

# BEREA COLLEGE

PRESIDENT'S IMPACT REPORT • 2021-2022



## Beacon of Light



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Photo by Anh Ngo '24

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# A Message from the President

Dear Bereans,

I'm pleased to present to you our second annual Impact Report, and the final one of my tenure as president of this storied institution. In it, you'll find details of Berea College's strong financial position, the sound management and growth of our endowment, sources of fiscal support and the faithful stewardship of that support. In addition, you'll discover stories—stories of students, alumni and donors who encountered this place and came away changed because of it.

Change. Change has always been the goal of this college since Rev. John G. Fee founded it as the first interracial and coeducational college in the South. Fee wanted to change the life of the freed person of color, to change the situations of Appalachian youth, male and female, and to change the heart of a society that was violently reluctant to change. All these years later, change is still at the core of what we do. We still work to change the hearts and minds of people

toward a more just and equitable world. We still accept the challenge of changing a student's financial situation and creating a mindset in that student to strive toward positive change at home and abroad.

To come to Berea is to change. I know because in the past 10 years, I, too, have changed for the better. Berea College showed me it was possible for an entire academic community—students, staff and faculty—to engage with the mission of the College and to embrace it, removing all remaining skepticism I might have had about working in higher education. They believe in this place, and because of them, I believe in it, too, not just because of what they say but because of what I have watched them do over the past decade. Year after year, their faith has increased my faith, and their works have proved it.

Supporting Berea College is supporting change. As you read, you'll learn how your

financial contributions impact students, many of whom are the first in their families to go to college, and what that change in their family trajectories means to them. You'll find stories of donors, as well, and the remarkable gifts they made to Berea College and what inspired them. Their stories, together with yours, illustrate the profound effects a culture of philanthropy can have on countless lives.

This Impact Report reveals the true, meaningful and lasting change brought about by your support. My hope is that you will enjoy it and share with others so they, too, can learn how to make a real and tangible difference in the lives of hundreds of graduates each year, graduates who go out into the world bent on changing it for the better because of what they learned at Berea College.



BEREA COLLEGE

Your Gift  
*Matters*  
to Holly

“Berea’s focus on liberal arts education felt like the perfect fit for my love of making connections across my many interests. The Labor Program showed me my work experience was appreciated and celebrated. Like everyone, I am a complicated person, but Berea welcomed all of me. My grandma would tell you I’m not great at asking for help, but I’ll try. Will you please make a gift to Berea College so another person like me can feel like they’re the luckiest person in the world? I know they will be as grateful as I am.”

-Holly Ann '23

**This holiday season, please  
give the gift of education at  
[www.berea.edu/give](http://www.berea.edu/give).**

Photo by Crystal Wylie '05



Student Craft created a broom museum to display the artistic and unique designs that each student had developed during their time in Broomcraft.

Photo by Gaston Jarju '23



# The Table of Impartial Love

**A joint message from the President and the Vice President for Alumni, Communications and Philanthropy**

Rev. John G. Fee had a bold mission for Berea College amid the turbulence of the 1850s. With the country fiercely divided and politicized over the institution of slavery vs. freedom for all and headed toward civil war, Berea's founders were clear and steadfast about which side of that conflict they supported.

Choosing the side of freedom, Fee and early Bereans courageously defined the kind of institution Berea College would be. Berea would be a place welcoming to women and men, formerly enslaved people as well as white students, all invited to live and learn together in a state where it was perfectly legal for one human being to own another. Fee, a deeply religious man from a slave-holding family, based his thought and action on the Christian faith he embraced, even as denominations had become divided over slavery. He chose as the foundation for his thought the Christian notion of impartial love.

The true genius in Fee's thinking is its profound inclusivity. You did not have to agree with him in all the details of his thought, but you had to accept the principle of impartial love, and its incompatibility with slavery.

Imagine Berea, then, as having a very big "welcome table" with unlimited seats. The only condition for having a seat is supporting Fee's New Testament notion of impartial love. If all peoples and perspectives of the earth are welcome at this table, then learning across difference will happen. Minds may not be changed, but the very idea of Berea and its full embrace of impartial love calls us to keep trying.

When we—you and us—give to support the education of young people today and in the future, we are modeling love in action through our philanthropy. We do not expect the receiver of such support to pay it back. Instead, we expect the receiver to

pay it forward. So many of Berea's alumni continue to do that. So do Berea's many friends. That's what this President's Impact Report celebrates.

Today, just as in 1855, the world needs more, not less, impartial love. And just as Berea was doing in the 19th century by putting that kind of love in action, it continues to do that today. And along the way, we find promise when we can bring people together even amid different perspectives and beliefs. While we sometimes fail at this, we invite you to remain at Berea's table sharing our diverse perspectives with one another.

Lyle Roelofs

Chad Berry

# A Beacon of Light

By Abbie Tanyhill Darst '03



Photo by Crystal Wylie '05



Hear Ariel's custom spoken-word poetry and learn more about her story at [berea.college/BeaconOfLight](https://berea.college/BeaconOfLight)

“Berea found me,” remembers Ariel Owens Williams ’14. Williams grew up and lived in Hawaii, but her father moved them to Kentucky for a short period of time before returning to Hawaii. She says a piece of mail from Berea College followed her back—inviting her to apply for a full-tuition scholarship and a chance at a college education and a better future. Thinking a school like Berea was too good to be true, Williams called random campus numbers, speaking briefly with people all over campus until she was sufficiently sure the College was real and made up of live and friendly people.

President Lyle Roelofs reflects back on meeting Williams in his first year at Berea College and learning of her story. “Ariel helped Laurie and me understand the reality of so many Berea students, students who richly deserved the opportunity of an education that they could not afford. She was special to us because she was cagey enough to worry that Berea was too good to be true, and then found the perfect way to assure herself that Berea was not only good but true!”

Life in Hawaii was surrounded by beauty but full of difficulty, and Williams thought it worth the chance to venture back across the Pacific to attend this small college with a big promise. The girl who had never had her own room or bed in which to sleep was assigned to work at Boone Tavern Hotel and Restaurant.

“I had always been interested in hospitality,” she said. “I was interested in being able to work in a place that allowed me to make sure people had a good experience, found comfort and had the opportunity to have a beautiful place to sleep.”

In addition to her labor position, Williams applied to work for phone-a-thon to earn some additional money to be able to go back to Hawaii and see her family, while also getting the opportunity to thank those responsible for helping provide her a tuition-free education. In her application, she wrote:

“In my opinion, Berea College is not just a good school—it’s an excellent academic institution. For many students throughout America and the world, Berea College is a beacon of light in the midst of their dark situation. Speaking for myself, by virtue of being at Berea I have already conquered what theoretically or statistically was supposed to conquer me. Furthermore, like many students who attend Berea College, I came from a low-income family, attended a mediocre public school, lived on the ‘bad’ side of town and depended on government assistance. Berea allows students to have a fighting chance against a world that has already summed us up to be worthless. Without Berea, I honestly don’t know where I would have ended up.”

Nine years later, Berea’s light has illuminated Williams’ life. She went on to earn her

master’s degree in business administration from Sullivan University in Louisville, Ky., where she also works assisting students with financial planning. She met her husband in 2019 and the two were married at Boone Tavern in 2021. They recently welcomed their first child.

“At this point in my life, earning my MBA solidifies how much education means to me,” Williams said. “We are trying to make decisions that allow us to set a firm foundation, and having the financial ability to provide for our family is important. As a new mom, I’m focused on figuring out a new routine in my life. For now, I feel like I’m where I need to be.

“For me, the biggest thing is to be open to the change and experiences Berea can give,” Williams continued, speaking directly to current students. “Not being from the city, I could have remained the quiet kid I was when I arrived [at Berea]. I would have been stuck in my room in a bubble and robbed myself of the experiences Berea could give. But forcing myself out, I built relationships that will last a lifetime. It allowed me to see the world—I got to travel outside of Berea, which is something I wouldn’t have done if professors and counselors wouldn’t have pushed me.”

Reflecting back, Williams has watched her journey come full circle. “I just have wonderful memories—Berea was a guiding light for me.”



Opposite: Ariel Owens Williams '14, her husband, Brandon Williams, and daughter, Alessandra, who was born in April 2022.

Pictured: Ariel and Brandon were married in 2021 at Boone Tavern Hotel and Restaurant, where Ariel worked during her years at Berea College. Today, Ariel is a successful student financial planner at Sullivan University in Louisville, Ky.

**“For many students throughout America and the world, Berea College is a beacon of light in the midst of their dark situations.**

**Speaking for myself, by virtue of being at Berea, I have already conquered what theoretically or statistically was supposed to conquer me.**

**Berea allows students to have a fighting chance against a world that has already summed us up to be worthless.”**

**–Ariel Owens Williams '14**

# Overcoming Barriers

By Kim Kobersmith



Dia and Victor Obonyo '07 enjoy the time they spend with their sons Luka and Elon.

Photo by Nay Kaw '23



Victor and Dia Obonyo '07 helped build Kowet Secondary School in rural, western Kenya near Victor's family's country home. Prior to Kowet being opened, the nearest school was seven to 10 miles away for villagers in the area. Lack of transportation forced many village children to stop their education after primary school.

Victor Obonyo '07 and Dr. Dia Berend Obonyo '07 started out worlds apart. He grew up in Nairobi, Kenya, and she was raised in rural Texas. What their upbringings have in common, however, is they made attending college a financial challenge. Berea College made it possible for both to surmount that hurdle. They graduated in 2007 and have since dedicated themselves to helping others overcome the barriers that hold them back from realizing their full potential.

Dr. Dia Obonyo studied Spanish and sociology in college. Service-learning opportunities with the Latinx community, especially through the Hispanic Outreach Program (HOP), were foundational to her career path. Translating hospital documents into Spanish and talking with people at health fairs revealed the issues many in the Latinx community have accessing healthcare

and piqued her interest in getting involved. "I was drawn to public health because it focuses on prevention," she said. "This population experiences real barriers to care."

HOP introduced Dr. Obonyo to her first job after graduation. She worked at a community health center serving primarily Spanish-speaking clients. During her six years there, she came to understand through the patients what it is like to be an immigrant with limited ability to speak English. The experience solidified her vocation to work toward equitable access to healthcare.

Dr. Obonyo proceeded to earn both a master's degree and a Ph.D. in public health at the University of Kentucky (UK). She says her leadership roles at Berea gave her the necessary tools to succeed in her work as viral hepatitis coordinator at the Kentucky

Department of Public Health. She also teaches an undergraduate course on global health at UK.

Victor Obonyo majored in computer science and mathematics at Berea, a noteworthy accomplishment considering he had never used a computer until he arrived at Berea. He was drawn to the major by the way computer science and software development are tools for solving problems.

An internship in Whitesburg, Ky., was formational in developing Obonyo's career interest in technology. He spent a summer in the small community designing a human resources information technology system for the city government. Working on a real-life application boosted his confidence. Having that internship and applicable labor positions on his résumé gave him a foot in the door when job hunting.



Representatives from the Kowet School stand in front of the newly renovated main building. The Kowet Secondary School opened its doors in 2017.



In 2022, the new science lab at the Kowet School was completed.



Photo by Nay Kaw '23

Obonyo earned a master's degree in computer science at Miami University. He works at UK's Research Information Services developing software that supports faculty research projects and facilitates grants.

"At Berea, I received a world-class education with nothing out of pocket, and that allowed me to attend graduate school," he said. "It was the best gift I have ever received."

Education is a cornerstone for the Obonyos, and one of their passion projects is supporting a high school in Victor's ancestral village. While he attended some of the best schools in Kenya, education in this rural community lags behind urban areas like Nairobi. Secondary school is not free in Kenya, and previously, students in his village had to walk seven miles—two hours one way—to reach the nearest school. For many families, it was out of reach. Instead of making the trek to school, teens were working locally on farms, going to cities to work as domestic help or becoming young brides.

Kowet Secondary School started when local parents, many of whom are subsistence

farmers, banded together to provide expanded educational opportunities for their children. The school is a game changer for the 250 youth who attend.

When the Obonyos learned about the school, they began to raise funds from friends in the United States and have been able to support the work of the Kenyan community leaders in profound ways. They visit Kowet almost every year to see progress and talk to staff about current needs.

The school facilities were rough at first. Buildings had leaky roofs and dirt floors, and some classes met outside under the trees. Classrooms have since been renovated to have concrete floors, solid roofs and electricity. Hygiene was improved by adding pit latrines and a water well. As the momentum generated by the community caught the attention of the government, it hired more teachers and contributed to building improvements. Now the students benefit from a state-of-the-art science lab and a small computer lab, almost unimaginable resources in the area. The next step is a library, so students will have a place with electricity to work on homework.

The school is giving students opportunities their parents could only imagine and is a point of community pride. For the first time ever, students in the village are passing college qualifying exams and have the hope of further education.

"Like Berea, Kowet is serving bright students who lacked opportunity," Victor said. "I always wanted to give back to my community."

The Obonyos' impulse to give back extends to their Berea community as well. Dia returns to share her expertise in health access with students in the Hispanic Outreach Program. Victor participates in computer seminars to share his industry insights. They remain involved with international students, especially other Kenyans, offering rides and a home away from home. They also give financially to the school.

"It is hard to overstate the profound impact Berea College has had on my life," Dr. Obonyo said. "It shaped what I would do and who I would be. It is really set up to help its lower income, often first-generation, students overcome barriers and succeed beyond Berea."

ACHIEVE THE

# Return of a Lifetime

WITH A GIFT ANNUITY AT BEREA COLLEGE

“We are grateful for Berea College.  
The charitable gift annuity financed our  
good lives in assisted living.”

Franklin Parker '49, age 101, and  
Betty Parker '50, age 93

SAMPLE ONE LIFE RATES	AGE	RATE
Rates are set by Berea College and informed by the American Council on Gift Annuities.	55	4.1%
	65	4.8%
	75	6%
	80	7%
	90+	9.1%

At age 101, Franklin Parker isn't slowing down. Neither is his 93-year-old wife, Betty. They enjoy swimming and walking among the gardens in their retirement community and living a care-free lifestyle thanks to the guaranteed payments for life from their charitable gift annuities at Berea College. As proud alumni who benefitted from a tuition-free education, the Parkers are investing in Berea's promising students—guaranteeing they have limitless opportunities for success.

## BEREA COLLEGE

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Photo by Crystal Wylie '05

# Experiences of a Lifetime

By Cora Allison '22



Photos courtesy Shannon White '22

## Shannon White '22 Concert Piano

For Shannon White '22, studying abroad had always been in the cards. He first seriously considered the idea when a travel company presented the opportunity at his high school, but events that compromised international security kept him and other students from going.

White planned ahead, and when choosing Berea, he had tentative plans to take advantage of the College's generous financial aid for study-abroad experiences.

Disheartened when travel plans were canceled during the height of the COVID-19 pandemic in 2020, White knew his senior year was his last chance to travel abroad. Having grown up in a family of limited means from Council, Va., he was well aware it was either now or never.

White graduated as a concert pianist in May and not long after boarded a flight to Switzerland to begin a three-week program.

"I had never been outside of the United States before, and when I arrived, the airport was just a bombardment of complex and beautiful Swiss watches," White said.

As an aspiring watchmaker, he took this as a sign that he was in the right place. He then traveled by bus to Austria, where he was met by his German host, her 22-year-old cat, Jimmy Lee, and his roommate. He quickly recognized he would be learning a great deal of the language, as his host hardly spoke any English.

When recounting the highlights of his trip, one character from his travels stood out—an 87-year-old woman named Marianna Hintondorf, who befriended White.

"I swear she had [more] spunk than every other 20-year-old in the group. She was just full of personality," White said.

Hintondorf directed the group to a 19th-century cathedral that housed the biggest pipe organ White had ever seen. Half-joking, he said to Hintondorf, "Can you get me permission to play that thing?"

A week later, White had the priest's phone number, a schedule of what to play and when to play it, and a sense of utter bewilderment. "I still don't have an explanation for how that happened, but it was an incredible experience."



# Abby '23

Nursing



Photos courtesy Abby '23



As one of seven children, Abby '23 grew up knowing if she pursued college, she would have to finance it on her own. Having grown up close to Kentucky in Ohio, she was familiar with Berea College and its no-tuition promise.

"I went on a tour with my family, and my parents wisely nudged me when we got to the Francis and Louise Hutchins Center for International Education (CIE). They knew I needed to jump on it, and so did I."

Abby enrolled in the College in 2019, confident she would pursue nursing, but kept hitting roadblocks with the study-abroad process because of the COVID-19 pandemic.

"I finally had an opportunity the summer of my junior year, and I wanted to take advantage of it."

Berea's CIE was hosting its usual event, "Think Globally—It's Friday," on Egyptian culture, food and language. Abby was sold, and applied to go on the trip alongside other Berea students and two members of the faculty, Nashwa Cahill, assistant professor of Health and Human Performance, and

Dr. Richard Cahill, professor of history and director of the CIE.

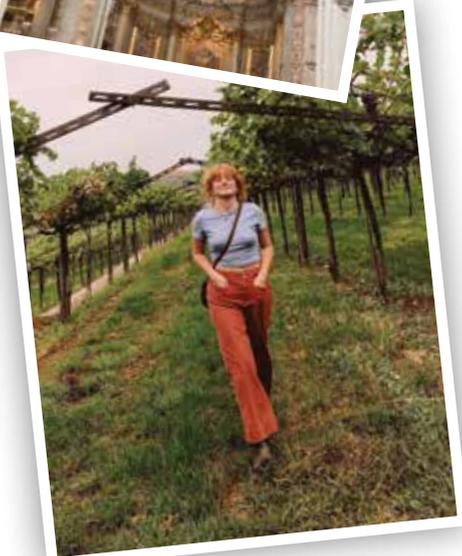
The trip was fully paid for, and Abby got a front-row seat to experience culture outside of her own for the first time. As a follower of the Christian faith, she was especially inspired by and attracted to the religious aspect of traveling in Egypt.

"We attended mass, and I couldn't understand any of the spoken Arabic language," Abby said, "but sitting in that moment was so transformative and beautiful."

Now in her last year at Berea, she is finishing up her nursing degree and reflecting on her experience.

"You never know what groups of people you will get to treat as a nurse, and I'm confident this contributes to my career simply through having a greater understanding and broader world view of people in general."

Photos courtesy Cora Allison '22



## Cora Allison '22

Peace and Social Justice,  
Women and Gender Studies

There are few places I've witnessed as a foreigner that nevertheless feel familiar—as if I've been there before. Italy was that place for me.

As I persisted through my 11-hour flight and the dizzying taxi ride to my flat in the heart of Florence, I was so confused viewing the magnificent and warm architecture whizzing past the backseat window. I felt like I'd seen it before.

My study abroad experience deviated a bit from the norm. I was traveling independently of any program with Berea College, instead enrolling in an Italian university and living alone. To say I had to put on a brave face was an understatement; even as a linguistic nerd and someone who holds travel and novel experience in high regard, I freaked out on a regular basis for the first month as I acclimated to the immense change.

Last fall, I studied Italian and took four

other classes that would contribute to the completion of my degree in Peace and Social Justice in May 2022. My school, Lorenzo de' Medici, allowed me to cherry-pick courses on global conflict, women's studies, the history of prostitution in Europe, sexuality, ceramics and yoga to provide the most holistic education possible.

Among the beautiful infrastructure, culture of romance and rich cuisine, the highlight of my trip had to be acting as a cat foster, or "stallo" as they say in Italian. In my tiny flat, above a restaurant named Trattoria CocoLezzone, I had the privilege of hosting Mamma. She had birthed three beautiful kittens prior to her stay with me, and I spent the last two months of my time there co-parenting the rowdy three while I finished up classes.

In retrospect, Italy still feels like a fuzzy dream: a whirlwind of everything I knew, and everything I didn't.



# Taking Care

## The Edward FitzGerald Opportunities Fund

By Sam Milligan

At Berea College, students know they can count on receiving a global education that will help them find their place in the wide world. This includes the 8 percent of the student body who hail from 70 countries other than the United States. One of many adjustments international students must navigate when they arrive in Berea is the temperate climate zone, where many students from tropical or equatorial areas experience frigid winter weather for the first time in their lives.

“We once hosted a student from Tanzania who had never seen a real snowflake,” said Steven Taylor, a local resident whose family has hosted many Berea College international students. “His wardrobe just wasn’t ready for that, but he couldn’t afford a whole new set of winter clothes and boots on his own.”

Luggage size restrictions also severely limit the options for international students who

must embark on long flights from their home countries.

“I could only bring two suitcases, and I had to pay a lot for my second one,” said Anupriya ’24, a Communication major from a hot, arid region of India, where quality cold-weather clothing was simply unavailable in her market. So, when she arrived in Kentucky in January 2021 to begin her first semester at Berea College, she met the coldest weather she’d ever faced.

Thankfully, the staff of the Francis and Louise Hutchins Center for International Education (CIE) took Anupriya and her recently arrived classmates shopping for all the winter attire they’d need, at no cost to them. Thanks to the Edward FitzGerald Opportunities Fund, the CIE has been able to purchase seasonal clothing and footwear for international students since 2020, when Chad Aull established the Fund in honor of his late father-in-law,

Edward FitzGerald Hon. ’03.

Edward FitzGerald was the father of Berea graduates Marisa FitzGerald Aull ’99 and Eamonn FitzGerald ’03, and he served more than two decades at the College in roles such as international student advisor and head resident for Bingham and Dana residence halls. In these roles, he made a remarkably positive impact on the lives of countless Berea students, and through his namesake fund, his kindness continues to help Berea’s international students like Anupriya when they need it most.

“My father-in-law had the most giving heart,” Chad Aull said. “Our hope is this fund provides the necessities to support international students and show them Berea is much more than just an institution of higher learning but a family—one that takes care of each other.”



## Funding International Education

David Jones

By Sree P S '24

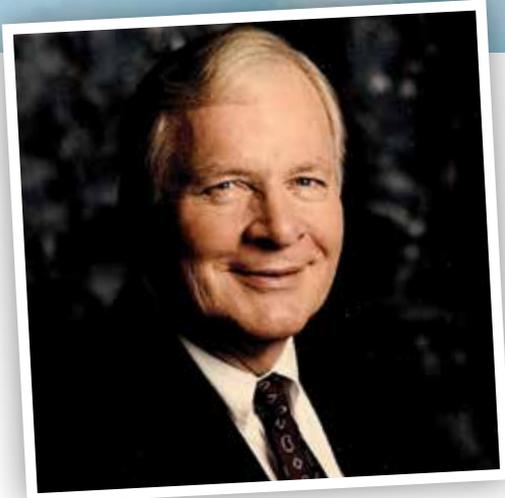


Photo courtesy Humana

# Humana®

David Jones was the visionary businessman who founded Humana, one of the largest insurance companies in the nation. His endeavors began as a 78-bed nursing home in his hometown of Louisville, Ky., which became a network of hospitals and then turned into the insurance giant it is today. Under his leadership, the company pioneered medical technology and research, while remaining an affordable and humanistic care provider.

His life story shows how exploration of the world and staying true to our roots can go hand-in-hand. For Jones, the road to success involved experimenting with a variety of business ideas, from nursing homes to trailer parks until he found the right opportunity. Raised in poverty on the west side of Louisville, he turned an initial investment of \$1,000 into a billion-dollar corporation. He retired from Humana after 44 years as chairman of the company.

At the peak of his career, Jones began looking for ways to give back to his community. A benevolent philanthropist, his contributions helped improve public education in Louisville and all over Kentucky. His generous donations reached Berea as well, helping the College fund overseas studies for students. The David Jones Wild and Crazy Fund aids international travel programs that are not supported by traditional funds. His contribution to the Alfred A. Gilman and Francis C. W. Wei Fund in 1989 helps the

College library purchase books on sinology and is an additional aid for Chinese students at Berea. The David and Betty Jones International Scholarship provides cost of attendance support for international students who do not receive U.S. federal student aid.

“I never set out to be a corporate mogul, he told the *Washington Post* in a 1985 interview. “I guess what I wanted was independence. I achieved financial independence, but when you take on responsibility, independence is hard to preserve.” His contributions to Berea are intended to help students discover their own paths to independence via experiences far away from home.

Experiences away from home can also foster a new outlook of one’s birthplace. After earning his law degree from Yale University, gaining that sort of broadened outlook, Jones returned to his hometown to build his entrepreneurial career. This is also part of his vision for supporting Berea students.

Jones was known for his modest personality and always reserved a portion of his earnings and attention for the communities that helped him grow. He passed away in September 2019, but his legacy lives on in the students who experience the world because of his generosity.

I'm a

# Philanthropist



Photo by Amir Aref '25

**\$186k**

the amount Berea Patrons have raised since 2014.

**\$3**

the average amount given per Patron each pay period, which is a significant share of their earnings.

**10**

the number of hours every Berea student works each week.

**97%**

percentage of Berea students who qualify for the Pell Grant.

On Giving Day, 97 students took on the opportunity to say, “I’m a philanthropist.” Students like Patrisiya ’26 signed up to **donate a portion of their Labor Program earnings back to the College to ensure students like them can benefit from Berea’s no-tuition promise for generations to come.** In September, Patrisiya joined the **60 percent of her classmates who contribute to the College.** Whether it is \$1, \$3 or \$10 per paycheck, Berea Patrons sacrifice generously from their earnings to support their peers and those students whom they may never meet. **Won’t you join students like Patrisiya by amplifying their giving with your own?**

# ALUMNI GIVING BY CLASS YEAR

July 1, 2021–June 30, 2022

## CLASS OF 1948 AND PRIOR

Contributors: 19  
Berea Fund: \$8,731  
Total Funds: \$610,084

## NAVY V-12/V-5

Contributors: 1  
Berea Fund: \$0  
Total Funds: \$4,123

## CLASS OF 1949

Contributors: 11  
Berea Fund: \$5,530  
Total Funds: \$26,714

## CLASS OF 1950

Contributors: 12  
Berea Fund: \$26,250  
Total Funds: \$26,500

## CLASS OF 1951

Contributors: 12  
Berea Fund: \$29,254  
Total Funds: \$122,237

## CLASS OF 1952

Contributors: 14  
Berea Fund: \$30,959  
Total Funds: \$76,967

## CLASS OF 1953

Contributors: 16  
Berea Fund: \$12,095  
Total Funds: \$115,544

## CLASS OF 1954

Contributors: 18  
Berea Fund: \$8,440  
Total Funds: \$51,824

## CLASS OF 1955

Contributors: 33  
Berea Fund: \$55,301  
Total Funds: \$180,617

## CLASS OF 1956

Contributors: 43  
Berea Fund: \$71,650  
Total Funds: \$71,891

## CLASS OF 1957

Contributors: 33  
Berea Fund: \$117,703  
Total Funds: \$125,045

## CLASS OF 1958

Contributors: 33  
Berea Fund: \$13,325  
Total Funds: \$23,005

## CLASS OF 1959

Contributors: 36  
Berea Fund: \$12,874  
Total Funds: \$659,617

## CLASS OF 1960

Contributors: 44  
Berea Fund: \$20,095  
Total Funds: \$70,450

## CLASS OF 1961

Contributors: 43  
Berea Fund: \$15,290  
Total Funds: \$81,110

## CLASS OF 1962

Contributors: 61  
Berea Fund: \$25,650  
Total Funds: \$33,977

## CLASS OF 1963

Contributors: 36  
Berea Fund: \$43,623  
Total Funds: \$120,295

## CLASS OF 1964

Contributors: 56  
Berea Fund: \$98,975  
Total Funds: \$115,712

## CLASS OF 1965

Contributors: 61  
Berea Fund: \$58,575  
Total Funds: \$76,326

## CLASS OF 1966

Contributors: 62  
Berea Fund: \$37,055  
Total Funds: \$84,511

## CLASS OF 1967

Contributors: 54  
Berea Fund: \$54,936  
Total Funds: \$64,298

## CLASS OF 1968

Contributors: 66  
Berea Fund: \$43,687  
Total Funds: \$571,962

## CLASS OF 1969

Contributors: 86  
Berea Fund: \$65,478  
Total Funds: \$142,555

## CLASS OF 1970

Contributors: 73  
Berea Fund: \$60,334  
Total Funds: \$73,464

## CLASS OF 1971

Contributors: 44  
Berea Fund: \$18,878  
Total Funds: \$20,493

## CLASS OF 1972

Contributors: 55  
Berea Fund: \$46,881  
Total Funds: \$54,631

## CLASS OF 1973

Contributors: 36  
Berea Fund: \$18,855  
Total Funds: \$28,542

## CLASS OF 1974

Contributors: 22  
Berea Fund: \$15,031  
Total Funds: \$518,406

## CLASS OF 1975

Contributors: 35  
Berea Fund: \$22,566  
Total Funds: \$29,041

## CLASS OF 1976

Contributors: 26  
Berea Fund: \$10,824  
Total Funds: \$12,235

## CLASS OF 1977

Contributors: 26  
Berea Fund: \$5,291  
Total Funds: \$8,980

## CLASS OF 1978

Contributors: 31  
Berea Fund: \$14,696  
Total Funds: \$274,896

## CLASS OF 1979

Contributors: 27  
Berea Fund: \$12,311  
Total Funds: \$16,634

**CLASS OF 1980**

Contributors: 19  
Berea Fund: \$12,000  
Total Funds: \$28,185

**CLASS OF 1981**

Contributors: 28  
Berea Fund: \$6,640  
Total Funds: \$11,119

**CLASS OF 1982**

Contributors: 20  
Berea Fund: \$9,755  
Total Funds: \$14,996

**CLASS OF 1983**

Contributors: 18  
Berea Fund: \$7,135  
Total Funds: \$253,741

**CLASS OF 1984**

Contributors: 26  
Berea Fund: \$3,170  
Total Funds: \$11,694

**CLASS OF 1985**

Contributors: 23  
Berea Fund: \$5,455  
Total Funds: \$7,620

**CLASS OF 1986**

Contributors: 27  
Berea Fund: \$12,005  
Total Funds: \$38,032

**CLASS OF 1987**

Contributors: 21  
Berea Fund: \$2,280  
Total Funds: \$2,937

**CLASS OF 1988**

Contributors: 25  
Berea Fund: \$11,085  
Total Funds: \$22,599

**CLASS OF 1989**

Contributors: 27  
Berea Fund: \$4,388  
Total Funds: \$8,109

**CLASS OF 1990**

Contributors: 29  
Berea Fund: \$10,575  
Total Funds: \$16,612

**CLASS OF 1991**

Contributors: 32  
Berea Fund: \$5,430  
Total Funds: \$7,486

**CLASS OF 1992**

Contributors: 24  
Berea Fund: \$6,440  
Total Funds: \$7,174

**CLASS OF 1993**

Contributors: 29  
Berea Fund: \$11,950  
Total Funds: \$15,140

**CLASS OF 1994**

Contributors: 23  
Berea Fund: \$3,930  
Total Funds: \$7,391

**CLASS OF 1995**

Contributors: 19  
Berea Fund: \$5,655  
Total Funds: \$6,361

**CLASS OF 1996**

Contributors: 28  
Berea Fund: \$8,410  
Total Funds: \$10,956

**CLASS OF 1997**

Contributors: 25  
Berea Fund: \$8,999  
Total Funds: \$10,969

**CLASS OF 1998**

Contributors: 25  
Berea Fund: \$8,262  
Total Funds: \$12,160

**CLASS OF 1999**

Contributors: 232  
Berea Fund: \$6,035  
Total Funds: \$7,955

**CLASS OF 2000**

Contributors: 22  
Berea Fund: \$5,227  
Total Funds: \$5,652

**CLASS OF 2001**

Contributors: 18  
Berea Fund: \$7,608  
Total Funds: \$9,022

**CLASS OF 2002**

Contributors: 25  
Berea Fund: \$6,703  
Total Funds: \$8,081

**CLASS OF 2003**

Contributors: 27  
Berea Fund: \$7,570  
Total Funds: \$9,646

**CLASS OF 2004**

Contributors: 24  
Berea Fund: \$6,630  
Total Funds: \$9,412

**CLASS OF 2005**

Contributors: 28  
Berea Fund: \$3,179  
Total Funds: \$3,969

**CLASS OF 2006**

Contributors: 26  
Berea Fund: \$5,300  
Total Funds: \$6,697

**CLASS OF 2007**

Contributors: 29  
Berea Fund: \$9,123  
Total Funds: \$9,721

**CLASS OF 2008**

Contributors: 26  
Berea Fund: \$4,860  
Total Funds: \$7,270

**CLASS OF 2009**

Contributors: 18  
Berea Fund: \$10,738  
Total Funds: \$13,272

**CLASS OF 2010**

Contributors: 31  
Berea Fund: \$4,985  
Total Funds: \$5,758

**CLASS OF 2011**

Contributors: 23  
Berea Fund: \$4,530  
Total Funds: \$4,970

**CLASS OF 2012**

Contributors: 25  
Berea Fund: \$3,719  
Total Funds: \$4,310

# ALUMNI GIVING BY CLASS YEAR (CONTINUED) July 1, 2021–June 30, 2022

## CLASS OF 2013

Contributors: 19  
Berea Fund: \$5,791  
Total Funds: \$5,082

## CLASS OF 2017

Contributors: 19  
Berea Fund: \$1,919  
Total Funds: \$3,137

## CLASS OF 2021

Contributors: 59  
Berea Fund: \$5,356  
Total Funds: \$2,194

## CLASS OF 2014

Contributors: 22  
Berea Fund: \$2,978  
Total Funds: \$2,315

## CLASS OF 2018

Contributors: 13  
Berea Fund: \$915  
Total Funds: \$1,456

## CLASS OF 2022

Contributors: 202  
Berea Fund: \$6,100  
Total Funds: \$6,100

## CLASS OF 2015

Contributors: 25  
Berea Fund: \$2,632  
Total Funds: \$4,171

## CLASS OF 2019

Contributors: 22  
Berea Fund: \$1,842  
Total Funds: \$2,708

## Honorary Alumni

Contributors: 21  
Berea Fund: \$17,180  
Total Funds: \$42,096

## CLASS OF 2016

Contributors: 16  
Berea Fund: \$1,720  
Total Funds: \$2,217

## CLASS OF 2020

Contributors: 18  
Berea Fund: \$1,550  
Total Funds: \$1,605

# CLASS RANKING

July 1, 2021–June 30, 2022

RANK	CLASS	PERCENT	RANK	CLASS	PERCENT	RANK	CLASS	PERCENT
1	2022	39.07%	27	1981	15.14%	53	1992	7.29%
2	1962	29.76%	28	1973	13.38%	54	1986	7.28%
3	1956	29.45%	29	1978	12.40%	55	1980	7.25%
4	1955	29.20%	30	2021	11.50%	56	1989	7.09%
5	1969	28.29%	31	1976	11.45%	57	2000	7.05%
6	1970	26.16%	32	2007	10.98%	58	1998	6.94%
7	1965	25%	33	1979	10.93%	59	2009	6.90%
8	1966	24.41%	34	1948 and Prior	10.80%	60	1993	6.78%
9	1968	24.09%	35	1977	10.79%	61	1996	6.70%
10	1964	23.83%	36	1974	9.91%	62	2014	6.69%
11	1967	23.08%	37	2003	9.68%	63	1987	6.65%
12	1957	22.60%	38	2001	9.57%	64	1983	6.64%
13	1972	22.36%	39	2010	9.54%	65	1988	6.35%
14	1960	22.22%	40	1984	8.87%	66	2013	6.23%
15	1959	21.30%	41	2006	8.33%	67	1994	6.10%
16	1952	20.90%	42	1991	8.31%	68	2017	5.76%
17	1949	20.75%	43	2012	8.31%	69	1999	5.52%
18	1961	20.57%	44	2011	8.27%	70	1997	5.41%
19	1953	18.82%	45	2005	8.24%	71	2016	5.14%
20	1950	18.52%	46	1982	8.20%	72	1995	4.94%
21	1958	18.23%	47	2008	8.18%	73	2019	4.44%
22	1951	17.91%	48	1990	7.80%	74	2018	4.04%
23	1963	17.22%	49	2002	7.67%	75	2020	3.57%
24	1954	17.14%	50	2004	7.50%	76	Navy V-12/V-5	1.45%
25	1971	16.67%	51	2015	7.40%			
26	1975	16.06%	52	1985	7.35%			

# BEREA COLLEGE

## 1855 —club—

From its founding in 1855 to today, Berea has always depended on the generosity of our alumni and friends to make our mission possible. If you haven't already, please consider making a gift at the 1855 Club level. By doing so, you help ensure every Berea student has the chance to realize their dreams.

*Platinum Level*     \$25,000 +

*Gold Level*     \$15,000–\$24,999

*Silver Level*     \$10,000–\$14,999

*Bronze Level*     \$5,000–\$9,999

Jacob Boshears '21

Photo by Tyler Rocquemore '22



# Beauty & Process on Display

By Abbie Tanyhill Darst '03



Photos courtesy Janis Ian

There's beauty in the chain of a song's creation—in that behind-the-scenes glimpse into an artist's process, from angst to revelation. There's inspiration in the journals kept alongside the frantic pace of a 1970s tour schedule and the glitter of Grammy awards.

"If I was young and I had access to a writer whose work I admired and could see the chain of how a song was created, it would have taught me so much," reflected Janis Ian. "My training was to sit with an album of Bob Dylan or Nina Simone and learn great writing from great writers."

Ian, a multiple Grammy award-winning recording artist, songwriter and musician and long-time Berea College supporter, has given her entire archive to Berea College's Special Collections and Archives, allowing Berea's students, her wide fan base and the public access to the process, journey and experiences of her life and career.

Ensuring her fans had access to the archive was a huge deciding factor for Ian choosing Berea College to house it. She had a number of other options, some coming with considerable compensation, but she didn't want her archive concealed—available only to academicians.

"I spoke to my business managers, and they said, 'do what your heart says,'" Ian said. "This school would have been a place my folks aligned with and my grandparents would have been proud to be part of. I've had to do everything myself and my journey has not been traditional, so, a nontraditional school made sense to house my archive."

The extensive archival collection includes Ian's grandparents' immigration papers, circa 1916. It chronicles the House Un-American Activities Committee years with insights into her parents' FBI files and what that FBI surveillance cost the family over the decades. Visitors will be able to

view Ian's correspondence and photos with other musical artists, famous friends and collaborators, such as Odetta, Jean Ritchie, Richie Havens, Lily Tomlin, Jane Wagner, and Joan Baez while flipping through song notebooks, diaries and a journal that includes Ian's first poem, written at age 10.

"They have all the sexy stuff," Ian said, "they have pretty much everything except the last four or five song notebooks that I'm still using."

But perhaps one of the most coveted items in the archive is Ian's 1937 Martin D-18 guitar and materials that document its and her involvement in the civil rights, women's and gay rights movements.

"There were a fair [number] of institutions wanting that guitar!" Ian explained. "The idea of building an exhibit around such an instrument, given all that it's seen over the years, was really enticing to them."



“We had no idea of its value; [my father] bought it from a fellow farmer whose husband had died, leaving it in the attic,” she reflected. “I grew up with that guitar; I wrote my first song on it, and many of the subsequent songs.

“I felt that the guitar belonged with the rest of my archive, because it played such an important part in my life,” Ian continued, “especially given that it was stolen, then came back to me 26 years later. In a way, that embodies the hope Berea holds out to its students.”

**For Janis Ian’s first-person account of the journey of her Martin D-18 guitar, visit [bera.college/JanisIanGuitar](https://bera.college/JanisIanGuitar).**

All these items have been donated with no compensation, and Ian holds high hopes

for the inspiration and understanding her archive will bring to students and visitors for years to come. Berea’s archivists currently are cataloging the collection, which will be available for public viewing in 2023.

She also is establishing the Janis Ian Archives Fund to support the ongoing needs to preserve, catalog and periodically display the nearly 200 boxes of priceless items housed in this vital one-of-a-kind resource.

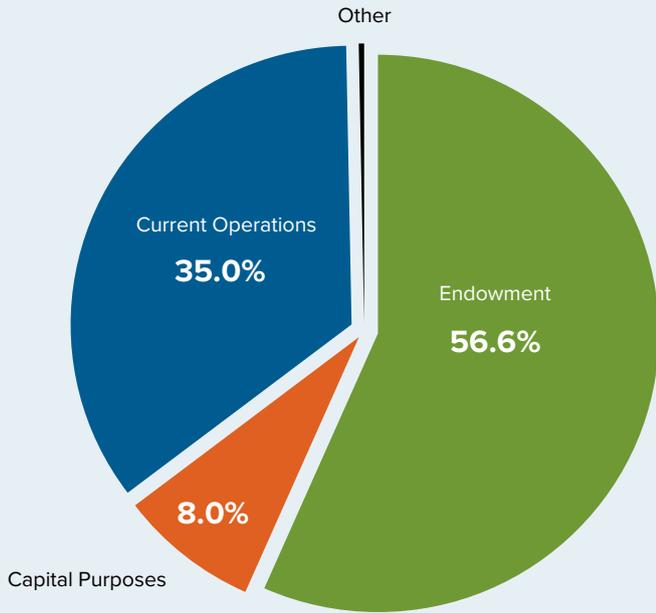
“We are honored Janis Ian has chosen Berea College to house the archives from her remarkable life, and we look forward to making these items available to the public so others can get a glimpse of the incredible mark she has made in the music industry and really all of American society,” said Berea College President Lyle Roelofs.

“Traditionally, a collection of this magnitude would only be found in a big city,” said Tim Binkley, head of Berea College’s

Special Collections and Archives. “To have a collection like this at Berea College is quite an honor, and we look forward to completing the cataloging of these items so they can be shared with the community and the world.”

“I am happy my work is there and trust it will be online, and I feel good about its access,” Ian said. “It takes a certain amount of maturity to realize that you don’t have to keep proving you can write. I’ve already created a body of work I’m proud of, and I’m old enough to realize that it’s the light at the end of the line that matters. And I’m not calling this retiring. It’s rewiring.”

**To donate to the Janis Ian Archives Fund, please visit [bera.edu/give/jiaf](https://bera.edu/give/jiaf).**



# BEREA COLLEGE DESIGNATION OF GIFTS

JULY 1, 2021–JUNE 30, 2022

**35.0%**  
**\$26,889,000.22**

## CURRENT OPERATIONS

Berea Fund–Unrestricted	\$4,737,889.89
Perpetual Trusts–Unrestricted	\$699,048.43
Current Restricted	\$21,452,061.90
<b>Subtotal: Current Operations</b>	<b>\$26,889,000.22</b>

**8.0%**  
**\$ 6,181,295.42**

## CAPITAL PURPOSES

**\$6,181,295.42**

**56.6%**  
**\$43,489,367.00**

## ENDOWMENT

**\$43,489,367.00**

**0.3%**  
**\$236,308.26**

## OTHER

Student Loan Fund	\$300.00
Gift Value of Life Income Agreements	\$177,020.77
Gifts-In-Kind	\$58,987.49
<b>Subtotal: Other</b>	<b>\$236,308.26</b>

**\$ 76,795,970.90**

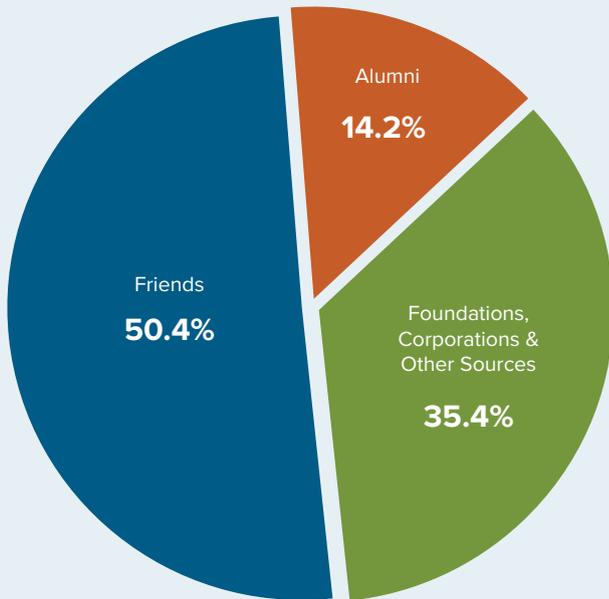
## GRAND TOTAL

**\$76,795,970.90**

# SOURCE OF SUPPORT

## PERCENTAGE OF TOTAL DOLLARS

JULY 1, 2021–JUNE 30, 2022



**50.4%**  
**\$38,715,851.44**

### FRIENDS

Outright Gifts	\$4,430,160.20
Bequests	\$34,140,939.35
Gift Value of Deferred Gifts	\$104,688.39
Gifts-in-Kind	\$40,063.50
<b>Subtotal: Friends</b>	<b>\$38,715,851.44</b>

**14.2%**  
**\$10,922,816.93**

### ALUMNI

Outright Gifts	\$3,966,771.01
Bequests	\$6,874,336.54
Gift Value of Deferred Gifts	\$72,332.38
Gifts-in-Kind	\$9,377.00
<b>Subtotal: Alumni</b>	<b>\$10,922,816.93</b>

**35.4%**  
**\$27,157,302.53**

### FOUNDATIONS, CORPORATIONS & OTHER SOURCES

General Welfare Foundations	\$4,528,428.66
Corporations and Corporate Foundations	\$21,462,857.73
Organizations, Associations and Clubs	\$1,146,129.15
Gifts-in-Kind	\$9,546.99
Fundraising Consortia	\$9,980.00
Religious Groups	\$360.00
<b>Subtotal: Corporate and Other Sources</b>	<b>\$27,157,302.53</b>

**TOTAL GIFTS EXCLUDING GIFTS-IN-KIND** \$76,736,983.41

**\$76,795,970.90**

**GRAND TOTAL** **\$76,795,970.90**

# STATEMENTS OF FINANCIAL POSITION

AS OF JUNE 30,

ASSETS	<u>2022</u>	<u>2021</u>
<b>CURRENT ASSETS</b>		
Cash and cash equivalents	\$ 123,379,681	\$ 109,954,375
Receivables and accrued interest	15,821,919	21,065,226
Inventories	1,165,644	1,063,147
Prepaid expenses and other assets	1,223,902	1,882,885
Contributions receivable and bequests in probate (net)	9,099,662	22,462,655
Total current assets	<u>150,690,808</u>	<u>156,428,288</u>
<b>LONG-TERM PREPAID EXPENSES AND OTHER ASSETS</b>	<u>1,976,571</u>	<u>2,418,247</u>
<b>LONG-TERM CONTRIBUTIONS RECEIVABLE AND BEQUESTS IN PROBATE (NET)</b>	<u>17,080,683</u>	<u>15,598,349</u>
<b>LONG-TERM RECEIVABLES</b>	5,590,110	-
Notes receivable - hydro projects	<u>355,887</u>	<u>337,256</u>
Institutional student loans	<u>5,945,997</u>	<u>337,256</u>
Total long-term receivables		
<b>LONG-TERM INVESTMENTS</b>		
Donor restricted endowment	724,840,600	821,902,200
Board designated endowment	694,030,100	753,512,400
Annuity and life income	22,873,500	28,143,400
Funds held in trust by others	19,415,000	37,472,000
Other investments	<u>2,585,900</u>	<u>4,044,800</u>
Total long-term investments	<u>1,463,745,100</u>	<u>1,645,074,800</u>
<b>OTHER LONG-TERM ASSETS - HYDRO PROJECTS</b>	<u>6,211,082</u>	<u>-</u>
<b>PROPERTY, PLANT AND EQUIPMENT (net)</b>	<u>254,176,639</u>	<u>255,215,023</u>
Total assets	<u>\$ 1,899,826,880</u>	<u>\$ 2,075,071,963</u>
<b>LIABILITIES AND NET ASSETS</b>		
<b>CURRENT LIABILITIES</b>		
Accounts payable and accrued expenses	\$ 14,990,632	\$ 15,489,427
Accrued salaries and wages	4,148,240	4,262,621
Current portion of interest rate swap valuation	261,511	707,349
Current maturities of long-term debt	2,249,878	3,004,254
Other current liabilities	<u>1,605,075</u>	<u>5,380,283</u>
Total current liabilities	<u>23,255,336</u>	<u>28,843,934</u>
<b>LONG-TERM LIABILITIES</b>		
Actuarial liability for annuities payable and other liabilities	14,283,210	15,672,992
Deferred financing expense	(1,496,529)	(1,780,333)
Interest rate swap valuation	2,279,489	4,638,651
Long-term debt	<u>89,022,392</u>	<u>88,880,878</u>
Total long-term liabilities	<u>104,088,562</u>	<u>107,412,188</u>
Total liabilities	<u>127,343,898</u>	<u>136,256,122</u>
<b>NET ASSETS</b>		
Without Donor Restrictions	959,509,358	1,005,075,009
With Donor Restrictions	<u>812,973,624</u>	<u>933,740,832</u>
Total net assets	<u>1,772,482,982</u>	<u>1,938,815,841</u>
Total liabilities and net assets	<u>\$ 1,899,826,880</u>	<u>\$ 2,075,071,963</u>

# STATEMENTS OF ACTIVITIES

YEAR ENDED JUNE 30,

	<u>2022</u>	<u>2021</u>
<b>OPERATING REVENUE</b>		
Spendable return from long-term investments	\$ 58,384,833	\$ 54,395,617
Gifts and donations	6,170,119	6,832,988
Federal and state grants	58,113,561	54,416,989
Fees paid by students	1,524,010	1,113,373
Other income	4,638,916	4,029,866
Residence halls and dining service	9,697,717	5,340,474
Auxiliaries	4,938,121	3,317,683
Loss on sale of property, plant and equipment	34,568	(2,771,687)
Net assets released from restrictions	23,956,293	19,697,657
	<u>167,458,138</u>	<u>146,372,960</u>
Gross operating revenue		
Less: Student aid	(9,140,140)	(6,615,528)
	<u>158,317,998</u>	<u>139,757,432</u>
Net operating revenue		
<b>OPERATING EXPENSES</b>		
Program services --		
Educational and general	106,754,977	98,941,401
Residence halls and dining service	12,495,026	10,662,533
Auxiliaries	5,750,738	4,876,654
	<u>125,000,741</u>	<u>114,480,588</u>
Total program services		
Support services	23,213,270	21,380,124
	<u>148,214,011</u>	<u>135,860,712</u>
Total operating expenses		
Operating revenue in excess of operating expenses	10,103,987	3,896,720
<b>OTHER CHANGES IN NET ASSETS</b>		
Pandemic lost revenue relief	-	2,735,206
Gain on valuation of interest rate swaps	2,805,000	1,857,000
Investment (less) return more than amounts designated for current operations	(215,907,544)	308,981,396
Unrestricted bequests	27,894,029	14,333,147
Restricted gifts and donations	30,851,164	25,388,369
Restricted spendable return on endowment investments	5,766,670	5,098,541
Reclassification of net assets released from restrictions	(23,956,293)	(19,697,657)
Net adjustment of annuity payment and deferred giving liability	(3,889,872)	5,104,351
	<u>\$ (166,332,859)</u>	<u>\$ 347,697,073</u>
Total change in net assets		



# A GIRL WHO CODES

By Jason Lee Miller

Photo by Tyler Rocquemore '22

**O**n her father's shelf, Concepta '23 found a book written in a mysterious language. The symbols on the cover—C++—were a computer language she would not understand for some time, but they were intriguing nonetheless as Concepta pondered the symbols and what they might unlock.

She was hearing stories, as well, often from the United States, of advances in computing that enabled amazing things. The apps on her phone were enough to pique her curiosity, but now there were tales of self-driving cars in the States. Concepta wanted to know how it all worked and began teaching herself to code. Before long, she was teaching others to code in a high school club of which she was president. Using simple programming language, they developed mobile apps for club projects and competitions.

Concepta was used to leading. Though she was second-to-youngest in her family of 10, her elder siblings had all moved out of their Fort Portal, Uganda, home, leaving her in charge of her younger sister and many of the

household responsibilities. When her father, a civil engineer, retired, it fell on Concepta to earn her own money as well. She farmed a portion of the family's land, raising cassava and selling it at the market. Money for college, too, was in short supply, and Concepta understood that to go, she would have to earn a full scholarship. The dream was to go to school in the U.S., the land of companies like Microsoft and Google.

Concepta had excelled in school and risen to class president. She had options in Uganda, but none that offered the hands-on experience in computer science Berea did.

"That was what going to college in the U.S. meant for me," Concepta said. "Going to college in the U.S. and majoring in computer science meant I was going to get to practice all those technologies I used to hear of."

What little she knew about the U.S. had come from media. She imagined walking down the street and bumping into a Kardashian, a family popular on reality

television. She googled “colleges that offer full-ride scholarships” and discovered Berea College. It was in Kentucky, a state she’d heard of through the ubiquitous Kentucky Fried Chicken restaurant chain. Concepta read about the computer science department and how they had a program to teach children robotics. It resonated because Concepta had taught the local children basic robotics as well. Berea’s size was also a draw for her—its small-community atmosphere meant she could have more personal interactions with faculty.

When she came to Kentucky, she found a friendlier place than she had seen in the movie, “Mean Girls.”

“I found really friendly people here,” she said. “I like Kentucky. People are very supportive and willing to help.”

What she didn’t find, though, was very many women in her computer science classes. Nationally, only one in five computer science students is female. That first semester, Concepta was able to attend the Grace Hopper Celebration of Women in Computing, where she met representatives from Girls Who Code. They were looking for students to start chapters at their respective colleges.

And that’s what Concepta did when she got back to Berea. Founding the Girls Who Code chapter at Berea allowed her to develop friendships with older students who could give her advice on which classes were most beneficial.

“To me, it’s more a community of sisterhood where you get to meet other girls who are majoring in computer science, receive mentorship and just talk about our experiences,” said Concepta, who also founded the Berea College chapter of the National Society of Black Engineers.

“Starting clubs has been a great achievement for me because I feel like those are communities that will live on beyond me,” she said.

Concepta continued to thrive at Berea. She found math classes to be very helpful in her computer science curriculum so she added mathematics as a second major. And after brief labor assignments on campus at the Boone Tavern and the Log House Craft Gallery, Concepta has worked her way up to lead teaching assistant in the Computer Science Department. She oversees 22 teaching assistants in this role. This has helped her understand her discipline even better.

“One of my mentors said that you don’t really understand something until you have to teach it,” she said. “It’s why I think I even enjoy it more because it’s not about the teaching only. I am equally learning from the times I’m teaching others. It’s helped me in my own academics because I am relearning what I learned.”

This past summer, Concepta completed her third internship with Microsoft, this time in person. In previous years, she worked remotely to connect the online version of Excel with the desktop version. She was also able to network with software engineers who were

the only women on their teams. In addition to all this success, Concepta has won two awards while attending Berea: the Russell Todd Award, an honor from the Labor Department for wise use of a student’s leisure time, and the Ballard-McConnell-Willis (BMW) Mathematics Scholarship, the most prestigious award offered by the Math Department. The BMW scholarship allowed Concepta to spend a semester at the University of Massachusetts, where she researched the intersection of math and computer science.

Still, Concepta says the most important lesson she has learned at Berea comes from the College motto, which inspires her to look past difference and focus on what she has in common with people, a valuable lesson that has helped her overcome barriers.

“Berea provided an opportunity to show my talents,” she said, “and has allowed me to learn more communicating, networking and public speaking. Because of Berea, I’m a lot more confident.”

Concepta has big plans for using what she’s learned at Berea. Graduate school is on the horizon, along with working in the industry to get valuable experience. But her ultimate goal is to return home to Uganda with the skills and knowledge needed to open a school for girls who want to code like her.

“I really, really am passionate about setting up a school back home that is not the traditional kind of teaching but more practical, skill-oriented,” Concepta said. “They could even learn programming, machine-learning or robotics.”

If her past and present success are any indication, Concepta will no doubt be inspiring more women and other underrepresented computer science students to follow in her footsteps.



Photo by Tyler Rocquemore '22



***BUILDING A  
TECHNOLOGY  
FUTURE  
LIKE NO  
OTHER***

By Kim Brown

Rendering of the first of two buildings



**T**here is no escaping technology. It touches every part of our lives, from the pocket-sized camera phones we use to communicate and the cars we drive, to the appliances that fill our homes. Unsurprisingly, Berea College's technology offerings have grown exponentially since 1958, when the Danforth Technology Building was constructed. It has now become evident that that facility, constructed well before there were even any computers at all at Berea, has outlived its usefulness.

Today's students are thinkers, makers and innovators, and they require adaptable, flexible, state-of-the-art learning spaces on par with those found at larger institutions to ensure they are positioned for success in careers that span a wide range of technology and communications pursuits. With student success in mind, the College has launched a capital campaign to construct two

future-focused buildings that, when complete, will harness the power of computer science, digital media and information technology, and engineering technologies and applied design (including sculpture and ceramics) to prepare the next generation of technology leaders.

Through the construction of these two buildings, the \$10 million campaign seeks to prepare traditionally underserved students to be workforce-ready graduates. Once equipped, these graduates will have the opportunity to improve the economic prosperity of each community they enter, as well as enhance quality of life for themselves, their families and their communities.

Innovations in technology are constant, and Berea's current facility lacks the flexibility to keep up with the pace of change. Student enrollment in technology courses—especially among female students—is rapidly growing as more graduates



Rendering of the first of two buildings

seek careers that will engage them in this burgeoning field. To support their goals, the College plans to create flexible learning spaces with the latest equipment to meet the demands of today's students and the needs of future students.

President Lyle Roelofs expressed his enthusiasm for the project, noting that technology applications have always been key to the quality of life for Berea students and graduates.

"Traditional Appalachian lifestyles have always deployed impressive mastery of available technology, so students arrive at Berea with a strong foundation. It is no surprise that many, given the right opportunities, emerge to become leaders in technological innovation, and, importantly, that they bring with their creativity a strong sense of ethical sustainability."

Our world is more connected than ever, increasing the urgency of collaboration. These buildings will be designed to bring classroom and lab learning together under the same roof. Computer science and digital media will share space with Information Systems and Services (IS&S), Berea's information technology unit. All these connections will nurture a culture of collaboration and create synergy between academic departments and administrative functions, benefiting students in technology-focused majors with labor positions in IS&S. A key example of that sort of connection between student labor and learning is the student software development team. This group of talented students uses their skills and knowledge to develop software solutions to operational challenges, saving the College time and money on hiring outside vendors to do the work while readying themselves for great career opportunities after graduation.

Now, imagine transparent classrooms with glass walls to show technology learning in real time, or spacious labs and a maker space where creativity can flourish, or welcoming public spaces that beckon all members of the campus community to gather. That's the vision for the first building, set to open in 2024.

For the second building, picture students in engineering technologies and applied design sharing space with sculpture—one discipline centered on function, the other on form. Such synergies can augment the design of both creative and functional three-dimensional projects students are eager to develop, test and refine. When complete this innovative learning space will equip new generations of students to advance the future of robotics and artificial intelligence that is increasingly essential to connecting them to advanced manufacturing careers.

Together, these new buildings will provide the perfect environment for preparing our students for the future.

The future is here, and it is accelerating. These buildings will position us to meet the challenges it brings for the benefit of current and future Berea College students.

**For more information on the campaign, visit [campaign.berea.edu](https://campaign.berea.edu).**

TECHNOLOGY  
**BY THE NUMBERS**

BUILDING A  
TECHNOLOGY  
FUTURE  
LIKE NO  
OTHER

**5**

Number of campus buildings currently housing programs that will be combined in two, state-of-the-art technology facilities.

**72**

Number of students in labor positions in Information Systems and Services, Digital Media, Engineering Technologies and Applied Design, Sculpture, and Ceramics in 2021.

**30%**

Percent of Berea's Computer Science students who are women, compared to 18% nationally.

**\$31,000**

Average family income for a Berea student.

**\$100,000+**

Dollars the College saves through the work of the student software development team.

**5,000**

Number of laptops that have been given to students since 2003

**13%**

The expected growth in jobs in computer and information technology by 2028

**\$53,889**

The average starting salary for technology majors in the class of 2019

**YOU'RE HIRED!**

Berea College tech majors have landed jobs with Amazon, Apple, Google, Hitachi, Morgan Stanley, National Center for Atmospheric Research, Oracle and Red Hat, among other organizations.



# WHAT'S IN A NAME?

by Katie Grindstaff

Photo courtesy Alexandra Yuhas '18

**A**lexandra Yuhas '18 began her undergraduate career at Berea College as a double major, studying both mathematics and education studies. After questioning whether teaching was truly the right path for her, she decided to drop her education studies major and pursue a degree solely in mathematics. In addition to her academic success, she served as president of the Berea chapter of the Mortar Board Honor Society, Alpha Sigma Chi, but still Yuhas remained unsure of her career goals until her final semester at Berea, when she took a class for career development and readiness.

It was through this class that Yuhas attended the Nebraska Conference for Undergraduate Women in Mathematics, a conference highlighting women in STEM (science, technology, engineering and math) careers. In one of the career panels, she heard an Epic employee talking about what she does and how much she loves her job. That was all Yuhas needed to hear. She pursued a career at Epic and has been there going on four years.

Epic is a private healthcare software company that builds

and maintains software for healthcare organizations worldwide to store and protect electronic patient records. Just one year after starting at Epic, Yuhas was promoted to a leadership position where she manages more than a dozen people.

"In pop culture, the tech industry job is a guy working at a desk by himself, coding in the dark, and it's all quiet," she said, laughing. "That's just not how it is. Everybody on my team is so helpful. We are often congregating in other people's offices to troubleshoot together as a unit rather than a single person in their office. I think that was a huge misconception I had before I started at Epic."

Though she took computer science courses during her undergraduate studies, Yuhas shared that the liberal arts aspect of her degree had the most significant impact on her career.

"The communication classes and the general education classes that help you think outside the box have helped



Photo by Jennifer Lance '20

me significantly," she said. "I manage a team of 17 people, and so being able to talk to people and meet them where they are and having the experience from Berea of being around people from all over the world is hugely impactful in my management career."

Now 26, her successful post-graduate career has enabled her to make a gift to the College's Building a Technology Future Like No Other campaign and to name a space in the new technology building currently under construction. She has always been interested in giving back to Berea, and with her career at Epic, Yuhas realized she was in a position to give back in a larger way and a lot earlier than she expected. While she entertained the idea of establishing a scholarship to help cover conference expenses for students, she ultimately decided to name a space as a way to encourage more women to pursue careers in STEM.

"I was surrounded by women mentors," she said, "and then thrown into a company with very few women, and

this inspired me to reach back into my roots at Berea and change the landscape for people coming after me."

Yuhas participates in women empowerment through Epic, including an employee resource group that focuses on women in the workplace as well as thoughtful candidate recruitment. She sees the shift coming, not just for women in the technology industry, but minorities as well.

"Just in the last couple of years, there's been a shift in focus in hiring and in how we write job descriptions to encourage people of varying backgrounds to apply," she said. "If we can have people going to class and maybe even struggling in their computer science class like I was when I was a sophomore, and seeing the name Alexandra Yuhas—which is clearly the name of a woman—in tech, that's empowering. I'm a fan of the philosophy that we need to see people who represent us in these positions so we can thrive as well."



Photo by Crystal Wylie '05



Photo by Crystal Wylie '05



***THE EDUCATION  
WE ALL DESERVE***

By Sam Milligan

Photo by Tyler Rocquemore '22



Photo by Tyler Rocquemore '22

**G**rowing up in rural Kentucky, Dustin Cooper '22 knew from a young age that he wanted the opportunity to attend college. This past May, Cooper realized his dream, becoming the first in his family to earn a college degree.

His reflection captures the value of affordable education and cuts to the heart of Berea's mission: "No matter who you are, no matter where you came from, everybody deserves a chance to try and make something of themselves," he said. "I just lucked out into having such a place close to home."

Cooper's childhood held many challenges, including watching his parents struggle with addiction.

"People can say what they want about being raised in the situation I was raised in, but it does teach you a lot," Cooper said. "It teaches you the person that you don't want to be. It teaches you the things that you should avoid, the things you don't want to do. And I took all of that to heart."

Cooper was raised by his grandparents, and, like many members of his extended family, they work jobs in construction and fast food that take a physical toll on their health. From this experience, Cooper knew he wanted to find a different path, and he gravitated to a major in computer science.

"It's a big step coming from there to here," Cooper said of his journey to and through Berea.

For Cooper, the "here" refers to all that Berea has to offer, from one-on-one mentoring with professors who truly listen, to Labor Program supervisors who steer students toward valuable internship opportunities.

"The small setting of Berea really opens a lot of doors

to make connections with your professors and your supervisors," he said. "[These are] things you can carry on beyond college after you graduate."

Soon, two state-of-the-art technology buildings will join the long list of what Berea has to offer. As students like Cooper work to overcome challenges and build new futures, they will have access to learning labs and design spaces they deserve.

Computer science is all about change, Cooper noted. "It's probably the field that changes the most over time."

Berea stands ready to keep pace with this ever-changing field by investing in students like Cooper who jump in with both feet, taking advantage of all the opportunities Berea has to offer. During his time at Berea, Cooper quickly worked his way up in labor positions to a student-management position in Facilities Management, later serving as a teaching assistant for Introduction to Engineering Design and earning an internship at Freedom Mortgage, all while remaining on the Dean's List.

Berea students have so much to gain from the investment in their futures, and they take full advantage of an affordable education.

"If it wasn't for Berea, I'm not really sure where I'd be right now," Cooper said shortly before his graduation. "I definitely would not be as successful as I am today. I would probably be working in some fast-food or construction industry back home. But those things take a toll on your mind, on your body, on your relationships. It just really goes to show how important education is and how important affordable education is. Without our donors, this place couldn't exist, and the education that we all deserve wouldn't be here."

# BUILDING A TECHNOLOGY FUTURE LIKE NO OTHER



Photo by Crystal Wylie '05

**M**meet Esfandiar! Dr. Esfandiar Lohrasbpour '74 is among the lead supporters of the Building a Technology Future Like No Other initiative. His gift is funding the IS&S Help Desk, a critical, centrally located space in the new computer science, digital media, and information technology building currently under construction. Esfandiar was a math major during his time at Berea College and worked as a teaching assistant in Berea's Labor Program, discovering his passion for helping students. He continued to work as a teaching assistant throughout his graduate school years at the University of North Carolina and University of California, Los Angeles.

The Help Desk is the first stop for all Bereans who need IT support, a concept Esfandiar liked immediately, especially since all Berea students are provided with a laptop computer.

"I always enjoyed helping students. Whether it was for understanding some new mathematical concept or figuring out how to go about solving problems, I always got a kick out of it," Lohrasbpour said. "So, when I heard about a new building being considered on this site, I was most excited about one little part of it: the room with a Help Desk. So, I made a donation to help make it happen."

Learn more about this initiative at <https://campaign.berea.edu>.

# A Hand-crafted Place to Gather

By Abbie Tanyhill Darst '03



Photos by Crystal Wylie '05

After nine decades of food and festivities, meals over moving conversations and gatherings of great minds, the dining table in the President's Home on campus has been replaced. The beautiful new table was built by students and staff in Berea College Student Craft. A meticulous and detailed process, the table was constructed with local, sustainably harvested cherry and was designed to blend with the continuing pieces of original furniture in the space, while also leaning on several design ideas more closely tied to the College's principles. Its center section measures 10 feet long by 54 inches wide and nearly 2 inches thick. When its six additional leaves are added, the table measures more than 17 feet long and will serve up to 20-person parties, taking over service as the focal point of hospitality, engagement and entertainment for generations of Berea College presidents and their families.

"It was sad to see the old dining room table leave the President's Home, even though it was not in very good shape anymore and chairs had started collapsing under people," said First Lady Laurie Roelofs. "Students had built it well, since it had lasted for 90 years. We are so happy that the new set was also built in Student Craft, and it could serve the next five to six presidents for the next 90 years!"

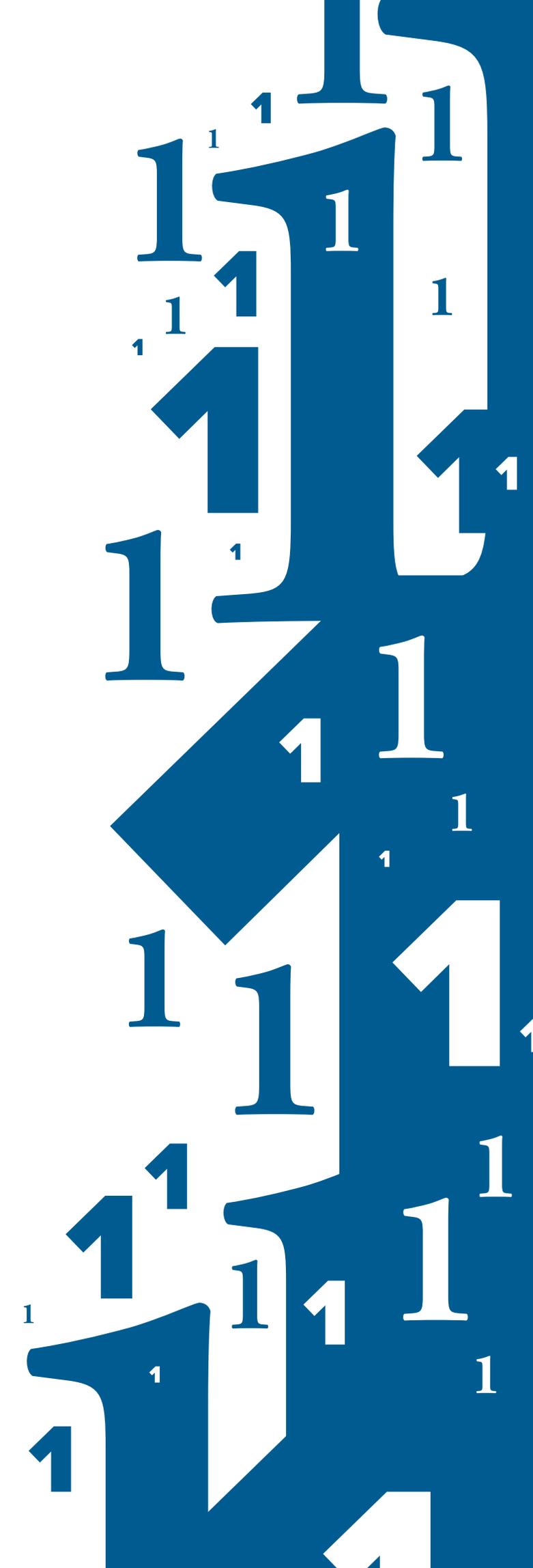
Andy Glenn, an instructor with the Woodworking School at Pine Croft; Jedidiah Radosevich, Woodcraft assistant; and Rob Spiece, head of Woodcraft, both from Student Craft, were part of the team that made this new table come to life. Their expert guidance allowed Berea's Woodcraft staff apprentice Chris True, student Katie '23 and former students Chase Slone '21, and Minta Ellis '21 to take a tricky project and bring it to completion, said President Lyle Roelofs.

"It was a tremendous honor for Student Craft to complete this commission in the summer of 2022," said Student Craft Director Aaron Beale, "after significant COVID-19 related delays and an incredible amount of patience on the part of the Roelofs."

"It's really beautiful," Laurie said enthusiastically. "The whole top was made from one cherry log. I had asked for a slight curve in the table to facilitate conversation along the sides and fewer legs on the table so we wouldn't have so many people bumping their knees."

"I wish we could take it with us when we leave," she continued, "but since we can't, I certainly hope the new president loves it, too."





# Being First

By Jason Lee Miller

Last year, 57 percent of Berea College students were the first in their families to attend college. In addition to adjusting to a rigorous academic life and working a campus job as part of the Labor Program, many of these students have the added pressure of forming new family legacies. They may struggle with imposter syndrome and feeling that they are on their collegiate journey alone. But they are never alone at Berea. These are just a few of their stories.

“ I feel like there’s a lot of responsibility. I think now people expect me to succeed. My siblings are watching me. Everybody in my family is watching me. There’s a lot of pressure, but at the same time, it’s incredible to think that, for my family, I’m making history.”

—Paul '23, of Irvine, Ky.,  
on how it feels to be a  
first-generation student

Shawn '24 and Malik '24 contributed to this article.

# Continuously Improving

Continuous improvement. It wasn't just a labor position for Kaitlyn Moyers '22. It was a way of getting through the Berea experience—that, and knowing she was now the inspiration for the women who will come after her.

The first-generation college graduate from Walton, Ky., describes a childhood where she had to grow up fast. With her mother working, 10-year-old Moyers had to start taking care of her younger siblings after school.

“That was really tough because a lot of my friends could just go hang out and do a bunch of fun things after school,” she said. “But I always had obligations and responsibilities they typically didn't have. But I think it also helped me realize what I want in life. I don't want to have to work weird hours and not be with my family like my mom had to. Nothing was her fault. It was just the circumstances that were given.”

Because she had gone to a small high school, Moyers wanted to go to a small college with a low student-to-faculty ratio. Berea fit the bill, but when she arrived Moyers still struggled with the confidence she needed to be successful as a college student.

“I came into college with imposter syndrome, the feeling like I shouldn't be here, that I don't belong. But with the support from labor supervisors, staff and faculty, I learned that I really [did] belong here.”

It helped, also, that her new college peers were in the same financial situation. “We're all kind of in the same boat,” Moyers said. “If you say you grew up poor, people aren't going to be like, ‘Oh, that's weird.’ So, there is that sense that we're all equal.”

For most of her Berea career, Moyers worked in the Continuous Improvement Office, working her way up from assistant to student manager. The Continuous Improvement Office helps campus departments make their processes more efficient.

“I really think it provides a lot of

employment history that students may not have if they just went to college,” she said. “I know for me, a lot of times when I'm doing interviews, they hear I worked in the Continuous Improvement Office, they're like, ‘Whoa, what did you do? What is that?’ And I talk about the skills I learned. It's just really impactful, and it makes your résumé look so much better.”

During her time on campus, the psychology major worked not only to improve processes on campus; she worked to improve herself. Though there were tough days in Berea's rigorous academic environment, she motivated herself with thoughts of family.

“I'm sure we've all had those thoughts of, ‘Man, I can't do this. I can't finish Berea,’” Moyers said. “But there was always something in the back of my mind that was like, ‘No, I can do this. It's just a tough day.’ I also have a little sister, and I want her to see that she can also graduate college. I think having younger females in my family, like my nieces and my sister, have really helped me push through those hard days. I want them to see that they can do it, too.”

Perhaps her biggest challenge came her senior year, when completing her capstone assignment.

“If you had told [first-year] Kaitlyn she had to present for all of her professors and friends, she probably would have cried. But senior Kaitlyn was prepared for that. She had grown into that role. After I was done, I was like, ‘I'm really proud that I did that.’”

Though having just finished college, Moyers is already paying it forward. She took a position with the Kentucky River Area Development District, where she works to help the elderly stay in their homes rather than go to nursing homes. She lives and works in Hazard, Ky.

“Without Berea,” she said, “I would not have had the motivation to get all the way through college. There were several times I was like, ‘I can't do this,’ but Berea would push me through it.”



Photo courtesy Kaitlyn Moyers '22

# Where Passion Can Lead

Some people find their passion early, others late. For Gavin '24, he found his passion in the gym during the “worst years” of his high school life. Family finances had prevented Gavin from participating in sports and had made it difficult to make friends.

“I felt different than all the other kids because I didn’t have money,” he revealed. Gavin had a phone but no service, a lot of energy, but no outlet. But things were different at the gym.

“In my sophomore year of high school, I started working out and going to the gym, and I realized that that was what my true passion was in,” Gavin said. “I also realized I was good at teaching people in the gym, and I just enjoyed teaching in general.”

Gavin’s parents always encouraged him to go to college because he was academically inclined. And thanks to his experience in the gym, he had an idea of what career he wanted to pursue—a physical education teacher, a personal trainer or a strength and conditioning coach, perhaps all three. He participated in Upward Bound, a federal program to help students prepare for college, which brought in a guest speaker from Berea College to his southwest Virginia town.

“She told us about Berea,” Gavin said, “and I thought it was a scam because there’s no way they can give us free tuition.”

The first-generation college student found out it was true, indeed, and applied. Now the health and human performance major is discovering a brighter side to life.

“There are a lot of things I’ve learned about

college that I did not expect,” Gavin said. “I did not expect friends to be as meaningful as they are. I did not expect the relationships I would make to be as beautiful and profound as they are. My first semester of college was the happiest time of my entire life because of the friends I made.”

He also joined the college tennis team and took a job as a resident advisor (RA) at his residence hall. Gavin never had a job before coming to college. He sees it as an opportunity to build a skillset relevant to his career aspirations.

“[Being an RA] helped me because I do want to be a teacher or a personal trainer or friendly conditioning coach, and all of those are leadership positions,” Gavin said. “So having this experience to be a leader and somebody that people will go to for help really translates to my future career.”

When not on the tennis court or doing homework, Gavin, naturally, can be found at the gym, living his best life. He credits Berea College for his present and his future.

“Because of Berea,” he said, “I can afford college, I have great friends and relationships, and I can proceed in my future career and fulfill my life’s meaning.”



Photo by Malik Withrow '24

# The Pride of the Family

Kyleah Parr '22 is one of those people who draws others in to talk about things. Family and friends value her counsel, and they thought she'd make a great therapist. So, when it came time to think about life beyond high school, studying psychology in college seemed an obvious fit. Plus, college offered Parr a way to expand her horizons.

"I knew that I wanted to go to college," she said. "I love learning new things, meeting new people, seeing new perspectives and being exposed to things I wouldn't be able to be exposed to if I had just gone straight into working. I want to continue learning and growing as a person."

The New York native who grew up in Georgia faced some financial hurdles when applying to college. The family didn't have the money to pay application fees, so Parr applied to two schools that didn't charge to apply. One was Berea, which also does not charge tuition. The other, it turned out, offered her a full scholarship, so she was faced with a choice. She discussed her options with friends at both schools.

"My friend who went to Berea spoke very highly of the academics. She spoke highly about the friends she had made, all the connections with her professors. And also, the diversity," said Parr, who is biracial, "because growing up, I wasn't able to really explore my Black identity. So, hearing there were more African American students on campus and international students, I was, like, 'I want to go there. I want to learn more about myself and my community's history.' Berea checks all of those boxes."

Once enrolled, Parr discovered her friend was right about Berea professors. "I did meet professors who genuinely cared and

wanted to help me progress in my career and who are still there for me now, who said they'll always be there for whatever I need," Parr said.

Staff, too, were there for Parr, in her labor position at the library, where she learned not only how to do research, but also how to write a great résumé. And staff at the Francis and Louise Hutchins Center for International Education helped Parr find a scholarship to study abroad in South Korea.

"Studying abroad helped me figure out the path I was going to take after college," Parr said. "Berea nurtured that, supported me the whole way through, and now that's what I'm [doing] after college."

After completing an internship at New York University in summer 2022, Parr went back to South Korea to teach English. It's part of a gap-year experience while she decides which path to follow. Looking back, Parr reflects on the connections that have led her path so far.

"I feel like a person who met all the right people," she said. "My friend led me to Berea. Berea taught me a lot of things and led me to different opportunities like [the NYU internship]. And I met people at Berea who introduced me to the program that I'm doing in South Korea. So, everything has been connected."

The first in her family to graduate college, Parr plans to continue her learning in graduate school. But just getting this far, she says, is a big deal. "It makes me feel very proud," she said. "My family is very proud. They see [finishing college] as a big accomplishment, as do I."



Photo courtesy Kyleah Parr '22



Photo courtesy Nina Yarbrough '09

# The Art of Hustling

By Jason Lee Miller



Nina Yarbrough '09 never dreamed she'd be a patron of the arts. The poet and playwright imagined she'd be on the other side, the one asking for money to pursue her own passions. But as the arts program director for 4Culture, the cultural funding agency for King County, Wash., Yarbrough doles out collected tax money for aspiring artists, organizations and groups. Her story is not one of fate or luck, though. It's a tale of hard work—and the values she took with her from Berea.

Her story begins in Cincinnati, Ohio, where Yarbrough grew up the youngest of eight children in what she describes as a very noisy but musical household. She was “the nerdy little sister” who was into anime “before it was cool.” She loved reading. She loved school.

“School was my happy place,” she said, “because I was good at it. School for me was where I got to flourish and be my nerdy little self.”

Young Yarbrough dreamed big, imagining herself as president of the United States, or maybe a lawyer, but she had a talent

for being on stage, making people happy, making them laugh.

“I learned very early on the power of humor and how quickly you can change a situation,” Yarbrough said. “I’ve been plus-sized my whole life, and I was somebody you could easily pick on, but I was also good at making people laugh to redirect attention. I learned very quickly being funny can get you out of a lot of situations.”

Many of those situations arose in her Cincinnati neighborhood in the 1990s, where Yarbrough says police and gun violence were a reality.

“It was a real possibility that I wouldn’t make it out of my neighborhood,” she said. “We didn’t live in poverty, but we were on the line. I knew from the get-go college was for me, was my way out of Cincinnati and my way into opportunity.”

Yarbrough had heard about Berea College through friends who were attending. She applied to other schools, but understood that without scholarships, she and her family were not going to be able to afford

college. Berea’s no-tuition promise was a major selling point for the school, but she also wanted to see more of the world, and moving to Kentucky was a way of doing that.

“College for me was where you figure out who you are, what you’re actually interested in,” Yarbrough said. “And Berea was a very safe place for me to do that. I got to really dive into my passions around the creative and performing arts.”

The first-generation college student majored in theatre and took a job in the costume shop as a stitcher, sewing delicate fabrics for productions. She was cast in the show, “Rumors,” where she played Cookie Cusack. Eventually, she worked her way up to the head of makeup, which included hair design.

“I was able to put years of costuming experience and the fact I was able to design and all that on my résumé,” Yarbrough said. “It wasn’t just in a class. I was literally paid to do that, which was extremely helpful and important. And it taught me about teamwork and what it means to put

Photo courtesy Nina Yarbrough '09



Photo by Jonathan Vanderweit



Photo by Jonathan Vanderweit



together a good product, what it means to fix your mistakes. You learn how to be creative, how to move quickly and to deal with different types of people under high-pressure situations. And in all of my jobs, that has been my path.”

Yarbrough graduated into a recession, and opportunities were limited. Eventually, she took a job in the ticket office at the Cincinnati Museum Center before working her way up to being a program specialist, designing programs for the public inside the museum. But Yarbrough wanted more for herself, so in 2014, with \$900 in her bank account, she moved to Seattle for graduate school, completing her Master of Fine Arts degree in arts leadership from Seattle University in 2016. During graduate school, she worked four jobs to get by.

“Berea teaches you how to hustle,” she noted.

She also credits Berea for her ability to go to graduate school at all. Because she left Berea with so little debt, Yarbrough says graduate school became a reasonable investment in her future. “I walked away with a fraction

of the debt that most college students would walk away with,” she said. “So, when I thought about what that meant to come out and do grad school, I was like, ‘I can actually afford it.’”

The connections Yarbrough made in graduate school allowed her to take a position in fundraising with the Seattle Opera. Again, she worked her way up, from capital campaign associate to capital campaign manager, running the organization’s \$28.5 million capital campaign.

“I never would have thought about working for an opera company,” Yarbrough related. “I had these assumptions, like, ‘Oh, I’m not good enough or I don’t have a background in opera.’ But going through that program made me realize that I don’t have to be an opera person because I was a good employee. That was one of the things Berea gave me.”

Yarbrough continued to move up in her career, taking the position of business development manager for the Central District Forum for Arts and Ideas, a nonprofit dedicated to promoting Black artists. And last year, she was named the

arts program director at 4Culture, which receives a percentage of a lodging tax in King County to distribute as cultural funding dollars. She sees her new position as an evolution of her own personal mission in life.

“For a long time, my mission was to create art myself and to figure out how to do that in the world,” she said. “But now that I’m on this side of things, it’s more about how do I facilitate that for others? But I think, for me, it kind of goes back to something Berea gave me—being of service to others. Berea has always had that, that service at the core of what it does, and it’s something that was instilled in all of its students.

“I’m figuring out this era of my life,” she continued, “and I know that at least part of it is about how can I show up for the world and do good? When it’s the end of my days, I can look back and say, ‘I did more good than harm, and I made things better.’”

# A Heart for Berea

By Sree P S '24

Photo courtesy Bethel University

Karin Larson never set foot on Berea College's campus, and yet she made the largest individual bequest ever left to Berea College. Throughout her 20-year partnership with the College, Larson was inspired to support students of humble origins like her own, and her gift to the College endowment bolsters the institution's Tuition Promise Scholarships.

Raised in a Swedish American Baptist family in Minnesota, Larson was a first-generation college student. Her mother did not graduate high school, and her father did not study past eighth grade. This did not hold her back from graduating with a business and international relations degree from the University of Minnesota. Larson's college education equipped her with the skills and confidence to move across the country to California, where she was hired as a secretary at Capital Group, a financial services company. She rose rapidly through the ranks of the company, becoming the first female research director and then chair of Capital International Research, Inc. Along the way, Larson made sure to train and develop future talent who could contribute to their communities.

"Karin was a mentor to so many at Capital," said William Robbins, partner with Capital Group and a current Berea College trustee. "She led by example in both her professional

and personal life, and her support of Berea was a big part of the latter. I was inspired, as were a number of other colleagues, to follow in her footsteps and make Berea College a priority in giving of both time and treasure."

A genetic disease caused her to lose her ability to walk, but a wheelchair didn't keep her down. "She just had an attitude of there may be barriers, but barriers are made to be broken," said Amanda Forsyth, Larson's grandniece. "And she did it with respect and kindness."

Throughout her life, Larson was intent on helping students of limited financial means get an education, concerned their careers and life goals might otherwise be jeopardized. She gave selflessly to many educational institutions across the country with a mission to support under-privileged youth through her philanthropic projects.

The message of Berea's Great Commitments also caught Larson's attention. All the way from California, she established the Karin Larson Endowment Fund in 2007 to provide tuition support for Berea's students. Believing Berea's endowment to be the cornerstone of the College's mission, Larson was committed to growing her fund for the future. She also sponsored the Adult Simulation Laboratory in Berea's Margaret

A. Cargill Natural Sciences and Health building, helping the Nursing Department retain its position as the best nursing program in the state of Kentucky. In making this gift, Larson reminisced about her mother.

"She wanted to be a nurse but was never able to do that," Larson said in 2017. "In those days, you were lucky if you graduated from high school. [This gift] was my way of honoring her ambitions."

"What a testament she is to the transformative power of education—a first-generation student goes on to amazing success and then generously supports a school that gives the same opportunity to the next generation," said Berea College President Lyle Roelofs, who was privileged to have visited Larson at her home in Pacific Palisades, Calif. He praised her humility and generosity and her desire to witness others become successful like herself.

"I was really so blessed in my career and had been given so many opportunities," Larson said. "My parents didn't even graduate from high school and were blue-collar workers. [I have] the ability to support people who otherwise wouldn't be able to go to college—that's important."

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Photo courtesy of Quintin Ellison, Great Smoky Mountain Association (GMSA)  
Illustration by Emma Ozford, GSMA



Frances Figart (Frances Ellard while at Berea 1987-92) is the creative services director for Great Smoky Mountains Association and the outreach chair for the Safe Passage Fund Coalition. She edits "Smokies Life" journal and writes a weekly column "Word from the Smokies" for the *Asheville Citizen Times* from her home office in Flag Pond, Tenn.

# Looking Back Down the Road

**Berea mentors inspire empathy and advocacy for southern Appalachian wildlife**

By Frances Figart '92

Though I grew up in eastern Kentucky, my route to Berea College was circuitous.

I had an idyllic childhood at Boones Creek Baptist Camp in Clark County, hiking and riding horses in the foothills and living in immediate proximity to nature. I created "books" for my parents with protagonists like foxes, bobcats, raccoons and opossums. The only sadness I recall was seeing these wild creatures killed by vehicles on our narrow, winding country roads.

Graduating from George Rogers Clark High School in 1981, I was aware of Berea College and its positive impact on the region. But I started my higher education at

Kansas State University, taking classes part-time and working at a bookstore while my husband attended graduate school. One day on my way to work, I watched in horror as my tires crushed an unsuspecting box turtle. Its unnecessary death at my own hands had a profound effect—and would play a role in my future.

By the time I transferred my credits to Berea in 1987, my marriage was at an impasse. Having only just arrived in this long-standing, tightly knit community, I found myself in the midst of a divorce. Lacking confidence in the face of emotional and social upheaval, I struggled to show up as the dedicated student I wanted to be.

Two professors came to my rescue. One English professor, Gene Startzman, had a benevolent but mischievous grin that introduced a measure of joy into my despair. He helped me take my writing to the next level, showing me how to discover innovative connections and then express them for the best creative effect. My industrious, service-oriented Spanish professor, Fred de Rosset '72, saw my potential and secured me a teaching assistant position helping others strengthen their writing. Neither gave up on me when personal turmoil prevented me from meeting my obligations. Both taught me by example how to catalyze empathy.

Just as I began to see light at the end of the

tunnel before my May 1992 graduation ceremony, my father died unexpectedly. Focused on helping my mother and earning a living, I departed Berea and, for a long time, never looked back.

Writing for the advertising department at the Lexington *Herald-Leader*, I traveled curvy roads from my farmhouse to downtown each day, intently focused on not hitting wildlife. I hadn't been on the job long when a pair of furtive brown eyes peered over my cubicle. "I hear you're a Berea grad," the stranger said. "So am I. Let's talk."

It was Jim Durham '69, community editor for the newspaper and my third Berean mentor. He arranged for me to cross-train in the newsroom, and, for years, I wrote under his direction as a freelancer. He taught me to consider my audience, see an issue from the reader's perspective and quote key voices that would draw folks in and keep them reading. Like Startzman and de Rosset, Durham led from a place of empathy, a Berea-born value.

I became a travel magazine editor and an ecotourism journalist. Wherever I went, from the tropical rainforest of Central America to the Bay of Fundy in Atlantic Canada, I saw roadkill. I learned that road ecology—how plants and animals are affected when roads are nearby—is a global issue that many countries have already begun to address.

Finally, in 2017, the problem reached a tipping point—both for me and for southern Appalachia. I began to see black bears and even elk killed on Interstate 26 near my new home north of Asheville, N.C. Networking led me to a group of organizations beginning to research wildlife mortality along Interstate 40 near the boundary of Great Smoky Mountains National Park—the park at which I was working.

Folding my passion into my job, I helped the group brand as Safe Passage: The I-40 Pigeon River Gorge Wildlife Crossing Project. My employer, Great Smoky Mountains Association, joined other organizations creating a fund to raise private dollars for wildlife crossing structures. I wrote and directed dozens of articles about on-the-ground research, which involved tracking elk movement via GPS-fitted collars and deploying wildlife cameras to reveal where animals were getting killed in vehicle collisions.

As COVID-19 lockdown set in, a friend suggested I write a children's book about

the issue. I protested that I had too many projects already and was not trained to write for kids. But then I imagined my Berea mentors as a Greek chorus asking: Why not create a story you would have loved to read with your parents as an 11-year-old in the mountains of eastern Kentucky?

I looked at the wildlife-camera footage and wondered what it would be like to be a bear, a deer, an elk, a bobcat, a salamander, a frog, a turtle—each trying to navigate a terrifying highway. I recalled what it felt like to be faced with immense challenges and to be given a second chance. I invoked what I had learned about connecting ideas in innovative ways to engage an audience emotionally. I wrote eight fictional chapters from the perspective of 19 anthropomorphized southern Appalachian animals and followed that with an educational section about the real species and how to help them cross, showing structures that have reduced mortality across the planet. I even wrote a song, "Safe Passage: Animals Need a Hand," which appears as sheet music in the book and as a music video on YouTube.

Today, 30 years after graduating from Berea, I direct a team of writers, editors, graphic designers, photographers, illustrators and videographers who interpret the natural resources of the most-visited national park in the U.S. "A Search for Safe Passage" was named 2022 Publication of the Year

by the Public Lands Alliance. State and federal funds are floating in to accompany grassroots dollars and road ecology research is expanding to I-26 near the home I share with my husband of seven years.

In April, I drove past construction that will eventually result in a wildlife underpass on I-40. I was on the way to visit my three Berea mentors. I gave them signed copies of my book and thanked them for their encouragement and the opportunities for growth they provided during uncertain times.

I don't know how many years it will take us to realize the dream of a large wildlife overpass in southern Appalachia. But I have no doubt the empathy fostered at Berea will continue to affect my life—and the lives of wild animals—down the road.

Reach Frances Figart at [frances@gsmassoc.org](mailto:frances@gsmassoc.org) or learn more at [SmokiesSafePassage.org](http://SmokiesSafePassage.org)

Figart's book "A Search for Safe Passage" can be found at Amazon.



Above: Black bear, white-tailed deer and a dispersing herd of elk were the focal species of a three-year study to discover where animals were trying to cross, where they were succeeding and where they were perishing in wildlife-vehicle collisions on Interstate 40. These species and others move in and out of the boundary of Great Smoky Mountains National Park in order to seek mates, food and shelter. Images by National Parks Conservation Association and Wildlands Network.

# The Light Inside the Tunnel

By Sam Milligan



Photo by Nay Kaw '23



Photo by Gaston Jarju '23

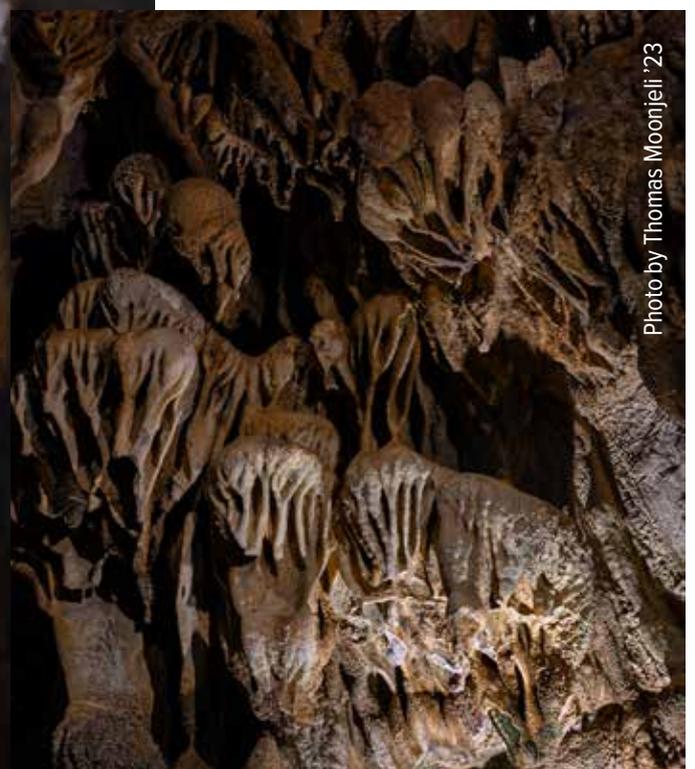


Photo by Thomas Moonjeli '23



See more photographs at  
[bera.college/CarterCaves](https://bera.college/CarterCaves)  
and a highlight video at  
<https://youtu.be/78HDIawkoxs>



Photo by Ruth Oremus



Photo by Christopher Rice '22



Photo by Christopher Rice '22

No-cost tuition, outstanding academics and a breathtaking campus make Berea College special. So do free student laptops, paid jobs in the Labor Program and the chance for lifelong friendships through it all. Many elements combine to make a Berea College education exceptional, yet every so often, a single event connects them all.

In April, Crystal Wylie '05, Berea's director of digital multimedia strategy, along with Zack Thompson, associate director of digital multimedia strategy, and Bee Lakes, strategic marketing manager, led 15 students to Carter Caves State Resort Park in Kentucky for an unforgettable educational experience. Year-round, these students work at a frenetic pace to capture photos and create videos for the College's Marketing and Communications team, and Wylie said she wanted to give them a chance to reconnect with the reasons they chose to pursue this work in the first place.

"They work so, so hard. I wanted to take

them somewhere beautiful so they could take a breath, enjoy each other's company and further their already exceptional talents," Wylie said.

Shooting high-quality photos and videos in the nearly lightless conditions of a cave system requires a host of special skills that students can't practice in a studio. But with the help of their supervisors and some specialty equipment, the students discovered how to make beautiful images underground. The students showed such professionalism and maturity that their guides allowed them to access restricted areas normally off limits to everyone but park employees and researchers. These areas included rarely seen bat roosts, where students took close-up images of the slumbering critters.

"Caves can pose a challenge, so special light painting tools, strobe lighting and long-exposure photography techniques were required to do this properly," Wylie said. "It was great seeing them work as a team,

holding lights for each other, with the more experienced students training those with less experience. It was worth every penny."

As you may imagine, an experience like this is no small expense. But thanks to the generosity of donors and Discovery Fund grants available through the Office of Internships and Career Development, students got to learn firsthand that a Berea College education goes far beyond the classroom—even underground. Instead of worrying about how they'd cover meals, travel and shelter for the night, students like Student Photography Supervisor Tyler '22, could focus on learning new skills and building bonds with classmates amid gorgeous scenery.

"It was fun expressing my creativity in a new setting, and I liked the challenge of learning new photography techniques to properly capture images in the caves," Tyler said. "The Carter Caves trip is one I'll never forget. I could hardly feel more thankful."



## A HEART FOR MAKING

◇◇◇◇◇◇◇◇ by Jason Lee Miller ◇◇◇◇◇◇◇◇

"I'm just a girl from Africa who loves to make things," said Katie '23, who was raised in Mozambique by missionary parents from the U.S. and Sweden.

The engineering technologies and applied design (ETAD) major and studio art minor grew up watching street vendors make craft goods out of wood, stone, beads, metal and even things like potato chip bags and candy wrappers.

"They would make beautiful things, so I grew to appreciate the value in everything—that there's always something that can be done with [the material]," Katie said.

Her mother also made things. In Mozambique, there was no Walmart or next-day delivery service, so household items had to be created from local materials.

"If we needed couch cushions, she would just make them," Katie said. "She would buy fabrics and stuff them herself."

It was only natural, when Katie came to Berea, she was assigned to Woodcraft for her labor position, where she could make things. Like all first-year students in the department, she began by sanding the wood used to make Berea College Student Craft products. Over time, Katie worked her way up to student manager. Now she's in charge of making dustpans.

"I didn't really expect to stay [in Student Craft] all four years, but I really, really enjoyed it," she said.

The dustpans are made from cherry wood. They begin as 8- to 10-foot boards that are cut down into sections. They are then sawed down to about three-eighths of an inch thick and then sanded down. Once they are cut, the back portion of the dustpans are then boiled in a copper pot so they can be bent into shape. When the dustpan is formed, it is paired with a broom from Broomcraft. In all, it takes two or three days to make one dustpan, and each is unique because it is handmade.

"The best part to me is getting to make things with your hands," Katie admits. "It's a great break from the academic day of using your brain and thinking all day, to be able to come in and have this set task that you do in a set way. And then at the end of the day, you have a product, and you can say, 'Well, I made something today.'"

Katie works 15 hours a week in addition to her academic requirements and has an incredible vision for her future.

"My dream is that I would like to have my own studio with machinery and set up for all kinds of different goods, like woodshop tools, weaving materials, sewing things," she said. "I would like to be able to have a place to make all the things that I need. Because of Berea, I am going to graduate college and be able to follow my dream of becoming a craftsperson."

Photo by Mercy U. Oze '25

## EVERY PIECE TELLS A STORY

◇◇◇◇◇◇◇◇◇◇

When you purchase a handmade Berea College Student Craft product, you are buying much more than a dustpan or a broom. Each piece is imprinted with the identity and heart of the student who made it.

# MEMORIAL GIFTS

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Deborah Bradley  
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Mrs. Betty L. McFarland  
Ms. Kathryn W. McGaw  
Lily Bennett McGinty, 1936  
Mrs. Janet McGuffin  
Mr. Mark McGuffin  
Ms. Marjory A. McKinley  
Dr. George W. McKinney Jr., 1942  
Lucille Christian McKinney, 1943  
June Colvard McLane, 1956  
Mr. John D. McLaren  
Janet Bowling McLemore, 1955  
Mr. Vernon Moore McNeeley  
Charles S. McNeer, 1950  
Mr. Free Frank McWorter  
Mr. Clarence L. Meacham  
Mrs. Dorothy Meacham  
Mr. G. Donald Meid  
Mrs. Irene L. Meid  
Helen Anderson Disney Menefee, 1992  
Dr. Robert Gordon Menefee, 1940  
Ms. Glennis Klingbeil Meyers  
Ms. Jayne McDonald Mierisch  
Dr. Louis Miles, 1954  
Mr. John R. Milne  
Mrs. Roberta J. Milne  
Wai Ming  
Helena Jacobs Mink, 1951  
Norman R. Mirbach, 1953  
Mr. B. K. Mishra  
Sakiko Miyashiro, 1951  
Geraldine Burdine Mize, 1959  
Danesh Mohnani  
Kamla Mohnani  
Lachman Mohnani  
Mrs. Norma J. Monk  
Dr. Edison Lee Monk, 1967  
Ms. Mickey Mary Margaret Moore  
Clayton Monroe Moretz, 1926  
Charles Eldon Morgan, 1994  
Patricia Williams Morgan, 1946  
Mr. Julious E. Morris  
Mrs. Miriam L. Morris  
Paul H. Moser, 1954  
Mrs. Elizabeth Moss  
Mr. Felix Moss

Mrs. Shirley Mulder  
Mr. Daniel H. Mundt  
Mr. Charles W. Murray Jr.  
Janice Campbell Murray, 1969  
Isaac Kregger Musick, 1951  
Etta Mae Holbrook Neal, 1938  
Matthew David Nelson, 1988  
A. Paul Nestor, 1942  
Janet White Nestor, 1942  
John H. Neville  
Prof. Anne M. Newman  
Mr. Charlie Newton  
Ms. Ruby Newton  
Cynthia Jane Kahle Nickle  
Mr. Claud A. Nix  
Dr. Dolores Noll, 1951  
Mr. George D. Norton  
Mrs. Sigrid C. Novak  
Mr. Robert OBryan  
Sonya C. Offune  
Dr. Joyce Hyder O'Keefe, 1958  
Chief Adanma Okpara  
John B. Oldershaw  
Mrs. Eunice B. Ordman  
Ms. Mary T. O'Regan  
Mr. Richard Ortquist Jr.  
James Orwig, Hon. 1994  
Gerald Myron Osborne, 1964  
Rev. J. Randolph Osborne, Hon. 1995  
Mrs. Jane Osborne  
Phyllis Pigmon Osbun, 1967  
Barbara Otto  
Ada P. G.  
Annie Page  
Milton Page  
Sgt. Alexander Pak, USMC  
Constance A. Parent  
Dean N. Parent  
Father Henry L. Parker  
Jeanne Riddle Parker, 1953  
Richard Wilbur Parker, Jr. 1950  
William E. Parker, 1953  
David Edwin Parry, 1956  
Dr. Larry R. Patterson  
Mrs. Nobuko Toda Patton  
Dr. Charles E. Pauck, Hon. 1976  
Evelyn Paul  
Marlene Ellis Payne, 1961  
Mrs. Dorothy Pearce  
Dr. Elisabeth S. Peck  
Dr. Paul S. Peercy, 1961  
Joseph Van Pelt, 1977  
Mrs. Carol A. Pember  
Mr. James W. Pennington  
John A. Pennycuff, 1963

Mary Tudor Pennycuff, 1963  
Ms. Elizabeth Jane Goins Perry  
Hal Gordon Perry, 1953  
Ruby Frazier Perry, 1932  
Elizabeth Ann Hampton Peters, 1956  
Ms. Charlene Phelps  
Clara Strong Phillips, 1933  
Dr. Gary Robin Phillips, 1978  
Ezra Alden Pickup  
Lois Westwood Pickup  
Mr. Larry O. Piety  
Rowena Piety  
Helen Pine  
Owen Pingleton  
Mrs. Jean Pittillo  
Marti Plager  
Ben Poague  
Dr. L. R. Poole  
Patricia Wolford Porter, 1963  
Samuel Porter  
Mr. Wilfred Post Jr.  
Dr. Wilfred Post Sr.  
Homer Q. Potter, 1943  
Averala Marcine Poucher  
Selma Pound  
General Colin Powell  
Jessie Powell  
Lizena Davis Powell, 1932  
Dr. Paul Nelson Power, 1958  
Maynard Wilder Presnell, 1948  
Mrs. Alyce C. Preston  
Mrs. Carol Ann Preston  
Ana Maria Pri  
Dr. Martha Wylie Pride, Hon. 1991  
Jon M. Pritsch  
Dr. Stephen Pulsford  
Quinlan Hanna Quisenberry  
Mr. Shahed Rafiuddin  
Ralph Milton Ragan, 1969  
Ernest R. Raines, 1948  
Ravin Denise Raleigh, 2004  
Mr. Ray R. Ramseyer  
Ruth Barlowe Raper, 1938  
Mr. Robert Rappe  
James Rappolee  
Traude Rappolee  
Wilbur Hobart Rayburn, 1938  
Ruben D. Recio Sr., 1951  
Mrs. Susan Reed  
Mrs. Joyce E. Reichardt  
Ms. Sarah E. Reid  
Jordan Renfro  
Nancy Renfro  
Curtis Reppert, 1961  
Margaret Steinorth Reuter, 1942

Brooke Rhudy  
Dr. Joe Wesley Rhudy, 1961  
Janet Richards  
Mrs. Alice R. Richardson  
Mr. Paul E. Richardson  
Ms. Connie L. Richmond  
Barbara Jett Rieber  
Dr. Abdul H. Rifai  
Wm. Riley  
Mr. Francis J. Ripp  
Minnie Sue Martin Ripy, 1961  
Joanna Marie Rittmann, 2008  
Mrs. Carolyn L. Rizzer  
Cheryl Roads  
Earl G. Robbins, 1932  
Sue Dickens Robbins, 1929  
Edith Reynolds Roberts, 1950  
G Gilbert Roberts, 1930  
Dr. Leonard Roberts, 1939  
Monty Lee Roberts, 1972  
Myrtle Nesbitt Roberts, 1934  
Patience Porter Roberts  
Rell Roberts, 1945  
Bernice Center Robertson, 1939  
Dr. D. B. Robertson, 1940  
Mr. Gary L. Robertson  
Mr. John E. Robertson  
Mrs. Margaret W. Robertson  
Mr. Carson Robinette  
Thresa C. Robinson, 1968  
RADM Allan B. Roby  
Mrs. Frances Roby  
Mr. Wayne E. Roe Sr.  
Cara Anne Gardner Roecker, 2000  
Mrs. Cynthia Roelofs  
Mrs. Ruth I. Wenning Roggenkamp  
Mr. Boris Rojzen  
Wilcie Rollins  
Mrs. Beulah Bootie Ropkins  
Dr. Roy R. Rose, 1938  
Mrs. Helen Ross  
John M. Ross, 1949  
Stella L. Ross, 1951  
Vince Ross, 1962  
Dr. W. Gordon Ross, Hon. 1969  
Ms. Rhoda Rothenberg  
Mrs. Alease H. Rouse  
Allan J. Rubin  
Doris Walker Rummel, 1950  
John H. Rummel, 1950  
Mr. Alfred Rumminger  
Mrs. Elizabeth Rumminger  
Mrs. Phyllis J. Russell  
Mrs. Peggy H. Ryan  
Donna Salmen

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July 1, 2021–June 30, 2022  
Gifts made in memory of the following:

Lenora Salvemini  
Michael Salvemini  
Russ Lloyd Sammons, 1955  
William Howard and Opal Sammons  
Robert S. Sandefur  
Col. Harland Sanders  
Mrs. Mary Ellen Dixie Parsons Sanders  
Mr. Floyd I. Sandlin Sr.  
Mrs. Nancy E. Sando  
Mr. Victor Sandone  
Mrs. Betty M. Sanneman  
Melvin Gordon Satlof, 1944  
Mr. George Alfred Saucianac  
Dr. Hershel G. Sawyer, 1957  
Charles H. Schaaff  
Helen Schaaff  
John and Lillian Schaaff  
Mr. Michael J. Schaefermeyer  
Dr. William J. Schafer  
Carole Hillard Schenkenfelder, 1982  
Rev William R. Schorman, 1942  
Harold A. Scott  
Helen Weinert Scott  
Hugh A. Scott, 1940  
LVera Seipelt  
Victor Seipelt  
Joseph Selligman Jr.  
Mr. John E. Serrage  
Nan Harris Sevy, 1952  
Mrs. Linnet Brown Shade  
Evelyn Lamb Shaheen, 1942  
Mrs. Dorothy E. Shanesy  
Mr. Harold Dennis Shanesy  
James R. Shaw, 1965  
Elizabeth V. Sheehan  
Mrs. Doris H. Sheets  
Sloane Shelton, 1955  
Esther Spence Sherman, 1947  
Mrs. Trudie Shipman, 1921  
Dr. J. Pat Shugars  
John Joseph Siegel, II  
Arzatma Sikes  
Evelyn M. Singer  
Ms. Mary Sisung  
Walter R. Sizemore, 1949  
Miss Gertrude E. Skelly  
Ginny Jones Small, 1963  
Mr. and Mrs. A. M. Smith  
Allene Smith  
Armenda Robbins Smith, 1949  
Dr. Edward Smith  
Edward Smith, 1969  
Emily Ann Smith  
Frank Smith  
Jennifer Carol Smith, 1975

Mrs. Mary Klein Smith  
Thomas L. Smith, 1979  
Thomas A. Snapp, 1960  
Edward L. Sotzing, 1967  
Madge Gambill Sparks, 1932  
Mr. Donald K. Speed  
Mrs. Ruth W. Speed  
Auda Ledbetter Spence, 1936  
Sylvene Osteen Spickerman, 1956  
Deborah Dunham Spitz  
Ms. Cornelia Spring  
Virginia Whitson Spring, 1955  
Mr. Clarence Steadman Sr.  
James Joseph Steadman  
Mrs. Dorothy Steere  
Mr. Douglas Steere  
Mina Stein  
Mrs. Nancy A. Steinbeck  
Dr. Noel Stephens Jr., Hon. 1997  
Dr. John B. Stephenson, Hon. 1993  
Dr. Noel Stevens  
Mr. Herschel J. Stewart  
Mr. James R. Stiverson  
Miss Louise C. Stolle  
Rev. C. Eugene Stollings, 1945  
Miss Mary C. Stone  
Catherine French Stookey, 1949  
Opal Loy Story, 1942  
Mrs. Mildred Martin Strickler  
Dr. Thomas D. Strickler  
Rosella Morgan Stuart, 1942  
Mrs. Helen E. Sturges  
Mr. Robert S. Sturges  
Marietta Purkey Suhart, 1948  
Mr. Anthony Summers  
Mrs. Helen Summers  
Mr. Perry Summers  
Ms. Florence Foster Sweeney  
Elizabeth Kraatz Sweet, 1933  
Mr. Peter Szeszulski  
Ralph Tackett, 1971  
Mr. Jonathan Taffler  
Ms. Dorothea G. Tamborski  
Ms. Breaona Taylor  
Helen Baldwin Telfer, 1957  
Gary Keith Thacker, 1996  
Rev. John Thetgyi  
Mrs. Kalusu Thetgyi  
Claudette Diana Thomas  
Nancy Elizabeth Thomas  
Dr. Craig Alan Thompson, 1991  
Garnita Thompson  
Lt Col Glen E. Thompson, 1950  
Nora Anglin Thompson, 1975  
Ruth King Thompson, 1950

Mrs. Mildred C. Thum  
Franklin Thurman, 1932  
Miriam McVey Thurman, 1931  
Mrs. Nancy B. Tickel  
Elizabeth Dove Jesse Todd, 1932  
Rev. Dr. Michelle Tooley  
Dorothy Tredennick, 1946  
Rev. C. Blaine Tucker, 1958  
Mark Tulloss  
Sarah Tulloss  
Jane Cox Turner, 1942  
Roy Gillum Turner, 1942  
Archbishop Desmond Tutu  
Jack G. Underwood, 1964  
Mrs. Sharon E. Vale  
Mrs. Grace M. Valenziano  
Kathryn Maggard Vanderpool, 1966  
Frances Finnell Vandivier, 1947  
Ruth E. VanSleet, 1953  
Mary Cap Vanya  
Mr. Bobby Verdugo  
Ms. Hedda Windisch von Goeben  
Mrs. Claire M. Vota  
Professor John Walhauser  
Dr. Stanley Wall, 1938  
Dr. Jerome Howard Waller, Sr.  
Landon Todd Walters, 1994  
Leonore Noll Walters, 1950  
Christine Eastham Walton, 1940  
Dr. and Mrs. C. C. Wang  
Mrs. Katharine Wang  
Charles C. Ward, 1966  
Mr. Robert Ward  
Mr. Walter Earl Ward  
Mr. Hal Warheim  
Harold F. Warren, 1957  
Ed Waterstreet  
Pearl Waterstreet  
Ms. Gloria J. Watkins  
Troy Lee Watson, 1959  
Charles Barton Weaver  
Dr. R. Michael Weaver, 1964  
Virginia Osborne Weaver, 1944  
William D. Weaver  
Mr. John T. Webster  
Dr. Ernest J. Weekes  
Mr. Frances C. W. Wei  
Jennie Wicker Weill  
Mr. Daniel Weinstock  
David O. Welch, 1955  
Mr. Clifford E. Wells  
Mr. Roger P. Wells  
Mr. Gerald K. Wesche  
Dr. Richard A. Wetzel  
Jean Picklesimer Wheeler, 1938

Dr. Otis V. Wheeler Jr., 1944  
Walter A. Wheeler, 1936  
Dr. Thomas R. Whitaker  
Jerrell White  
Earl Whitehouse  
Martha Noss Whitis, 1957  
Dr. Lee Edwin Wickline, 1949  
Pearlie Miller Wiesenhahn, 1956  
Sally Wilkerson, 1942  
Mr. Bradford H. Williams  
Doris Jean Burnette Williams, 1949  
Ms. Emma Williams  
Homer Edward Williams Jr., 1971  
J. Ron Williams  
Mrs. Jean P. Williams  
Mr. Leonard Earl Williams  
Mrs. Alice P. Vines Wilson-Wright

Lt Col Carl Lee Wilson, 1970  
Dale Dedman Wilson, 1949  
Mr. Jim Wilson  
Kimberley Denise Morrison Wilson, 2004  
Martin A. Wilson, 1957  
Ruth Hygema Wilson, 1963  
Mrs. Shirley Wilson  
Mr. William Jackson Wilson  
Mr. Charles H. Wing  
Mrs. Pearl Wingrove  
Mr. Frederick H. Winterkamp  
Dorothy Ledford Withers, 1954  
Ms. Doris M. Witt  
Col Alfred M. Wood, 1914  
Mrs. Alfred M. Wood  
Eliza Stewart Wood  
Henry H. Wood

Carolyn Rebecca Woodfin  
Dr. Carter G. Woodson, 1903  
Ronald Pierce Woodson, 1963  
Dennis P. Wooton, 1968  
Samuel Wornom  
Margaret Kraatz Wright, 1931  
Miss Martha E. Wylie, RN  
Richard Wyrick  
Edwin D. Yoakum, 1938  
Dr. Heyn Yune  
Adam Zach  
Veronica Zach  
Mr. Carl E. Zienert  
Leon F. Zirkle  
Mr. Joseph Zucker



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