

Olin College
of Engineering

INFLUENCING CHANGE

ANNUAL REPORT

2020

TO OUR DONORS



LETTER FROM THE BOARD CHAIR

→ **Olin College embraced the past year of challenge and transition with creativity and resourcefulness—qualities Olin has demonstrated repeatedly on its way to becoming recognized as one of the top engineering schools in the country, and indeed the world.**

We celebrated the highly successful tenure of “Employee #1,” long-time President Richard K. Miller; first in person, during a campus celebration in early February, and then virtually when Rick shared “lessons learned” from his distinguished career with an audience of over 300 online in early June.

We welcomed new President Gilda A. Barabino to Olin; first with a live community announcement via Zoom, then in a series of virtual “chats” with hundreds of Oliners during April, May and June, and, finally, in person on July 1, a day complete with a socially-distanced car parade, and community member-created “chalk art” decorating the Oval to commemorate her arrival.

With the decision pending regarding how Olin would approach the new academic year, President Barabino hit the ground running in July. She demonstrated strong leadership and vision in navigating the many issues facing the community and the College in order to determine how best to move “Olin Ahead” in 2020-21.

Despite the unprecedented and continuing disruption caused by COVID-19, the vitality of Olin’s educational mission remains undiminished. In these pages, you will read about Bennett Chabot ’09, who is working on the leading edge of sustainable energy research, and assistant professor of mechanical engineering Emily Tow, whose research focuses on solving the world’s water shortage. You will also learn how support from corporate partners such as Blue Cross Blue Shield allowed students and faculty to work with local community groups on air quality research, and how the Walton Foundation funded important community-based hands-on engagement for young adults in Mississippi.

It’s also important to recall that following the senseless killing of George Floyd, and the profound sense of outrage and despair over systemic racism that prompted widespread protests across the nation in May, then-President Miller and President-designate Barabino issued a joint statement to the

Olin community. Calling for a deeper commitment to social justice, they asked us to stand together and support each other, now and in the future. They urged all members of the community to learn more about the root causes of racism in America and reminded us all that one of Olin’s core values calls on us to “Do Something” when we see something that is wrong.

With all that society endured the past year, the stakes for colleges and universities have never been higher, and their contributions toward solving the world’s problems perhaps never more important. Olin’s commitment to providing a highly innovative and exceptional undergraduate engineering education, and sharing what we do with the world, is unwavering. And the College’s determination to renew and strengthen its commitment to diversity, equity and inclusion, and sustainability continues. Joining together as a community and tapping the skills and mindsets that are at the heart of an Olin education, we’ve proven we have the resilience to thrive in even the most challenging times.

Now more than ever, I also want to thank you on behalf of the College for your support.

With many organizations and initiatives competing for your attention, the commitment and generosity you demonstrate to Olin through your donations of both time and money are greatly appreciated. The impact of COVID-19 on the College’s finances means your support has never been more important, and Olin remains committed to stewarding your contributions in ways that will make you proud.

With President Barabino leading the way, we will look to the future and embark on defining how Olin will continue to be an important and constant contributor to the advancement of education, and to the betterment of society more broadly. We hope you will continue to be part of this important work.

With much gratitude for your support,

Ken Stokes

Ken Stokes P’12
Chair, Olin College Board of Trustees



LETTER FROM THE VICE PRESIDENT OF ADVANCEMENT

→ **As many of you know, I arrived at Olin in 2019 at an inflection point in Olin's young history—celebrating 20 years of Olin College, preparing to say goodbye to our longtime president, Richard K. Miller, and undergoing a thoroughly unique Olin process to identify and welcome our next president, Gilda A. Barabino.**

I was drawn to this community because of Olin's values. I learned quickly that our wonderful community is full of surprises and enormous reserves of resilience.

What nobody could have expected at the start of the 2019-2020 academic year was that Olin, along with the rest of the globe, would encounter the threat of COVID-19. And despite the pandemic's sobering implications for worldwide public health, Olin found a remarkable opportunity for growth and innovation. In the transition to remote learning and social distancing, many of us experienced the strength of our community in new and unexpected ways.

Oliners never cease to amaze me with their ingenuity and delight in tackling any challenge, no matter the size. Just this year, we kicked off the Olin 20/20 celebration; rallied together to demand and create change for transgender student support; planned and held a fauxmencement; transitioned to remote learning; said goodbye to longtime President Richard K. Miller; welcomed new President Gilda Barabino; raised funds for the Shop's PPE fabrication campaign; sewed hundreds of masks for coworkers and loved ones; created and funded Olin's first-ever Diversity, Equity and Inclusion Fund; participated in Pathways planning; and forged a new path, Olin Ahead, for 2020-2021.

In the pages of this Annual Report, you will see the power of philanthropy and of community at work at Olin. I hope you

are inspired by the stories of enthusiasm for our institution and see in yourself the same dedication to our shared purpose as do the hundreds of alumni, parents, families, friends and corporate partners who made Olin a priority this year.

The challenges we choose to solve together are invariably about people and how the tools and resources of engineering innovation can improve their lives. When Oliners are confronted with a challenge, we rally together to support each other and create solutions.

Together, we have come a long way this year and worked tirelessly and collaboratively to grow Olin as the kind of engineering college the world needs. I will never cease to be proud of your desire to do good. I am not surprised by your ability to do amazing things.

Thank you for your continued love for and support of Olin this year.

Sincerely,

Beth Kramer
VP of Advancement



OLIN 20/20



Olin 20/20 was an opportunity for the Olin community to come together and celebrate what makes Olin so special. With the launch of Olin's first presidential search, it was clear that the next few years would be an important chapter in Olin's history.

This period was an opportunity for us to peer into the future, envision possibilities for Olin's future and imagine, *What's next?* It was a way to embrace this time of transition and use it to move forward and challenge ourselves.

A year of Olin 20/20 experimentation has reinforced the idea that separate from Olin's success in the world, what truly makes Olin, Olin is that we care about our community and the consequences of the problems we choose to solve. Olin is determined to strengthen its commitment to doing good in the world by building on our innovative and respected undergraduate program in engineering and committing to our next audacious goal together.



Olin 20/20 Timeline

September 6 → Olin 20/20 kicked off with a bagel breakfast. Students, faculty and staff were invited to contribute to an Olin 20/20 timeline. Mark Somerville, Dean of Faculty, and Anne-Marie Dorning, Associate VP of Marketing and Communication provided an outlook on Olin 20/20 and of course, everyone ate bagels.

September 20 → At a series of fall events, Olin alumni played Olin Legends, a game designed by students to foster conversations and storytelling between alumni and current Oliners.

Throughout the year, faculty, staff and alumni met in a series of events, from informal coffees to lengthier faculty talks. These events ranged from an Alum Night Out in Boston to a faculty and staff visit to San Francisco where Professor Dave Barrett visited with companies and hosted an Alum Night Out. Professor Jessica Townsend attended an Alumni & Friends Event in Seattle, Professor Caitrin Lynch met up with alumni in Colorado and Professor Lynn Andrea Stein visited alumni in New York City.

October 17 → A special President's Council meeting featured an interview with Olin Trustee and Founding Chair, Larry Milas, who was the driving force behind the creation of Olin College.



BUILD WEEK BUILDS COMMUNITY



→ **Forty students returned to campus one week early to participate in Olin's first-ever Build Week.** Modeled after Build Days of Olin's past, the Build Week "crew" of Riya Aggarwal '22, Dieter Brehm '22, Sam Daitzman '22 and Victoria McDermott '20 guided the enthusiastic group of students, faculty and staff in a variety of campus betterment projects, reflections on Olin's past and discussions about its future.

The Build Week crew hoped to create an event that would empower everyone to have a voice and a role, as well as to encourage collaboration and focus on ideas and projects to make Olin a better place.

The weeklong format allowed for extensive exploration and development of those ideas. Participants worked on a dozen projects, including: painting a mural for the dining hall; fixing the dorm kitchens;

creating a trail map for Parcel B; cleaning stockrooms and creating a marketplace; updating access symbols and logos; making a plan for community lottery lunches; troubleshooting and fixing the solar panels in the garden; designing and screen-printing Build Week T-shirts.

Mark Somerville, interim provost and dean of faculty and professor of electrical engineering, kicked off the week with a welcome and remarks about Olin's past and the transformative effects the experience of building a college has had on the lives of Olin alumni. "The best education is one that's about learning as you go," said Somerville. "It's about the idea that creating together and having that creation of value happening at the same time as the learning—having those two things be mutually reinforcing—that's the sweet spot. That's what's special about Olin." ●

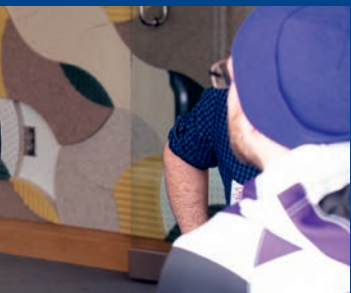


January 12 → Forty Olin students returned to campus early from Winter Break for Olin's first Build Week. Modeled after Build Days of Olin's past, this student-initiated week inspired reflection and discussion on the past 20 years of Olin's history as well as opportunities to participate in campus betterment projects.

January 24 → At "Mark My Words," Mark Somerville stated that Olin was built with audacious intentions "with marching orders not just to be another college but instead to be an important and constant contributor to driving change in engineering education throughout the world."

February 5 → The entire on-campus community gathered for a festive celebration of Olin President Rick Miller's 21-year tenure. The celebration was a poignant moment in the final months of the academic year as Olin prepared to say farewell to President Miller in June.

March 26 → Dr. Gilda Barabino was announced as Olin's next president. Students, faculty and staff eagerly waited on a Zoom call for the news to go live. Dr. Barabino expressed confidence in Olin's future with a message to the Olin community, "**Olin is a truly remarkable place, and I know we can work together to write the next chapter of Olin's history.**" ●



FINANCIAL OVERVIEW



During an unprecedented year with operations severely impacted by the COVID-19 pandemic, Olin's office of financial affairs reported a stable performance for the College in the 2019-2020 fiscal year.



The College's total assets ended the year at \$461,193,000, including Olin's endowment, which achieved a positive return for the year of 1.6%, despite the volatile markets brought on by COVID-19. Olin achieved these results through the generosity of its donors, sound investment performance and solid stewardship of its resources.

COVID-19 IMPACT

The fiscal year ending on June 30, 2020 (FY20) started off like any other year, and the financial results likely would have been similar to other recent years had it not been for the COVID-19 pandemic that hit in March 2020. When it became apparent that the campus needed to be closed for health and safety reasons, Olin acted quickly to redirect resources toward supporting remote operations. Financial costs related to the pandemic for FY20 included the following:

\$ in millions

Student reimbursements for housing and dining.....	1.3
Other incremental cost	0.2
Other forgone revenues	0.1
Emergency grants to students	0.1
Total	1.7

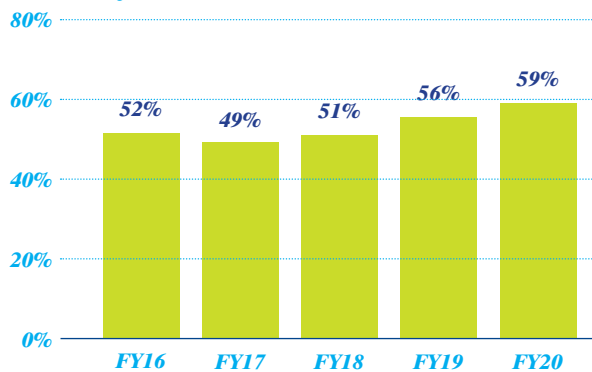
These costs and forgone revenues were funded through a supplemental draw from the College's endowment and \$0.5M in CARES Act funds that were received from the Department of Education through the Higher Education Emergency Relief Fund. In addition, the College leadership team took early, swift and decisive action to mitigate the financial impact of the pandemic and realized \$0.8M in savings from reductions in discretionary spending, a hiring freeze and reduced costs from the campus closure.



BALANCE SHEET AND THE ENDOWMENT

	6/30/2020 (UNAUDITED)	6/30/2019 (AUDITED)
<i>Assets</i>		
Cash and cash equivalents	6,746	9,018
Accounts receivable, net	1,460	851
Contributions receivable, net	938	488
Prepaid expenses and other assets	3,183	2,093
Long-term investments	369,737	383,956
Plant and equipment, net	75,191	77,994
Interest rate swap agreements	3,938	4,112
Total assets	461,193	478,512
<i>Liabilities and Net Assets</i>		
Accounts payable and accrued expenses	5,240	4,663
Deferred revenue and deposits	2,950	4,053
Bonds payable, net	158,057	158,201
Interest rate swap agreements	18,910	13,297
Total liabilities	185,157	180,214
<i>Net Assets</i>		
Without donor restrictions	46,130	48,171
With donor restrictions	229,906	250,127
Total net assets	276,036	298,298
Total liabilities and net assets	461,193	478,512

Percentage of revenues provided by the Olin Endowment



As evidenced by the balance sheet, the Olin endowment is the primary financial engine behind the College's budget. The endowment typically provides just over 50% of the funds needed to provide an Olin education. The endowment draw rose in FY20 because of the unexpected need to refund room and board charges after the campus was closed in March.

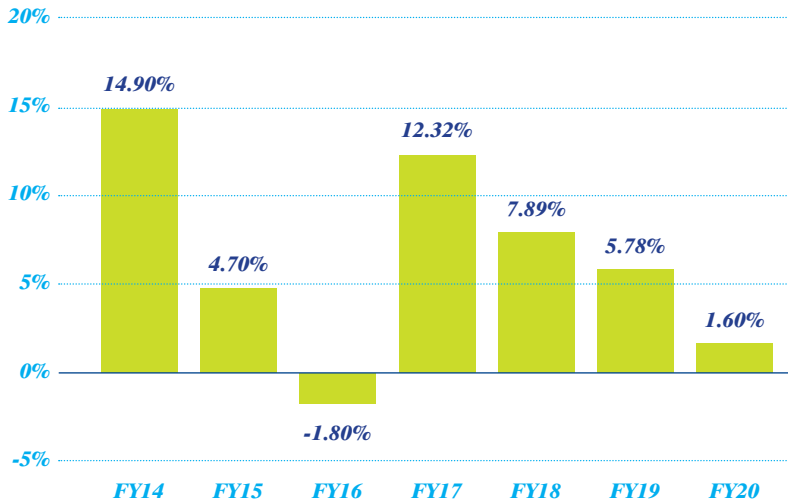
Due to the incremental expenses and forgone revenue associated with the campus closure during the pandemic, Olin withdrew an additional \$1.3M from the endowment, bringing the endowment spending rate to 6.26% for the year ending June 30, 2020.

Through a combination of investment strategy and prudent payout policy, the College strives to provide a reasonably consistent payout from the endowment to support operations, while preserving the purchasing power of the endowment and ensuring that the endowment can support the College in perpetuity.

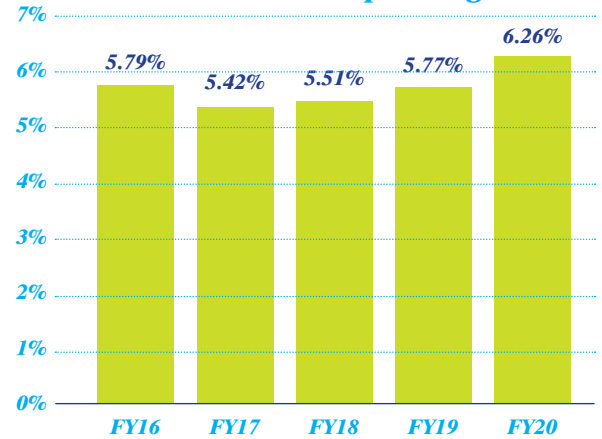
Despite the volatile markets in 2020, the endowment achieved a positive return for FY20. Earnings for the fiscal year were 1.6%.



Endowment earnings

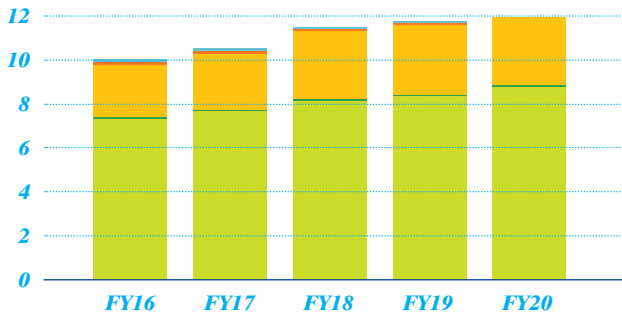


Olin Endowment spending rate



STUDENT AID

Student aid provided (\$ in millions)



- Merit scholarships—funded by Olin
- Merit scholarships—funded by others
- Need-based aid—funded by Olin
- Need-based aid—funded by others
- Other aid—funded by Olin
- Other aid—funded by others

Olin is committed to providing an affordable education for all our students. Olin meets full demonstrated need (less a student contribution) for all eligible students. After the campus closure in March, Olin refunded all students who vacated campus their full room and board charges for the remainder of the semester. Unlike many colleges, Olin did not reduce financial aid awards when the charges were refunded. This resulted in larger refunds for our students, because we thought it was the right thing to do.

In addition, 100% of Olin students receive a merit scholarship for 50% of tuition.

In FY20, 165 students were awarded need-based financial aid in addition to the merit scholarship.

One of the College's highest priorities is to remain affordable and accessible to all admitted students, regardless of their financial circumstances. ●

RESULTS OF OPERATIONS

Financial results for the past five years are presented below.

(Source: audited financial statements)

Audited financial summary (all funds \$000)

	<i>FY16</i>	<i>FY17</i>	<i>FY18</i>	<i>FY19</i>	<i>FY20</i> (UNAUDITED)
<i>Operating revenues</i>					
Student revenues, net of merit scholarships and need-based aid	9,891	10,219	10,617	10,530	9,707
Contributions without donor restrictions	718	785	744	970	920
Contributions with donor restrictions	958	937	725	739	820
Government grants and other contracts	859	1,320	1,760	1,948	2,618
Other revenues	2,923	2,434	1,923	1,783	1,563
Olin endowment spending	20,550	18,400	20,000	20,300	22,700
Net assets released for depreciation	3,612	3,591	3,312	-	-
Total operating revenues	39,511	37,686	39,081	36,270	38,328
<i>Operating expenses</i>					
Instruction	10,918	11,486	11,233	11,854	11,554
Student services	11,018	11,415	11,373	11,393	11,462
Research and sponsored programs	2,328	3,101	3,411	3,665	3,497
Academic support	3,476	3,664	3,454	3,246	3,504
Development and fundraising	1,281	1,400	1,415	1,392	1,554
Institutional support	8,323	8,589	8,783	8,521	9,416
Total operating expenses	37,344	39,655	39,669	40,071	40,987
Operating surplus/(deficit)	2,167	(1,969)	(588)	(3,801)	(2,659)
<i>Nonoperating activities</i>					
Contributions with donor restrictions	147	236	1,168	165	735
Investment income, net of endowment spending	(27,152)	23,636	7,560	62	(14,551)
Net assets released for depreciation	(3,612)	(3,591)	(3,312)	-	-
Other	(4,861)	4,799	4,125	(1,735)	(5,787)
Total nonoperating activities	(35,478)	25,080	9,541	(1,508)	(19,603)
Total change in net assets	(33,311)	23,111	8,953	(5,309)	(22,262)

Source: audited financial statements. Certain FY14-FY18 amounts have been reclassified to conform to the FY19 presentation.

PART OF OLIN'S DNA

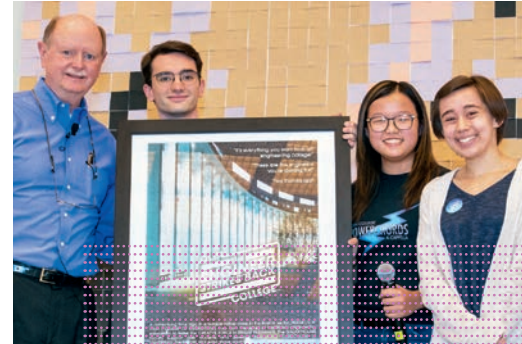
A CELEBRATION OF RICK MILLER



The entire on-campus community gathered in the dining hall for a festive celebration of Olin President Richard K. Miller's 21-year tenure. The event featured heartfelt tributes, a trivia game, cannoli, an original a capella song and an 18-foot sticky note mural of President Miller himself. The celebration was a poignant moment in the final months of the academic year as Olin prepared to say farewell to President Miller in June.

Speakers representing all corners of the Olin community shared what Rick's leadership and support have meant to them throughout the years. Ben Hill '07, assistant professor of electrical and computer engineering, tried to put everyone's feelings into words. "His legacy is secure as part of Olin's DNA," he said. "To look at a hole in the ground and say to yourself 'I can build something here no one has ever seen before,' and then actually deliver on that promise to create a world-class institution over two decades, requires a special kind of bravery."

In a touching moment, President Miller took to the stage and addressed the crowd. "I can never thank you enough for your kind recognition, although I know that we made it here today because of you, not me," he said. "None of us could ever have imagined that Olin would become the global beacon for educational innovation that it is today—and the special community of thought leaders, risk-takers and brilliant pioneers that it is now. **You have exceeded my expectations in every dimension, and by orders of magnitude—THANK YOU—I am so proud of you!**"



THE RICHARD K. MILLER PRESIDENTIAL SCHOLARSHIP

While Olin prepared to say thank you to President Rick Miller in the spring of 2020, Board Chair Ken Stokes P'12 wrote in a letter to Trustees, "As someone said at Rick's on-campus celebration on February 5th, it takes a special kind of person to look at a hole in the ground and say, I can build something here that no one has ever seen before. It takes a special kind of person to actually deliver on that promise to create a world-class institution."

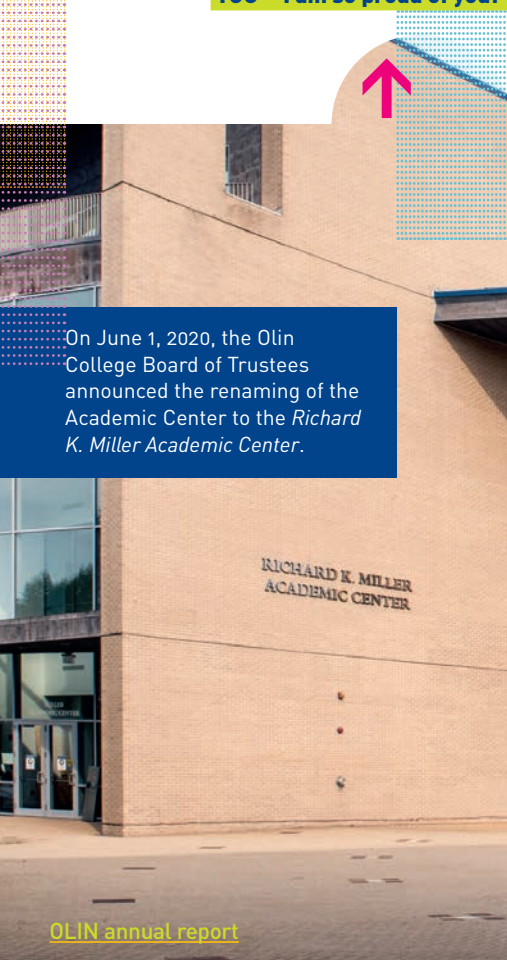
To honor Rick's legacy as longtime president, Olin established the **Richard K. Miller Presidential Scholarship** to provide need-based financial aid to students at Olin, with a special preference for students who are the first in their immediate family to attend college. Gifts to this fund will support Olin's commitment to ensuring access to the transformational experience of an Olin education.

This scholarship will honor Rick's legacy and help ensure that the next generation of Olin students will never be held back by financial hardship.

"I hope this scholarship will make it possible for students to dream much larger dreams than they would have before, to make a difference in the world with their lives," said President Miller. "I hope this will make it possible for students to realize that it doesn't matter how you grew up or how much money your family had, that no matter who you are if you have the right ideas and the right determination you can make an impact on the world."

Over 150 faculty, staff, alumni, parents and friends generously made the scholarship a reality. Longtime friend and fellow academic visionary Claudio Haddad, founder and former president of Inesper, was eager to make an early leadership gift to the fund. "Olin taught us how to be different, how to be more effective in teaching engineers. The first time I visited, I could see the students' enthusiasm, the brightness in their eyes," says Haddad. "Rick is a great guy, an exceptional educator and innovator. I am very grateful to Rick for having been able to partake in his ideas and methods at Olin and bring them to Inesper. I was very happy to be able to participate in this initiative to honor him."

To date, donors have given \$1.2 million to the **Richard K. Miller Presidential Scholarship**. The names of these generous donors are listed below. ●



On June 1, 2020, the Olin College Board of Trustees announced the renaming of the Academic Center to the *Richard K. Miller Academic Center*.

RICHARD K. MILLER
ACADEMIC CENTER

TO DATE, DONORS HAVE GENEROUSLY GIVEN \$1.2 MILLION TO THE RICHARD K. MILLER PRESIDENTIAL SCHOLARSHIP. THE NAMES OF THESE VISIONARY DONORS ARE LISTED BELOW.


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 Lawrence S. Bacow
 Neil Korpusik and Margaret Barrett P'13
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 Dennis Berkey
 Ritch and Rochelle Bloom P'06
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 Microsoft Matching Gifts Program
 Peggy Miles and Phillip Fry P'21
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 Dennis and Denise Murray P'12
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 Yannis Yortsos
 Joy Zola '06 and Nick Zola '06



OLIN COLLEGE OF ENGINEERING NAMES **DR. GILDA BARABINO** AS ITS SECOND PRESIDENT

12  On March 26, 2020, Dr. Gilda Barabino was named the next president of Olin College of Engineering, effective July 1. Dr. Barabino's unanimous selection by the Olin College Board of Trustees came after a comprehensive search that drew interest from around the world.

Dr. Barabino's decades of achievement in engineering education led to her most recent role at City College, where she was dean of The Grove School of Engineering since 2013 and the Daniel and Frances Berg Professor at The City College of New York. Dr. Barabino's career is distinguished by her focus on interdisciplinary engineering scholarship, her record of research and academic accomplishments, and her leadership in higher education.

"Dr. Barabino is an extraordinary academic leader with a background of scholarly research and demonstrated success as a strategic thinker in engineering education," said Ken Stokes, chair of the Olin College Board of Trustees. "Dr. Barabino's skills as an educator promoting and effecting institutional change will serve her and the institution well. We are exceptionally pleased to welcome Dr. Barabino to Olin. The community looks forward to working with her to develop new learning approaches and to inspire lasting change in the design and delivery of engineering education beyond our campus."

As the College enters its third decade, Olin is poised to use the same spirit of innovation with which it was launched in order to identify and solve future challenges both in engineering education and in the global community.

"Dr. Barabino's experience as a pioneering academic leader who is passionate about Olin's mission makes her uniquely suited to lead the College at this time," said Beverly Wyse, chair of the Presidential Search Committee. ●



“My connection to Olin was immediate and it was deep,” said then-President-elect Barabino. “At a time when the global challenges we face are increasing in complexity and enormity, we must rethink how we educate engineers to meet new challenges. I am looking forward to working with this deeply collaborative community as Olin’s next president to help shape the future and the face of engineering education.”

COVID Response

Repurposing commencement gowns to fight the pandemic

Over the past two years, Olin seniors have left behind their polyester, disposable graduation gowns for reuse, in order to help mitigate the environmental impact of one-time-use gowns.

Some of these gowns were distributed to other students to use the black fabric for various projects. Others were used as an educational tool in Olin's Environmental Consulting at Olin (ECO), in which students identified graduation gowns as the subject of a two-week mini project to identify ways to reduce Olin's greenhouse gas emissions.

Through an Olin community-wide effort, 70 Olin gowns were washed, cleaned and upcycled via the Gowns4Good project, a national effort that donated gowns to medical workers in need of personal protective equipment. At the direction of this nonprofit group, the gowns were delivered to a local healthcare facility, Medway Country Manor, for caregivers to use as protection from the virus. ●

Students pull off a “fauxmencement” ceremony

Like true engineers, the Class of 2020 showed their resourcefulness by quickly cobbling together a graduation ceremony before the sudden campus shutdown in March.

Less than 48 hours after the decision was made to finish the semester online, students, staff and faculty banded together to pull off a last-minute outdoor ceremony.

Dressed in a lively mixture of regalia—some crafted from black trash bags, others sporting origami mortarboards and colorful yarn tassels—the seniors proceeded through a throng of cheering and bubble-blowing students, faculty and staff to receive faux diplomas. ●

Quality masks for caregivers and youth

The Shop staff fabricated 400 face shields, designed with help from Olin adjunct faculty member Elizabeth Johansen. They didn't want to stop there, so they conducted a crowdfunding campaign with the goal of raising \$10,000 to make another 2,000 face shields. Over 100 donors contributed even more than the \$10,000 needed. This allowed the Shop to buy two additional 3D printers and more printing materials to create the 2,000 shields.

At the same time, professors with a penchant for sewing organized a group of students, faculty, staff, neighbors and friends to design and create fabric masks. Professors Caitrin Lynch and Emily Tow led an effort to make and distribute more than 500 cloth masks. About 250 went to essential workers at Olin and their families, neurodiverse students and people of the Navajo Nation. And 277 went to preschoolers at the East Boston Social Centers. This childcare organization serves families who have been hit hard by COVID-19 and its associated economic hardships, namely immigrants and service workers in lower-income communities. “There were massive mask-sewing efforts going on in areas like Needham, so I wanted to reach people that didn't already have that kind of big-town effort to support them,” says Lynch.

A few days after Olin closed, Lynch borrowed all 12 sewing machines on campus and distributed them. She drew on her relationship with Draper Knitting in Canton, which donated fabric and tested different fabrics in their in-house lab. Lynch and Tow conducted makeshift “user research” with teachers, parents—even neighbors' kids—to design sturdy, washable masks that teachers could easily put on and take off and that preschoolers would wear.

They mailed out kits with materials, a pattern designed by Tow and sewing instructions for the preschooler masks based on this user feedback. As a result, the East Boston Social Centers had enough for two masks per child for their preschoolers. And they had a fun first-day activity lined up: mask decorating with fabric markers. ●





Satellite Olin

For many Olin students, the mid-March campus closing didn't mean giving up community living and learning. A group of six first-year students packed up their laptops and converged in Duluth, Minnesota, where one student's family had a vacant rental house. There, the students supported one another in working as hard as they always had while retaining elements of campus life: sharing meals together, Friday craft nights and impromptu chats. Their experience was even covered in a story for the Washington Post in May.* Another group of 14 students, mostly seniors, moved into four unfurnished homes in Morgantown, West Virginia. "I think that Olin prepared us well for the challenge of navigating the pandemic as a group," says Maggie Rosner, one of the seniors. "Knowing how to work as a team, listen and compromise as a group are definitely skills that we learned and grew at Olin."

And in Long Island, three seniors were able to complete the term, and their experiences as undergraduates, together. Mark Alhadeff and Sherry Davis opened their Long Island home to their son, Daniel, and two of his classmates. At certain times, the remote learning setup—each student in their own room, with their own desk and laptop—struck the couple as funny. "They were all in a class together, ironically called Six Microbes that Changed the World," says Mark Alhadeff. "We'd hear them all on the same Zoom call from three different rooms."

As the students finished the semester online, Davis busied herself making face masks, using a design shared on Facebook by an Olin alumni. Over the next few months, she made and donated nearly 400 of them.

For the parents of these sequestered students, a silver lining of sheltering with them was getting a taste of Olin life. On many evenings, they were treated to the sounds of one of the students playing the flute as part of the Olin Conductorless Orchestra. "These kids are so bright, and I looked forward to our conversation every night around the dinner table," says Alhadeff. For Davis, another bright spot was enjoying the feeling of an extended family. "We celebrated so many things together—Passover, Good Friday, a graduation party and two of the boys' birthdays," she says. "It was such a delight, and for a moment in time, I had three sons." ●

*[washingtonpost.com/education/2020/05/18/diy-campus-life/](https://www.washingtonpost.com/education/2020/05/18/diy-campus-life/)

Olin Ahead: Olin's response to COVID-19

As the spring semester came to a close, the entire community began a community-wide discussion and ideation, dubbed "Pathfinding," about how we might approach the 2020-2021 academic year. Our intent was to make sure that everyone had a voice and to ensure that we captured all good ideas. The process solicited participation and input from faculty, staff, students and alumni.

By May, our community identified a core set of guiding principles and community values that helped inform the next steps of our process and that would enable Olin to:

- Align with our mission
- Have future financial sustainability
- Continue learning and growing
- Support our learning culture
- Have community and connection
- Do this together/work together
- Be better for it
- Care for each other as people
- Keep everyone safe
- Meet regulations and commitments

On July 6, President Gilda Barabino introduced Olin Ahead, the College's plans for the 2020-21 academic year, a commitment to delivering an Olin education that includes hands-on experiences where possible and meaningful engagement with faculty. At the same time, we planned to harden the Olin bubble to make our in-person experience safe and flexible while continuing to be mindful of the public good. ●



Research Collaborations

Olin's second Creative-in-Reference takes flight with help from Olin students

The email that came into Bennett Taylor's inbox in July 2019 seemed simple enough. Tom Pearson, this academic year's Sketch Model Creative-In-Reference,* was looking for a student to help him design mechanical costumes for a show in mid-October in San Diego.

But it soon became clear to Taylor '22 that this was no ordinary theatrical production. Pearson is an artistic director of the New York-based Third Rail Projects, which eschews traditional dramatic form and narrative in favor of an immersive multimedia experience.

For his San Diego show, "Ikaros," Pearson planned to riff on the themes of flight and failure. The Greek mythical figure Icarus would be a character. So would Amelia Earhart. And as he explained to Taylor in their initial meetings, he wanted their costumes to be abstract, symbolic and visually stunning.

Undaunted, Taylor accepted the assignment. "My two main passions are building things and theater," he says. "The ability to build things for theater is everything I want to do."

Pearson says that Taylor proved the ideal collaborator. "We had a back-and-forth exchange where my ideas were helping him with design and his design would lead me to new ideas," he says.

Taylor wound up designing four costumes for "Ikaros." They all start with a bomber jacket, underneath which is a backpack frame worn by the actor. This enabled Taylor to attach various objects and contraptions to the back of the jacket by attaching them to the frame.

Pearson says working with Taylor has been just one of the ways his experience at Olin has helped him develop his creative ideas. He is also teaching a class this semester in experiential design for immersive theater.

"I'm finding it really incredible and inspiring to have so many different perspectives on what it means to create and design," he says. "It's helped me envision new ways in which art, design and engineering all fit together." ●



*The creative-in-reference at Olin College is a position established as part of a multistep \$900,000 grant from the Andrew W. Mellon Foundation designed to better integrate the arts and humanities within a STEM education. The term "creative-in-reference" was developed at Olin to signify a variation on the traditional residency model, one in which residents foster a more community-facing role emphasizing inherently social and collaborative projects. Tom Pearson is the second Creative-in-Reference of the program.

East Boston air quality improvement

One in eight deaths is linked to air pollution, and most people don't know the amount of pollutants they're being exposed to.

Most people lack real-time data to make decisions about their exposure and a way to do something about it.

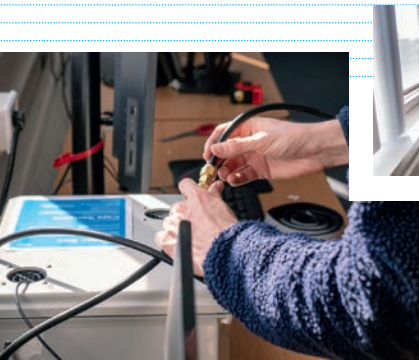
A Healthy Living Accelerator Grant from Blue Cross Blue Shield of Massachusetts has enabled a partnership between Olin and community organizations to tackle this problem in East Boston, where lower-income residents face many barriers to healthy living. East Boston is close to Logan Airport, where the air quality is heavily impacted by the planes and jets flying overhead. Scott Hersey, assistant professor of Chemical and Environmental Engineering at Olin, has been involved in ongoing projects with his students and East Boston community leaders for several years to make pollution data available for neighborhood residents and to propose, test and advocate for effective ways to reduce their exposure in their homes and schools.

The \$100,000 grant will further the work between Olin and community organizations AIR Inc., Mothers Out Front and East Boston Social Centers to develop a model for community involvement in improving air quality in areas with high levels of air pollutants—in particular ultrafine particles (UFPs), which are a dangerous component of air pollution. Attention will focus on democratizing air quality data and piloting a program that provides free HEPA air purifiers to residences and classrooms while evaluating their efficacy at reducing UFP exposure.

Using grant funds, Olin students will build a user-oriented app so residents can get real-time data that can inform their decisions about activities. For example, they can close a window if the UFP levels are higher or choose to go out for a run when they're lower. Having this data flow into the community will also help advocacy groups petition for air quality control measures. "Through everyday decisions, we hope to improve individuals' overall health over time and equip the community to create change," says Hersey.

Beyond the data, the grant expands on a pilot program providing free HEPA air purifiers for classrooms and residences to reduce exposure indoors. Currently, the program has installed these filters in 10 classrooms; the grant will provide them to 75 more. Preliminary data indicates that UFP exposures can be reduced by up to 80% with a single air purifier, which recent research has correlated with improved academic performance and well-being for students.

The East Boston community and Olin teams are looking forward to taking advantage of added benefits that come with this grant, thanks to Blue Cross Blue Shield: pro bono consulting around community partner collaboration, social return on investment projections and program development. "At Blue Cross Blue Shield we believe that environmental health is essential to personal wellbeing and the health of our communities," says Jeff Bellows, vice president of corporate citizenship and public affairs. "We are proud to partner with East Boston Social Centers, Olin College and AIR Inc. to support their work to improve air quality and create a healthier environment for East Boston residents and families across the Commonwealth." ●



Youth education and self-empowerment in the Mississippi Delta

Clarksdale, Mississippi, has had an outsized cultural influence on the world through the artists it has produced or shaped, from Robert Johnson and Muddy Waters, W.C. Handy and Tennessee Williams, to Sam Cooke and Ike Turner. Today, the rural city of 24,000 people is trying to chart a path forward that celebrates its accomplishments and wrestles free of its long history of race-based social and economic exclusion, poorly rated schools and generational poverty.

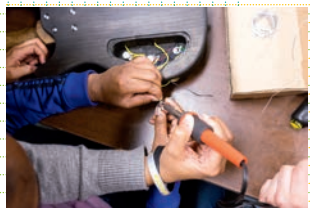
Bridney Skipper, director of the Shifting Rhythms program, is one of the homegrown leaders working to build a better today and a more prosperous future. Shifting Rhythms is an out-of-school enrichment program for 9-to-15-year olds with a focus on creative self-expression through technology, arts and entrepreneurship. "Our kids are excited to have fun in a way that they usually don't in school but also to think about a plan for themselves," says Skipper. "Nobody wants to have to leave home in order to succeed—they want to stay here, do well and make their own community better all at the same time."

Shifting Rhythms has been collaboratively developed over a four-year period by local teens and educators alongside successive student-led teams from the Affordable Design & Entrepreneurship (ADE) program. ADE brings together students and faculty from Olin, Babson College and Wellesley College to work directly with community partners to tackle complex social problems.

Since launching programming in March 2018, Skipper and ADE students have piloted dozens of curriculum modules and different delivery modes, including a mobile workspace that allows activities to happen at sites throughout the county. Participants access technologies not readily available in local schools, from 3D printers and laser cutters to virtual reality headsets and design software. Modules include designing and building solar-powered cars, drafting a dream house and exploring it in virtual reality, and planning a business. The ultimate goal is for these experiences to promote creativity, self-efficacy and self-confidence among the participants.

Shifting Rhythms has been funded through pitch competitions, proposals prepared by ADE students and donations from ADE team alumni. Funds have been used to hire local, part-time staff to deliver programming and to provide free project materials to more than 750 participants. For the second year in a row, the Walton Family Foundation has awarded a generous grant to support the program. The latest grant of \$167,000 will allow continued development and testing of the curriculum and, COVID-19 permitting, enable students to travel to Mississippi during the academic year and be placed in-residence there over the summer.

This final pilot phase is a step toward responsibly launching a full after-school and summer program for students. "The Walton Family Foundation believes every child should have the opportunity to receive a great education," says Kim Davis, senior program officer at the Walton Family Foundation. "Shifting Rhythms is providing that, through innovative programming that helps youth develop new skills and self-expression." ●



Diversity, Equity and Inclusion

PROGRAM PROFILE

Stephanie Milton, Olin's new Director of Diversity, Equity and Inclusion and Title IX Coordinator, arrived at Olin in January 2020. Since then, she has been working with students, faculty and staff in her dual role in Olin's DEI and Title IX spaces.

One of the wonderful things to come from the increased visibility of Milton's role is an increased campus awareness of the important work ahead for the entire community. To that end, the Class of 2020 created Olin's new Diversity, Equity and Inclusion Fund as their class gift.

The class' original fundraising goal was to grow the fund to \$3,000; the Olin community—and Milton—was delighted when the total climbed first to \$7,000, then to over \$21,000! "I am truly grateful to be a partner in this area of support at Olin," said Milton. "This is truly a gift."

Milton is planning to use the funds to support three key areas: student professional development, campus programming that amplifies minoritized voices in STEAM, and expanding scholarship opportunities.

Each year, Olin sends students to attend, among other events, the National Society of Black Engineers (NSBE) and Society of Hispanic Professional Engineers (SHPE) national and regional conferences. In 2019-2020, four students attended NSBE conferences and six traveled to the SHPE meeting. In 2020-2021, although these events will be run virtually, eight Olin students will attend NSBE and four are registered for SHPE. Milton is also exploring opportunities to expand Olin's engineering affinity group associations.



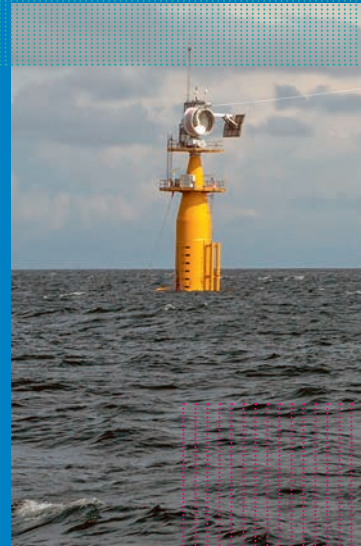
"Diversity is key to creating a community with different thoughts and backgrounds. Creating a DEI fund will help support that diversity and encourage our community to value it as a key contributor to the richness of our school," said Emily Lepert '20, one of the class gift organizers. "Now more than ever, we need to create an inclusionary environment and promote diverse people and ideas. The best engineers are the ones who search out people who are unlike them because they know that the ideas they come up with together will be better than the ones they would have made alone."

"Throughout my time at Olin, I have witnessed remarkable efforts championed by student organizations like MIX [Olin's affinity group for students of color] and OPEN [Olin and Babson's gay-straight alliance], by faculty who lead challenging, critical discussions in classrooms, by staff members who create spaces for cultural expression and care, that have nourished my academic and personal growth," said Athmika Senthilkumar '20, another class gift coordinator. "I believe the DEI fund can validate and encourage those victories and struggles of our community as we grapple with issues of equity, identity and justice. We can't strive towards collective liberation until there is no one dominant engineering culture, but a community of folks who deeply care about each other's self-expression and wellbeing, in a fight for equity that goes beyond our five buildings." ●

18



TO SUPPORT OLIN'S DIVERSITY, EQUITY AND INCLUSION FUND IN CREATING OPPORTUNITIES FOR THE OLIN COMMUNITY TO LEARN, CONNECT AND GROW THIS YEAR, PLEASE VISIT [OLIN.EDU/GIVE](https://olin.edu/give). TO LEARN MORE ABOUT OLIN'S COMMITMENT TO DIVERSITY, EQUITY AND INCLUSION, PLEASE VISIT [OLIN.EDU/OUR-COMMUNITY/DIVERSITY-EQUITY-INCLUSION/](https://olin.edu/our-community/diversity-equity-inclusion/)



Adam Horton '06

ALUMNI PROFILE



Adam Horton has been in inventive, startup-like environments since he was 18. It started in “Partner Year”, when he joined 20 faculty and 29 other students for the yearlong project to create the Olin curriculum and imagine its culture. Horton was adept at the learn-as-you-build-it approach that has defined Olin from the start. He’d been doing these kinds of projects since he was a kid: helping build a town playground at age 4, pitching in to build his family’s house, bringing a cheap Volkswagen home on a trailer to see if he could make it work. In high school, Horton became keenly interested in student government. He got to put this interest to use during Partner Year by helping write the first Olin student government constitution.

Horton enrolled as a member of the first Olin class and “Olin partner” in 2001. The start to the class’ college experience challenged all of them to adapt to the startup sensibilities of creative problem-solving, flexibility and working in ambiguous environments. When they arrived, the campus wasn’t ready, and the partners spent two weeks living out of suitcases together at various sites, including nearby Babson College, before moving into dorms. “You couldn’t have designed a better bonding experience,” says Horton.

Since graduating in 2006, Horton has gravitated toward innovative jobs that make an impact. He’s put his mechanical engineering skills to use at DEKA Research, Tesla Motors, Google Robotics and most recently at Makani, a company that created kites to harness energy from the wind.



These experiences wouldn’t have happened had it not been for Horton’s first move as a new graduate. Because of Olin’s scholarship, Horton was able to explore his personal interests and could wait to take on an engineering job that was in line with his values. He followed his passion for traveling and for hands-on mechanical work and took a job as an assistant at an Antarctic power plant that supplied heat and electricity to the McMurdo research station. He credits this experience in industry—shoveling snow, running generators and closely helping electricians, carpenters and plumbers—to much of his future success and happiness.

“We were all given an amazing gift with the scholarship, and I want to give other students that gift so they can do something that excites them with less burden of debt,” he says.

“I wouldn’t be who I am without Olin,” says Horton. “Olin’s culture encouraged me to take risks and to try to do great things.” ●



I wouldn’t be who I am without Olin,” says Horton. “Olin’s culture encouraged me to take risks and to try to do great things.”

Carol Lintz P'11, '15

PARENT PROFILE



When something nice happens to one of them, they get so excited—just so genuinely enthusiastic and happy for each other. They don't see competition as something that takes away, but something that builds."



"Olin has a much bigger footprint than I think people grasp," says Carol Lintz P'11, '15. Carol and her husband David have seen firsthand Olin's impact—both of their sons are Olin graduates.

The Lintzes' older son, Michael, enrolled at Olin in the fall of 2007, and four years later brother Nathan '15, followed. Both were exposed to Olin from a young age; in high school, Michael was tutored by Frances Haugen '06, now a good friend, and Nathan had a babysitter from Olin's first graduating class. Both now have careers as software engineers. Michael works at Facebook, and his wife, Rachel Bobbins '13, works at Stitchfix. Nathan and his girlfriend, another Oliner, both work at Google.

Carol and David support Olin every year because they appreciate what the curriculum did for their children. "They are all happy in their careers. Knowing this is a great pleasure for me. They put their education to good use and have Olin to thank." Olin taught them how to problem solve and provided vital career development opportunities and internships. This was a huge benefit, as they gained insight into their eventual careers.

The Lintz family lives nearby in Needham, and partly due to their proximity, Carol has enjoyed staying involved at Olin beyond her sons' graduations. She has volunteered at Olin's Candidates Weekends for over 10 years. "It's a sheer delight," she says of the annual experience, another way she enjoys giving back to the College.

Carol notes that Olin's impact extends beyond just professional success—it has also helped Michael and Nathan develop a great network of friends. Among their friend group, she says, "When something nice happens to one of them, they get so excited—just so genuinely enthusiastic and happy for each other. They don't see competition as something that takes away, but something that builds." ●



Bennett Chabot '09

ALUMNI PROFILE



Since graduating from Olin in 2009, Bennett Chabot has spent much of his time working to develop the next generation of clean, renewable energy systems. As a product manager in grid innovation at California utility company Pacific Gas & Electric, he's at the forefront of how energy storage is changing a century-old game and of what's coming next for electricity.

Chabot is passionate about his role in the renewable energy movement, from technology experimentation in distributed energy resource platforms, to furthering novel energy storage applications. He leads the company's Remote Grid Initiative, a program to deploy stand-alone power systems (aka micro grids), as alternatives to conventional distribution lines. This new form of utility service could dramatically reduce wildfire risks and costs in hard-to-reach communities of Northern California.

As part of the R&D function at Pacific Gas & Electric, Chabot's team is responsible for demonstrating and trialing ways to scale up new technologies—and fast. "When you go through the steps of a design process for infrastructure like electric power systems, it's often slow and can take years," he says. "I would say I'm part of a new vanguard trying to apply design technique to speed up these learning cycles."

Chabot shares his passion for renewable energy and sustainability with the Olin community, which he's very connected to. "Being out in the world has reaffirmed Olin is a special place—dynamic, intelligent, and curious and

compassionate, and energized and energizing," says Chabot. For three years, he was president of the Olin Alumni Council, where he led the development of the organization for a growing community of inspiring graduates. Before that he joined his mentor, Ben Linder, working for Olin as an adjunct visiting designer for the Affordable Design and Entrepreneurship program on projects with a focus on social justice and sustainability.

He's returned to campus to talk with students about taking their passion for sustainability, and renewable energy in particular, into the workforce, like he's done. "The industry is late to respond to the environmental crisis, and we're now in a pivotal moment," he says. ●



There's a wealth of opportunity to improve how humans make and use energy on this planet, and people who are trained in the art of change—namely Olin grads—are needed. They need to be a part of this."

THANK YOU

Olin is grateful for the generosity of alumni, parents, community members and institutions whose philanthropic support ensures the vitality of Olin's mission. This list reflects gifts and pledge payments received from July 1, 2019, to June 30, 2020.

INDIVIDUALS

LIFETIME PRESIDENT'S CIRCLE

recognizes donors who have contributed \$1,000,000 or more since Olin College was founded in 1997.

John Abele (PRESIDENT'S COUNCIL)+
Priscilla Chou+
Ken Stokes (TRUSTEE) and
Dana Simpson-Stokes P'12**

PRESIDENT'S CIRCLE

recognizes donors who have contributed at the following annual giving levels. Individuals who extend their generosity through employer matching gift programs are recognized at the highest level.

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PHOENIX SOCIETY

is Olin's leadership giving society which recognizes generosity at annual giving levels between \$1,500 and \$9,999. Individuals who extend their generosity through employer matching gift programs are recognized at the highest level.

First Decade Phoenix Society alumni members give annually at the following levels:

Postgraduation year	Donation
1	\$100
2	\$200
3	\$300
4	\$400
5 (reunion year)	\$500
6	\$700
7	\$900
8	\$1,100
9	\$1,300
10 (reunion year)	\$1,500

1997 Society (\$5,000–\$9,999)

Amin Al-Ahmad and Rola Halawani P'22
Andrew Barry '10**
Sara (Schwalbenberg) Bloom '06 and
Benjamin Bloom '06+
Rick and Eileen Breseman P'13
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Oval Society (\$2,500–\$4,999)

Anonymous* (3)
Elizabeth (PRESIDENT'S COUNCIL EMERITUS) and
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Matt Crawford '09+
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Jacob '06 and Calvin Graham+
Carla (TRUSTEE EMERITUS) and Julius Gude+
Catherine E. Murphie Hall '07+
Steve Herring and Myra Takata P'14
Andrew Hollett '07+
Philip Homans P'15+
Kirk Johnson and Heather Walters P'17+
Sivand Lakmazaheri and
Faranak Naghavi P'20+
David and Huilan Li P'20+

+ Continuum Club member who has contributed for three or more consecutive years

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Dave and Elaine McCracken P'22
David Nelson Adamec '09 and
Kelcy Adamec '09+
Lilly '07 and Rob Nix '07+
Charlie Nolan+
Steve Patterson and Bambi Cask P'15+
Kate Richmond '06 and Bret Richmond '06+
Curt Ritter and Cory Amron P'15+
Richard (TRUSTEE) and Diane Roca+
Cindy and Rick Scheyer P'21+
Susan and Robert Schnurr P'21+
Polina Segalova, Ph.D. (TRUSTEE) '06+
Adam and Ileana Stone P'21+
Eric VanWyk '07+
John Watson '11**
David and Kelly Wenstrup P'22
Xy Ziemba '12**
William and Diane Zuentd+

Advocate (\$1,500–\$2,499)

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* Continuum Club member who has contributed for three or more consecutive years

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OLIN TODAY



Where We Are Today

- We have accomplished a great deal.
- We're not done yet.

Who We Are

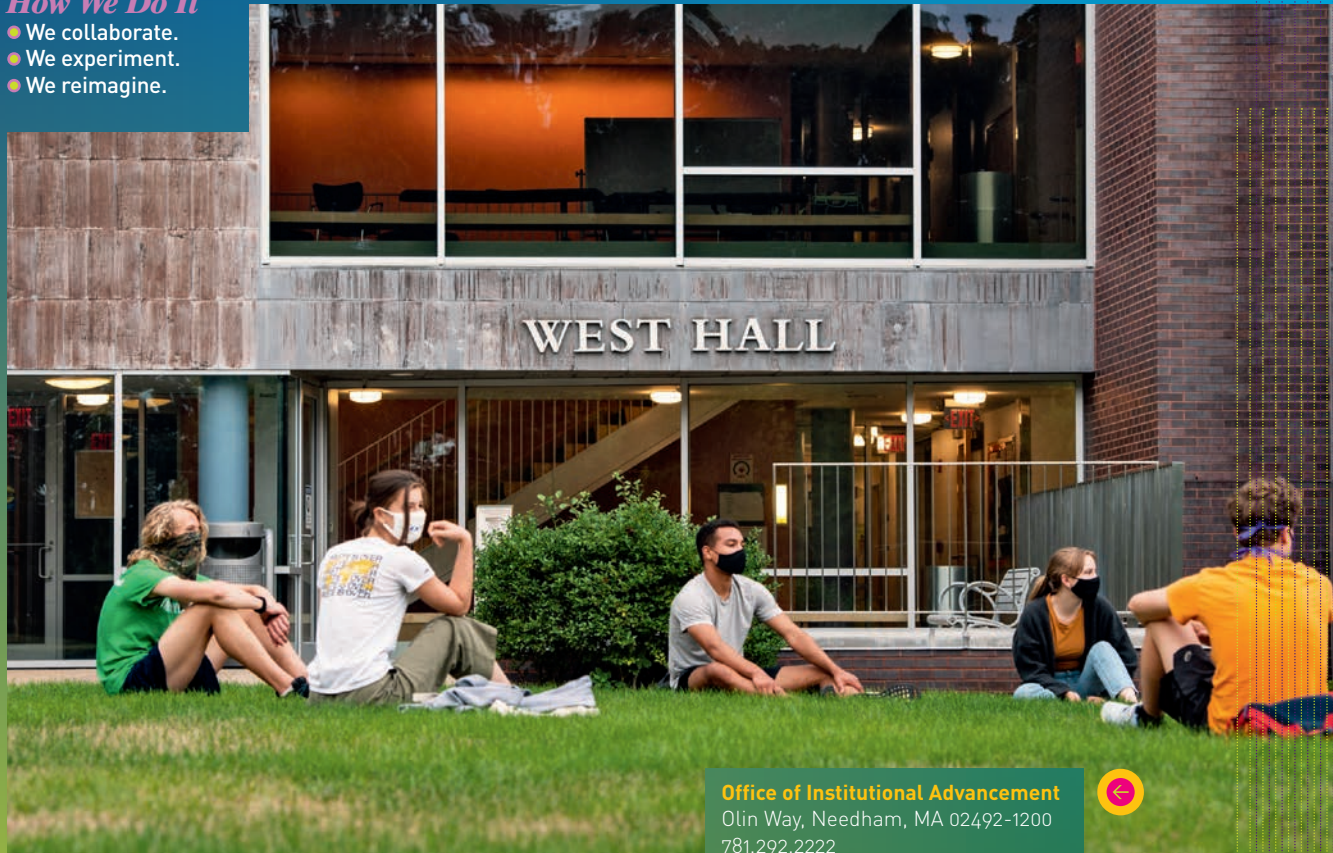
- We focus on people, not things.
- We aim to do what is important even when it may be difficult.
- We create value.
- We are design and systems thinkers.
- We engage with the critical issues of our day.

What We Do

Franklin W. Olin College of Engineering prepares students to become exemplary engineering innovators who recognize needs, design solutions and engage in creative enterprises for the good of the world. Olin is dedicated to the continual discovery and development of effective learning approaches and environments and collaborating with others to transform engineering education around the globe.

How We Do It

- We collaborate.
- We experiment.
- We reimagine.



Office of Institutional Advancement
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WELCOME, GILDA



Built on a culture of co-creation, constant change and innovation, Olin is well positioned to lead the change we need. I ask each one of you: What will you do to be an agent of change?

GILDA A. BARABINO 

