proving flexible and resilient. Haverford’s ability to deliver on its commitment to mission and values has remained solid.

With unbudgeted expenses already in the millions, the final cost of Haverford’s response remains as unknowable as the future of the COVID-19 pandemic. But it seems certain that the College will continue its principled approach to navigating challenges, and that the Haverford community will remain strongly committed to its success.

## SUPPORT STUDENTS DURING THE COVID-19 CRISIS

*Haverford is committed to helping students of all backgrounds succeed despite the unprecedented challenges posed by the COVID-19 pandemic. Your gift will help provide the tools for all Haverfordians to continue their education.*

- LIFTFAR (Low-Income and First-in-Their-Family Assistance and Resources) was established in 2016 to meet exceptional needs that fall outside of Haverford’s generous financial aid policies. Now expanded, current LIFTFAR funding helps remove financial barriers for travel, technology, and health care that can cause vulnerable students to struggle.
- Financial Aid is needed by more than half of our students to attend Haverford every year. Your support of the current financial aid budget of nearly \$30 million makes a vital, personal difference to students and families facing difficult financial circumstances during the pandemic.
- Unrestricted annual gifts support everything that makes a Haverford education excellent no matter where our students are: our world-class faculty who care deeply; a connected and supportive community that responds nimbly; and the caring, ethical values that unite us always.

**Join the community of donors at [hav.to/give](https://hav.to/give), or use the giving envelope on page 48. Visit [haverford.edu/giving](https://haverford.edu/giving) to learn about more ways to support Haverford.**

# A Poli Sci Major Goes to Med School

**By Jacob Lowy '14**

When I enrolled at Haverford College, I was determined to carve my own path in political science, despite coming from a family of healthcare providers: My mother is an occupational therapist, and my father, formerly an infectious disease specialist, is a physician-scientist, now working for a biotech company developing novel cancer drugs. I never imagined that 10 years later I would find myself in medical school in the midst of a devastating global pandemic.

At Haverford, I treasured my classes on globalization, the American presidency, and “The Politics of Violence,” and appreciated the extracurricular flexibility my major offered. After graduation, I was fortunate to be hired by **Bruce Agins '75** at the New York State Department of Health AIDS Institute, where I worked to refine HIV treatment and prevention policy. There, I found myself drawn to the patients and physicians with whom we partnered. Seeing the important role of doctors in policymaking inspired me to reconsider a career in medicine. Two years later, after completing a postbaccalaureate premedical program, I enrolled at the University of Michigan Medical School.

Medical training is notoriously long, but my first year and a half moved swiftly. Then, in March of 2020, everything changed. I was rotating on a hematology-oncology ward when the first patient with COVID-19 was admitted. It was particularly alarming to take care of patients suffering from leukemia at the onset of the pandemic. Chemotherapy suppresses the immune system, leaving patients vulnerable to even the normal bacteria of our skin. We were worried about what would happen if they were exposed to COVID-19.

COVID-19 cases increased quickly. Hospital staff grew anxious. We wore



masks, disinfected computers, and avoided cramped team rooms. Three of my patients developed pneumonia and were tested for COVID-19. One patient's blood pressure dropped dangerously low, and he needed to go to the intensive care unit. Just as we were moving him, I received an email: Students had to leave the hospital immediately.

My heart sank. My time working with patients had more than lived up to my expectations, but I could no longer care for them. I packed my bag, disinfected my laptop, and walked home. I watched from afar as the hospital filled up with COVID-19 patients. Rotations were postponed, rotations at other institutions canceled. Medical students, accustomed to rigorous, carefully structured schedules, were left in limbo. Like the rest of the world, we were in an ever-lengthening period of demoralizing confusion and stasis.

But boredom and inactivity can lead to creativity. My fellow medical students and I, now homebound, found ways to indirectly care for patients and support the healthcare system. We sorted per-

sonal protective equipment to restock supplies. We conducted virtual visits for patients with diabetes and helped to discharge COVID-19 patients as they recovered. We watched with awe and respect as doctors, nurses, and hospital staff dove head-first into fighting the pandemic, regardless of the physical, emotional, and financial consequences.

During this time, I've reflected on the relationship between medicine and politics. I've come to see that my political science education at Haverford did indeed prepare me for a career as a physician. Healthcare systems are massive bureaucracies, trained to “stay out of the red.” Hospitals run on such a tight margin that small breaks in the supply chain can disrupt the system. Zip codes define who gets access to healthcare. The most marginalized communities in our country are bearing the brunt of COVID-19. The racial and economic disparities that fracture America are worsening. Society incentivizes profit over access to high-quality, affordable healthcare. Watching the U.S. government fail to marshal a national response to this crisis, I cannot help but think that more nurses, doctors, epidemiologists, and scientists need to become involved in politics. Overcoming this pandemic, and rebuilding our world with a healthier foundation, requires that we muster all of our scientific and political resources. As I move forward in my medical career, I am grateful that my atypical path to medicine has given me insight into the important interface between politics and healthcare, and I intend to further apply the lessons I learned at Haverford to help construct a better future.

**CARE TO SHARE YOUR STORY** of roads taken (or not taken) since graduation? Drop us a line: [elotozo@haverford.edu](mailto:elotozo@haverford.edu)

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# Class News

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## HVERFORD COLLEGE

Due to privacy concerns, the Class News section is not included in the digital edition of *Haverford Magazine*. To get updates on your classmates and other Haverford grads, sign in to the alumni community, [fords.haverford.edu](https://fords.haverford.edu).

## Alumni Obituaries

**44** **Roald Strutz**, 94, of Florence, Ky., died Jan. 21, 2019. Strutz was a Chicago, Ill., native, and served in the military in both WWII and the Korean War. He was known to family and friends as a family man, a businessman, a tennis player, and a jokester. He was preceded in death by his son Raymond and his step-daughter Sherry Niehaus, and is survived by his wife, Barbara; daughter, Kathryn; step-daughter Belinda; nine grandchildren; and 13 great-grandchildren.

**49** **Alan Hume** died Feb. 20 in Augusta, Maine, at age 93. He served in the U.S. Navy before enrolling at Haverford. After college, Hume got his M.D. at the University of Pennsylvania School of Medicine and began a career in surgery. He was a founding member of the American Trauma Society and a fellow of the American College of Surgeons and the Philadelphia Academy of Surgery. Following a number of years in the Philadelphia area, Hume and his family moved to Maine, where he worked as the director of Maine's Emergency Medical Services and then as chief of staff at Mid-Maine Medical Center. During this time, Hume and his wife, Dorothy, began an association with Colby College, as mentors to pre-med students during summer work-study programs. In 1991, the Humes donated a parcel of land around their home on Lake Messalonskee to Colby College for use as an off-campus recreation and learning facility. This location was named the Colby-Hume Center, and the Humes added additional buildings on that site for students over the years, including a woodworking shop, a blacksmith shop, and a boathouse for the college's crew team. Following his retirement from practicing surgery, Hume expanded his relationship with Colby, serving as director and attending physician in the Colby Student Health Center, and teaching furniture-making and blacksmithing courses. He is survived by his wife of 50 years, Dorothy; son, Alan; daughters Alison DiCarlo and Barbara; and three grandchildren.

**50** **Daniel Oppenheim** died Feb. 13 as a result of pneumonia and sepsis. He was 91. After college, Oppenheim earned a master's degree in German and then taught history of music at Yale Graduate School. He graduated from Yale Law School in 1961, and practiced antitrust law in the Washington, D.C., area until 1984. Following his law career, he served as a fine arts consultant, and was a Society of the Cincinnati member. He was predeceased by his second wife, Elsie, and is survived by his daughter, Vicki.

**51** **Bill Matlack** died March 17 at age 91. He served in the U.S. Air Force during the Korean War, and earned his master's and Ph.D. from the University of Pennsylvania. Matlack was a professor at the University of Pittsburgh for 38 years in the Graduate School of Public and International Affairs, authored two textbooks and numerous articles, and was a senior Fulbright fellow from 1982–1983 at Bogazici University in Turkey. He was a member of Quaker Meetings at both the Sherwood Oaks Retirement Community, and in Shadyside in Pittsburgh. He was preceded in death by his wife, Leslie; his previous wife, Patricia; and his daughter Elizabeth. He is survived by his son, Donald; his daughters Amelia Hamarman and Margaret; and his six grandchildren.

**Karl Spaeth** died April 11. After Haverford, Spaeth studied law at Oxford University and Harvard Law School. He served in the U.S. Navy for five years as a line officer, then switched to the Judge Advocate General's corps after law school; he remained active in the Reserves until retiring with the rank of commander after more than 21 years of service. After starting his law career in private practice, he moved into the corporate world, working for Scott Paper Company, followed by nearly 30 years as vice president, corporate secretary, and chief legal officer of Quaker Chemical Corporation. He was a local political official for ten years, and chairman of both the Pennsylvania Chemical Industry Council and the Pennsylvania Bar Association Section on International and Comparative Law. He also studied

music at the Plymouth Music School and the Mozarteum University Salzburg, and volunteered for community organizations and committees, including Opera Philadelphia, the University of Pennsylvania Museum of Archaeology and Anthropology, and The German Society of Pennsylvania. A man of many talents, he was a gifted athlete, who enjoyed fencing, figure skating, soccer, and cricket. He was preceded in death by his wife, Ann, and is survived by his sons, Karl, Edmund, and Christopher, and nine grandchildren.

**52** **Joe Greene** died on Feb. 13 after a stroke. Following service in the Army Security Agency in Kyoto, Japan, Greene had a career with the Bank of America International, which took him to Singapore, Vietnam, Indonesia, China, and eventually Houston, Los Angeles, and New York. He held a lifelong interest in East Asia, and was also an avid reader in both French and English. Greene was devoted to New York City and its cultural life, and spent much of his early retirement exploring the city's subway lines and neighborhoods. He is survived by many family members and friends.

**Jonathan Guttmacher** died April 15 from complications of COVID-19. He was 89. After college, Guttmacher served in the U.S. Army until 1954, stationed at Ft. Meade, Md. He earned a law degree from Harvard Law School in 1958 and worked with the Federal Power Commission in Washington, D.C. for three years, before attending Case Western Reserve Medical School, specializing in psychiatry. He interned at Boston Medical Center, conducted his residency at Boston Psychopathic Hospital, and served as an attending psychiatrist at Cambridge City Hospital, before turning to private practice in 1972, which he continued until retirement. An avid music lover and an accomplished classical pianist, Guttmacher frequently hosted chamber music sessions at his home. He enjoyed tennis, swimming, and playing bridge with his team in Braintree. He is survived by his longtime life partner, Rudolf "Rudy" Brautigam; his former wife, Ilene; his son, Chris; his daughter, Betsy; and his two grandchildren.

## I N M E M O R I A M

### RAMÓN GARCÍA-CASTRO

Ramón García-Castro, professor emeritus of Spanish who taught at the College for 35 years, died May 2, at his home in Philadelphia. He was 79.

Born in Santiago, Chile, García-Castro was a graduate of the University of Chile, where he trained to teach English. He moved to the United States in 1968, and earned his master's degree in comparative literature from Harvard University and



his Ph.D. from the University of Pennsylvania. His scholarly inquiries were not limited to Spanish, but also included English and French literature.

García-Castro joined the Haverford faculty in 1972 as an assistant professor. He, along with Luis Manuel Garcia-Barrio from Spain, created the College's Spanish Department and designed its innovative curriculum and co-

curricular program, for which he not only crafted introductory language courses, but also created upper-level courses on Latin American and Caribbean literature, which were new areas of study for the College at that time. He often invited authors, artists, and social and political leaders to campus, and was instrumental in building the Library's collection in Latin American literature.

"His influence on students was profound," said Provost Fran Blase. "Those who had the good fortune to study with Ramón in his classes or independent thesis work found him to be an energetic, deeply committed, and inspiring educator and scholar. They often described him as 'the most influential professor' in their educational experience, 'a pioneer,' and 'a memorable, supportive champion,' especially of Latinx students in our community. He also was an exemplary faculty colleague, a kind, gentle, humble person, who always offered his support and friendship with a broad, warm smile and a dose of sharp humor."

García-Castro is survived by his devoted partner of many years, Ben Lariccia.

### RANDY MILDEN

Randy Mildén, former assistant professor of psychology and dean of the College for more than a decade, died March 10 in Berkeley, Calif., as a result of brain cancer.

Mildén was raised in Haverhill, Mass., and graduated from Radcliffe College in 1973. She received her master's and Ph.D. in psychology from the University of Michigan, and taught in the departments of psychiatry and reproductive biology at the

Case Western Reserve University School of Medicine.

A one-year psychology professorship brought Mildén to Haverford in 1986, and she joined the dean's office the following year, while still teaching classes.

As dean and assistant professor, Mildén was involved in every aspect of campus life, supervising issues regarding housing, multicultural affairs, health services, and student activities, teaching classes, and even presiding over Dorm Olympics in 1995 in place of then-president Tom Kessinger. With her background in feminist psychology, she also sought to advance the College's inclusivity and consciousness regarding issues of gender, race, and sexual orientation, helping to revise the College's guidelines on sexual assault during her tenure.

Mildén also made investments in the broader community during her time at Haverford. She published numerous articles on topics in psychology, was elected to the board of directors for the Philadelphia Society for Psychoanalytic Psychology, and served on the Hillel of Greater Philadelphia Board Committee.

After leaving Haverford, Mildén moved to the San Francisco area, where she continued writing, focusing on issues of women's health. She wrote candidly about her experience with breast cancer in an article for *The New York Times* in 2005, and her work on breast cancer culture was published in the *Journal for the Psychoanalysis of Culture and Society*.

She also served as clerk of the Board of Trustees Quaker Life Committee for the San Francisco Friends School and was a member of the Friends Association of Higher Education.

She is survived by her husband, Steve Mayer; her stepson, **Adam Mayer '10**; and her stepdaughter, **Emily Mayer '14**.



Mildén and several Haverford colleagues celebrated her 40th birthday in 1991 on campus. Pictured are (from left) Julia Epstein, professor of English; Kaye Edwards, professor of biology and health studies; Matt Hamabata, dean of the College; Marilou Allen, director of 8th Dimension and the Women's Center; Randy Mildén; Anne McGuire, professor of religion; and Elaine Hansen, professor of English and provost.

## Alumni Obituaries

**Peter Oliver** died Jan. 4, three hours shy of his 90th birthday. Born in Beirut, Lebanon, Oliver came to the U.S. at age 15. Following college, he attended Boston University Medical School, and practiced at the Lahey Hospital and Medical Center in the Department of Otolaryngology for his full career. He served as department chair for ten years and was also on the faculty at Boston University Medical School. He was a keen golfer, skier, and traveler well into his eighties. He loved political debates, accompanied by good food and wine. He is survived by his wife, Constance; his daughters, Laurie, Robin, and Sara; and many grandchildren and great-grandchildren.

**53 Richard Gundry** died Feb. 21 of Myelodysplastic syndrome. Gundry graduated from The Johns Hopkins University School of Medicine in 1958, then spent a year in the Osler Medical Service before beginning residency at Stanford. His residency was put on hold when he joined the U.S. Air Force as a flight surgeon, assigned overseas. Once discharged, he finished medical training at the VA Boston Healthcare System and started his medical practice. Gundry, his first wife, Janet “Missy” Russell, and their family lived on both the East and West Coast, before settling on a farm outside Portland, Ore. After years of solo medical practice in Oregon, Gundry married Phyllis Massino, and moved with her to San Diego. The two spent a year working on Navajo reservations in Arizona and New Mexico, in hospitals of the Indian Health Service. There, Gundry treated one of the last living Navajo Code Talkers, which he considered a highlight of his life. Upon returning to San Diego, Gundry worked as a house-call physician for 13 years before retiring due to illness at age 87. He will be remembered as a humble and well-loved doctor, and a caring father and grandfather. He is survived by his second wife, Phyllis; his sons, Cooper and John; his daughters, Barbara “Barb” and Alison; one step-daughter, Alexandra; 12 grandchildren; and 10 great-grandchildren.

**John Hillis** died peacefully on April 7

at the age of 88, due to declining health following a stroke three years ago. After college, Hillis received his M.D. from Temple University School of Medicine. He then served in the U.S. Navy for 20 years, finishing as lieutenant commander in the Navy Medical Corps. Following his discharge, he joined the Lombard Medical Group in Thousand Oaks, Calif., where he practiced obstetrics and gynecology for 30 years. He also served as the medical chief of staff at Los Robles Regional Medical Center in 1973–74 and was a member of the hospital’s board of trustees. Hillis is survived by his wife, Judy; his seven children and step-children, Cynthia, Jennifer, Jonathan, Kevin, Susan, Phillip, and Wendy; and five grandchildren.

**54 Jim Felstiner** died peacefully on Jan. 28. Known to colleagues and friends as the “Judge,” Felstiner devoted his life to supporting young people in his community, first as a social worker, and then as a judge of the Ontario Court of Justice’s Family Court for more than 30 years. Felstiner graduated from Harvard Law School in 1957, and received his master’s in social work from the University of Toronto in 1961. After his retirement, he served as a volunteer for community causes, including childhood cancer-focused Camp Oochigeas and The Taylor Statten Camping Bursary Fund. He also mentored middle school students in Toronto. He had a love of travel, cooking, and outdoor sports, and was known for his booming voice and contagious laugh. He is survived by his wife, Barbara; his daughters, Kate, Caroline, and Laura; and five grandchildren.

**Stan Forster** died at home on Jan. 27. Forster graduated from the University of Pennsylvania School of Medicine in 1957. He served in the U.S. Public Health Service in San Juan, Puerto Rico, where he taught in the University of Puerto Rico School of Medicine and was director of the Cancer Detection Clinic. He practiced obstetrics and gynecology in the Washington, D.C., area for 45 years, and served as department chair of obstetrics and gynecology at Prince George’s

General Hospital. An active participant in many civic organizations, Forster was president of his synagogue and of his Volkssport Club, and was a volunteer at the Bethesda Naval Hospital and the Mercy Clinic. He was predeceased by his daughter Molly, and is survived by his wife of 62 years, Dena; sons, Louis and Henry; daughter Susan Kellher; 10 grandchildren; and three great-grandchildren.

**55 Koya Azumi** died Dec. 19 at age 89. The son of a Japanese governor during wartime, Azumi was a dedicated Quaker in his adolescence, and spent summers volunteering for the “Houses for Hiroshima” project. He came to the U.S. to attend Haverford, and remained stateside for almost 40 years. After earning his Ph.D. in sociology from Columbia University in 1966, he taught at several American institutions, including New York University, the University of Wisconsin, and Rutgers University, before returning to Japan in 1989 for a professorship at International Christian University (ICU). In addition to teaching, he also served as dean of the graduate school at ICU until his retirement in 2002. An academic award that bears his name is given to ICU students that demonstrate excellence in sociology. While a teacher, he donated his father’s professional papers to the ICU library, and collaborated with students to catalogue the more than 13,000 items. He was the author of several books, including his autobiography, *Yume o yoji noboru*, as well as more than 50 academic articles in English and Japanese. Azumi will be remembered for his commitment to internationalism, his spirit of service, and his dedication to academic excellence. He is survived by his wife, Eiko Nikaido; his children, Eric and Elise; four grandchildren; and numerous nieces and nephews.

**Robert Hinshaw** died on March 3 in Guatemala. He was 86. After graduating from Haverford, Hinshaw began teaching, and held several academic offices throughout his career, including president of Wilmington College, academic dean at Bethel College, and chair of the Anthropology Department



at Beloit College. He received his Ph.D. in anthropology from the University of Chicago in 1966, and focused his academic studies on Maya Indigenous communities. He led Beloit College's first cultural anthropology field school in Panajachel, Guatemala, in 1978. While serving as an election observer in Nicaragua with activist organization Witness for Peace in 1990, he met his wife, Linda. The two continued their advocacy work together over the next decades, including serving with the Guatemalan Human Rights Commission as election observers in 2003. Hinshaw was a lifelong Quaker, and loved traveling and leading tours around the U.S. and internationally. He authored several books based on his field work and experiences, both nonfiction and fiction. He is survived by his wife, Linda; his daughter, Julia Ryberg; his sons, Ken and Christopher; his stepchildren, Megan Diaz and Ken Dycus; 12 grandchildren; and eight great-grandchildren.

**David Hogenauer** died on April 3 due to complications from COVID-19. He was 86. After Haverford, he received a master's in education from Harvard University, and a master's in history from Seton Hall University. He served in both the U.S. Coast Guard and Reserves. Hogenauer moved to Maplewood, N.J., in 1964, where he taught history at Columbia High School for 32 years, until he retired in 1996. While there, he was the faculty sponsor for an exchange program with a high school in Tokyo. Hogenauer was known for his passion for community service, his musical talents, and his love of nature. He served as a trail keeper, hike leader, and park historian for the South Mountain Conservancy for 17 years, authoring both a trail guide and book. He was an active member of the Prospect Presbyterian Church, and served in various volunteer roles, including as church representative for the Interfaith Hospitality Network of Essex County. He was the recipient of Maplewood's Maple Leaf Award in 2007. He is survived by his wife of 60 years, Claire; his daughters, Rebecca Horne and Heather Kane; son, Kenneth; and five grandchildren.

**John Kreisher** died Dec. 5 of

cancer. Kreisher earned his Ph.D. in biochemistry from the University of Delaware in 1961, and his master's in business administration from the University of New Haven in 1984. He spent most of his career in biotechnology, teaching at Harvard University and The Ohio State University, and leading a number of companies, including serving as associate scientific director for the Council for Tobacco Research, president of International Biotechnologies, and president and CEO of Theraplex. A longtime resident of Ridgefield, Conn., Kreisher was active in his community, petitioning for the building of Ridgefield High School in the early 1970s and serving as one of the founding fathers of the Soccer Club of Ridgefield. He also enjoyed sailing, hiking, and long walks with his wife and dog. He is survived by his wife of 63 years, Jeanne; his sons Steve, Keith, and William; and seven grandchildren.

**Richard Marek** died March 22 as a result of esophageal cancer. He was 86. Marek was an accomplished book editor and publisher, helping to steward the publication of almost 300 books, including James Baldwin's *If Beale Street Could Talk*, Ernest Hemingway's *A Moveable Feast*, and Robert Ludlum's *The Bourne Identity*. He earned his master's in English from Columbia University in 1956. He then served in the U.S. Army, writing radio scripts in Japan. Over the course of his career, he worked at a half-dozen major publishing houses, including Macmillan, Scribner's, Putnam Publishing Group, and E.P. Dutton, and served as ghostwriter for books such as James Patterson's *Hide and Seek*. While at Dial Press, he spearheaded an unorthodox and wildly successful marketing scheme for Samuel Shem's medical training satire *The House of God*, giving 10,000 copies of the new book away for free to bookstores in exchange for prominent placement around the store. Marek is the author of *Works of Genius*, and co-authored *How to Fall in Love* with his second wife, Dalma Heyn, in 2019. He was predeceased by his first wife, Margot, who died in 1987, and is survived by his second wife, Dalma;

his daughter, Elizabeth Litt; his son, Alexander; and four grandchildren.

**Dave Sutton**, of Champaign, died April 2 at age 86. After college, Sutton earned a Ph.D. in physics from Princeton University, and began a career in physics education. He was on the faculty at the University of Illinois at Urbana-Champaign from 1984 until his retirement in 1990, when he was named professor emeritus. A lover of the outdoors, Sutton spent summers in the Colorado Rockies as a boy, and maintained close ties there throughout his life. He skied downhill and freestyle, and he was a longtime member of the Champaign Ski Club. He sang barbershop and participated in choir, and was active in the Unitarian Universalist Church of Urbana-Champaign. A lifelong Quaker, Sutton volunteered for numerous efforts supporting social action, racial justice, and criminal justice reform, through both his church and community organizations. Family and friends will remember him as inquisitive, tenacious, funny, and generous. He is survived by his wife of 31 years, Nancy Hanks-Sutton; his daughter, Eliza; and one grandson.

**56 Tom Ladenburg** died Feb. 2 of complications from Parkinson's disease. Born in Germany, Ladenburg emigrated to the U.S. with his family in the late 1930s to escape the Nazi regime. After Haverford, he graduated from Wesleyan University with a master's in education. Ladenburg was a high school social studies teacher for almost 50 years until he retired from Brookline High School in Brookline, Mass. in 2005. Ladenburg developed, wrote, and published his own curriculum material, much of which is still selling across the country, and received numerous teaching awards. In retirement, he focused on improving the teaching of American history in junior and senior high schools. He was the author of nine books, including one on American black history from Reconstruction to the Civil Rights movement. He is survived by his wife of 59 years, Muriel; his daughter, Katherine Michon; son, Eric; and 4 grandchildren.

## Alumni Obituaries

**57** **Charles Mack** died March 15 from cancer. Mack was an expert in corporate government relations and trade and business association management. He served as president and CEO of the New York State Food Merchants Association, staff executive for the Consumer Issues Committee of the U.S. Chamber of Commerce, and president of the Business-Industry Political Action Committee, and also authored five books on the subjects of business, politics, including *Lobbying and Government Relations: A Guide for Executives*. He spent seven years on the board of the University Club of Washington, D.C., and was board president of the Olney Theatre Center until 2017. A lifelong learner with numerous interests, Mack's retirement project was to return to graduate school, and he earned a Ph.D. in political science from Catholic University at age 74. He enjoyed a healthy debate, read avidly, and was a fan of classical music, and boasted a collection of more than 5,000 CDs. He is survived by his wife, Alice Mack; his daughter, Alice McQuaid; and his grandchildren.

**58** **Lorenz Lutherer** died on Feb. 5 in Tulsa, Okla. He was 84. After Haverford, Lutherer received his master's from the University of Iowa, did an NIH-supported postdoctoral fellowship at the University of Florida College of Medicine, and in 1972 began working as a physiology professor at the newly-formed Texas Tech University Health Sciences Center School of Medicine. In 1977, he himself graduated with his M.D. from the school. During his 45-year tenure as administrator, professor, researcher, and mentor to many students, he was instrumental in the creation of the school's policies and governing committees. He also founded and served as executive director of the school's Clinical Research Institute, and co-authored the book *Targeted: The Anatomy of an Animal Rights Attack* with his wife, Margaret. He was the recipient of eight school awards for excellence in teaching, research, and administration, and was awarded a Fulbright in 1997 to teach and consult on research at the

School of Medicine at the Universidad Nacional de Trujillo in Peru. He loved to watch and play sports of all kinds, and was a longtime supporter of Texas Tech Public Radio and the Lubbock Symphony Orchestra. He was predeceased by his wife, Margaret, and is survived by his sons, Brian Allen, Benjamin Simon, and Scott Simon; and three grandchildren.

**Peter Rockwell** P'82 died peacefully on Feb. 6. He was 83. Rockwell, the youngest son of illustrator Norman Rockwell, was a renowned artist and scholar. After Haverford, he attended the Pennsylvania Academy of Fine Arts, and studied carving in Carrara, Italy. He moved to Rome with his family in 1962, where he opened a sculpting studio focusing on stone, bronze, casting, and clay, and taught art and art history at several schools, including the Istituto Centrale per il Restauro. He was commissioned for numerous projects such as the Ned Wolf Memorial in Philadelphia, Boston College's Tree of Life, and gargoyles for the Washington National Cathedral. Rockwell was an expert in ancient stone carving technique, and consulted on notable conservation works, such as Trajan's Column, the Trevi Fountain, and Bernini's Angels. He also published a number of articles and books, including *The Art of Stoneworking*, and co-authored *The Unfinished: Stone Carvers at Work on the Indian Subcontinent*. He also served on the boards of the Keats-Shelley House and St. Stephen's School, and volunteered at the Non-Catholic Cemetery of Rome, where he was buried. He was predeceased by his wife Cynthia "Cinny," and is survived by his sons Thomas, John, and **Geoffrey Rockwell '82**; his daughter, Mary; and four grandchildren, including **Thea Rockwell '12**.

**59** **Bill West** died Feb. 1 in his home. He was 83. West served in the U.S. Army during peacetime with a rank of specialist. He was employed at Air Products, Inc. in Trexlertown, Pa., as manager of Hazardous Material Transportation for 26 years, before he retired in 1993. After this, he worked as a private consultant. West was a member of St. Anne's Episcopal Church. He was

predeceased by his father, **William West '24**, and grandfather **William West, Class of 1892**, and is survived by his daughter, Kathryn Lange, and two grandchildren.

**60** **Richard Teitelbaum** died April 9 of a stroke at the age of 80. A composer and performer of electronic and contemporary classical music, Teitelbaum was regarded as a pioneer of "brainwave music," in which synthesizers are used to process human biofeedback into musical output. After Haverford, he studied keyboard at Mannes School of Music, before earning a master's in music from Yale University in 1964. He was a two-time Fulbright scholar, traveling to Italy in 1964 and Japan in 1976. While in Italy, he collaborated with Alvin Curran and Frederic Rzewski to create Musica Elettronica Viva, one of the first groups to combine synthesizers with traditional acoustic instruments. Teitelbaum was a scholar of non-Western musical practice, incorporating musical instruments and styles from around the world into his projects. Over the course of his career, he collaborated with numerous world-renowned musicians, including Anthony Braxton, Andrew Cyrille, and Katsuya Yokoyama. He served as professor and director of the Electronic Music Studio at Bard College, and won a Guggenheim Fellowship in music composition in 2002, using it to create operas inspired by Jewish mysticism. He is survived by his wife, Hiroko Sakurazawa.

**James Ungerleider** died peacefully at home on Feb. 1 at the age of 82. Ungerleider received a master's from University of Dayton, before graduating from the Ohio State University College of Medicine, specializing in oncology. He served in the U.S. Air Force Reserves as a flight surgeon. Following his military service, Ungerleider worked in leadership roles for several notable medical institutions across Ohio and Kentucky, including Miami Valley Hospital in Dayton and the James Comprehensive Cancer Center in Columbus. He was a co-founder of Ohio's Hospice of Dayton. Following his retirement from the James, he directed cancer services at local hospitals in Gallipolis and Portsmouth,

Ohio. In his free time, Ungerleider enjoyed traveling, boating, and fishing, and once navigated all the way from the Great Lakes to Georgia entirely by boat. He was known as a devoted family man, compassionate physician, and faithful friend. He is survived by his wife of 25 years, Joan; his former wife, Beverly; his sons, Jason and Matthew; his daughter, Kippy; his step-daughter Jenni Thomas; his step-son Greg Thomas; his honorary son, Jay Kyne; and nine grandchildren and step-grandchildren.

**63 Scott Gillam** P'00 died of complications of Parkinson's disease on March 23. After graduating from Haverford, he received a master's in English from the University of Pennsylvania. He served in the Peace Corps in Kenya from 1966–1968. Gillam spent his professional life as a writer and editor, but his real passion was music, as a singer and piano player. He was a charter member of the New Amsterdam Singers and sang with the 4-0-Four, a close harmony quartet, for 30 years. He remained involved with Haverford, collating and editing both the 25th and 50th Reunion Books. He is survived by his wife, Molly Hazen, and sons, Jonathan and **Timothy Gillam '00**.

**John Johnson** died Feb. 10 in New York City. After college, he graduated from Columbia Business School with a focus on accounting and finance, and served in the U.S. Army. Throughout his career, Johnson worked for several large corporations, including Price Waterhouse, the New York Stock Exchange (where he served as chief financial officer), and Rodale Press. Following his time at Rodale, he worked as an independent business consultant. He was a longtime member of both the Madison Avenue Presbyterian Church and the Union League Club in New York City. He was known for his love for travel, sports, music, and the arts. He is survived by his brother, **Jake Johnson '55**, and numerous extended family members.

**64 George Couch** died on March 12 at the age of 77. Couch's time at Haverford was interrupted in 1963

when he joined the U.S. Army. He was stationed in New Mexico, South Korea, and Georgia as a military journalist. After his discharge in 1967, he returned to Haverford with his wife, Katherine, and their first daughter Elizabeth, and received his diploma in 1968. His second daughter, Melissa, was born that year as well, and her developmental disabilities led him to become a champion for people living with disabilities. Upon graduation, he worked for the College's PR department, before beginning a career in editing and communications for healthcare companies, including GD Searle & Company, American Hospital Supply, and Forest Products Laboratory. He also served as a communications consultant for clients such as Baxter International and United Airlines. In 1986, Couch and his family moved to rural Mount Horeb, Wis. Couch was a trained pilot and enjoyed photography, literature, and the arts. He was an active volunteer for numerous community organizations, including local chapters of The Arc of the United States, the Rotary Club, and the ManKind Project. In 2016, George was awarded a Lifetime Achievement Award by The Arc-Dane County to recognize his service and advocacy for people with disabilities. He was preceded in death by his wife, Katharine, and is survived by his daughters, Elizabeth Hackett and Melissa Couch, and three grandchildren.

**Stephen J. Dallolio** P'93 died Dec. 15 in Rochester, Minn. at age 76. Dallolio graduated from University of Bologna in Italy with a doctorate in medicine, and conducted his residency in anesthesiology at Columbia Presbyterian Medical Center in New York City. He practiced anesthesiology in Monmouth County, N.J., for 35 years before retiring with his wife Kathleen in Jupiter, Fla., In 2008, the two moved to Minot, N.D., to be closer to family. Dallolio was a devout Catholic and a member of the Knights of Columbus. In his spare time, he enjoyed sports, fishing, hunting, and traveling, and was an avid reader and animal lover. He is survived by his wife of 52 years, Kathleen, and his sons, Stephen Dallolio, Jr, and **Mike Dallolio '93**.

**69 Ted Winfield** died peacefully on March 23 from COVID-19. As the son of missionaries, Winfield spent some of his early childhood years in Burma, before moving to McLean, Va. After Haverford, he earned a master's in public health from UC Berkeley in 1971 and built a successful career in public health administration. At the University of Vermont, he served as associate dean for finance for the Larner College of Medicine, and later became vice president for budget and resource management. He also served on the boards of numerous organizations, including the Greater New England Chapter of the Multiple Sclerosis Society and Cradle to Grave Arts. Outside of his professional work, Winfield and his second wife, Nancy Herman, were massage therapists, and operated a bed and breakfast in their home in Shelburne, Vt. He will be remembered as an exceptional gardener, a world traveler, and a talented chef, with deep respect for all people. He was predeceased by his first wife, Nancy Donaldson Winfield, and is survived by his second wife, Nancy Herman; his daughters, Mollie Jewett and Lida; his step-daughters, Ariel Teitelbaum and Maija Barnett; and his four grandchildren.

**71 John Chewning** died on March 4 from cancer. Chewning received a master's degree from Cornell University and a Ph.D. from Massachusetts Institute of Technology. He was an associate professor emeritus at the University of Cincinnati's College of Design, Architecture, Art, and Planning. He is survived by his wife, Cecie; his brother Paul; sister Ann; and several nieces and nephews.

**72 Ted Williams** died on Jan. 15. After Haverford, Williams earned a master's in civil engineering from the University of Illinois, Urbana-Champaign in 1973, and a master's in management from Georgia State University in 1984. He began his working career at the Mid-Ohio Regional Planning Commission from 1973–1978, and then spent 18 years at the Metropolitan Atlanta Rapid Transit Authority in various leadership roles,

## Alumni Obituaries

including assistant general manager of rail services. He retired in 1996, and then co-founded the Atlanta consulting firm DW & Associates. He is survived by his wife, Joetta.

**73** **Norman McLeod** of Great Falls, Va., died unexpectedly Jan. 16 while on vacation. He studied economic history at Jesus College, University of Oxford, and then worked as a market researcher and business consultant in the printing industry. While he formally retired in 2016, he continued to work as an independent consultant until his death. McLeod was passionate about military history, particularly the American War of Independence and the Napoleonic Wars. He enjoyed playing tabletop wargames of these eras and visiting battlefields in the American South. He also participated in the Washington & Old Dominion Railroad historical society. He was a student of genealogy, and was highly knowledgeable about his Scottish and South Carolinian roots. Family and friends will remember him for his sharp wit, commitment to family traditions, and love of travel. He is survived by his wife, Rachel, and their son, William.

**74** **Richard Curran** died Feb. 13. After Haverford, he received his M.D. from the University of Buffalo in 1978. He was an internist at Buffalo Medical Group and Catholic Health System of Buffalo. He is survived by his wife, Kathleen; his children, Jason and Amanda Brown; his brothers, George and **Steve Curran '77** P'17; and two grandchildren.

**75** **Neal Goldberg** died in his home on Feb. 10. He was 67. Goldberg graduated from Vanderbilt University School of Medicine in 1979, then completed his pediatric residency at Buffalo Children's Hospital, and conducted a neonatology fellowship at Children's National Medical Center in Washington, D.C. In 1984, Goldberg founded the neonatal intensive care unit at Arlington Memorial Hospital in Arlington, Texas. While practicing neonatology in Tulsa, Okla., and Rome, Ga., he also studied law at the University

of Tulsa College of Law, graduating with his J.D. in 2001. Goldberg was beloved by family members, friends, colleagues, and patients alike, and will be remembered for his care for people and animals and love of the great outdoors. He was a voracious reader and enjoyed hiking with his family. He is survived by his wife, Barbara; his children, Lauren, Leslie, and Benjamin; and one grandson.

**85** **Jim O'Brien** died on Jan. 15 at the age of 58. After working in government for several years, O'Brien received his master's in business administration from the University of Rochester. Over the course of his career, he founded and led two human resource management software companies, Chief People Officer and HRX. Outside of work, O'Brien was a gifted cook and an avid athlete and coach. He enjoyed ultimate frisbee, ice hockey, tennis, and downhill skiing, and was a member of St. Alban's Episcopal Church in Tucson, Ariz., where he taught Sunday school and rang in the handbell choir. Family and friends will remember him for his optimism and generosity. He is survived by his wife of almost 25 years, Cynthia Nocon, and his daughter, Nina.

**89** **Lisa Cloutier** died on Jan. 12 in Honolulu, Hawaii, after a sudden illness. She was 54 years old. In 2003, Cloutier graduated from Harvard University Graduate School of Design with master's degrees in urban planning and landscape architecture. She worked for nearly two decades with the Lincoln Institute of Land Policy as a researcher and manager, before transitioning to consultancy and education work in ecological landscape planning, acquiring certifications in permaculture, nutrition, and skippering. Most recently, she was stationed in Molokai, Hawaii, working to support natural ecosystems. She will be remembered for her visionary approach to life, dedication to land stewardship, and compassionate nature. She leaves behind family and close friends.

**91** **Jennifer Friedman** died March 12 of cancer. After Haverford,

Friedman earned her master's in urban planning from New York University in 1998. In 2003, she married Jason Dragseth, and they had one daughter, Ella. A dedicated New Yorker, Friedman frequently ran in Central Park, rode the buses and subways, and walked the neighborhoods. She centered her career on improving her city, through her work at the New York City Economic Development Corporation, the City University of New York, and most recently, the New York Public Library, where she played a role in rebuilding the library's Mid-Manhattan branch. Family and friends remember her as loving, ethical, brave, and quietly confident. She is survived by her husband, Jason; her daughter, Ella; and numerous family members and friends, including brother **David Friedman '84**.

**94** **Jessica Berson** died Aug. 11 in Roslindale, Mass., from cancer. She was 47 years old. After Haverford, Berson moved to Seattle, Wash., where she founded Anomaly, a dance company for teenage girls, and earned a Laban Movement Analyst certification. In 2005, she graduated with her Ph.D. in theater and drama from the University of Wisconsin-Madison. She held teaching positions at universities across the U.S. and abroad, including Northeastern University, Wesleyan University, and Exeter University. She spent a year as acting director of the dance program at Harvard University, and nine years as a lecturer in theater studies at Yale University, where she helped to craft the school's dance studies curriculum. In 2016, she published her first book, *The Naked Result: How Exotic Dance Became Big Business*, which was named the 2017 Outstanding Book of the Association for Theatre in Higher Education. She was awarded a Fulbright Fellowship in 2017 to study dance, disability, and sexuality at the University of Roehampton in London, U.K. After being diagnosed with breast cancer in 2017, she started a blog on her experience at cancersnake.com. She is survived by her husband, Matthew McDonald, and two sons, Leo and Henry.



Oluwatobi Alliyu '16 (far right) spent the summer of 2014 working in Accra, Ghana, with Unite for Sight as a Center for Peace and Global Citizenship (CPGC) fellow. Each year the CPGC awards approximately 60 fellowships that provide fully funded summer internship experiences with social change organizations around the world and across the United States addressing social justice, human rights, and environmental issues.

# THEN AND NOW

CPGC fellow Lía Hermosillo Rojas '22 is interning remotely this summer with the Woody Guthrie Center in Tulsa, Oklahoma, helping to curate an online exhibition. Rojas, who is working from an Airbnb in her hometown of Fort Worth, Texas, is one of 60 Haverford and Bryn Mawr students taking part in a totally reimagined CPGC summer program that features remote internships, online learning, and a stipend. The program is partnering with 38 organizations (including 23 new ones suggested by students with self-designed internships) working on issues such as food justice, educational equity, health care, and immigration. As always, the fellows did preparatory work in the spring and will take an internship-related course in the fall.



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