

A woman on the left is wearing safety goggles and looking intently at a task. On the right, a man with glasses and a beard is looking towards the camera. The background is a workshop with various tools and equipment, and a bright spark is visible in the lower center.

OPENING DOORS

HIGH-VALUE LEARNING FOR ALL

WENTWORTH PRESIDENT'S REPORT
FISCAL YEAR 2020



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DEAR ALUMNI AND FRIENDS,

When we assumed our individual leadership roles as Board Chair and President at Wentworth in 2019, our focus was on developing a shared vision for the university's future. Though we could not have predicted what was to come, we made considerable effort toward strengthening our foundation and preparing for future growth.

Through a university-wide, transparent planning process, we created a strategic framework centered around inclusive excellence, high-value learning, a transformative student experience and next-generation partnerships. We analyzed new ways to grow student enrollment, diversify our revenue, upgrade our campus facilities and create stronger engagement opportunities with our alumni.

While the specifics of our work certainly had to be adjusted in the wake of the COVID-19 pandemic, the support of our donors and partners, and the steadfast work of the Wentworth community, allowed us to press forward and thrive when other colleges were facing insurmountable hardships.

With strong planning and tremendous effort and flexibility by faculty and staff, we were able to pivot quickly to a successful distance-learning model in the spring and summer months. Among other successes, the institute ended FY20 with a balanced budget and surpassed enrollment goals for the Fall 2020 semester.

From a philanthropic standpoint, we would not be where we are today without the generous financial support we receive from our external stakeholders. From the \$1.75 million Flatley Foundation gift to the generosity of our most recent donors in the Class of

2020, gifts both large and small continued to come to Wentworth this year. We recognize how passionate you are about helping our Leopards—especially during trying times—and we are committed to doing everything we can to ensure a strong return on your investment.

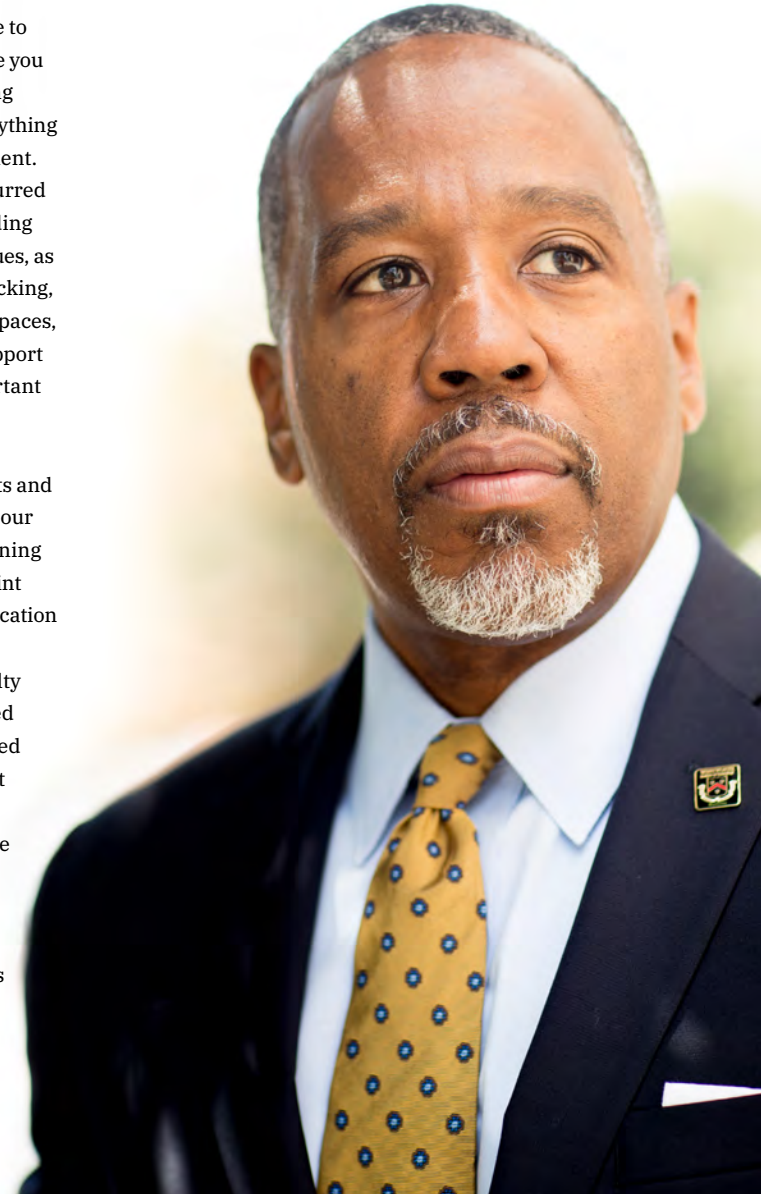
There are significant ongoing costs being incurred that are related to our COVID-19 response, including a substantial loss of housing and meal plan revenues, as well as costs associated with testing, symptom tracking, increased sanitation and cleaning of all campus spaces, and other coronavirus-related measures. Your support during these unprecedented times is more important than ever before.



The initial decision to close our campus to students and faculty was a difficult one. We pride ourselves on our hands-on education model, but Wentworth's learning opportunities have evolved in recent years to a point where we still were able to offer a high level of education using virtual learning.

To be successful in the virtual space, our faculty unquestionably rose to the challenge. Some created spaces within their homes that effectively replicated labs, while others found creative ways to transmit content using multimedia. A virtual coursework environment also allowed some students who were less likely to be vocal in a classroom setting to have a new way to engage with their classmates.

With the Fall 2020 semester now in session, we are implementing a hybrid model that includes virtual lessons combined with in-person labs, and other forms of instruction. We developed a





cross-functional taskforce that worked with healthcare experts and helped us align with federal, state and city guidelines to design a re-entry process, and we hired a dedicated COVID-19 project manager to oversee the return to campus. We are following strict procedures and protocols community-wide that include the use of face coverings and face shields, physical distancing mandates, and daily health and safety checks. All those returning to campus are required to test negative for COVID-19, both at re-entry and at checkpoints following their return, with testing at the expense of the

university. Full details can be found at wit.edu/re-entry.

Our success for in-person learning and working in the time of pandemic will require social solidarity and personal responsibility by all members of our community. We are choosing to go on the offense against the virus and want to deliver the best possible education during a highly extraordinary time.

◆◆◆
Our inclusive excellence goal also continues to be a top priority. While the pandemic continues, social unrest and calls for equality have risen to the forefront in a

way perhaps not seen since the Civil Rights era of the 1960s. We believe that Black Lives Matter at Wentworth and we are fully committed to making our university one in which all feel welcomed, respected and heard. Transformative learning reaches its fullest potential in inclusive, respectful and supportive environments.

Wentworth, from its founding, has been committed to educational access and providing pathways to new economic and employment opportunities. We are proud of what we have accomplished, but we must do more. The immediacy of the issues that we as a higher education institution can address are multifaceted, and we challenge everyone in the community to act. Some of this work is already underway and seeks to build organizational structures that support inclusive excellence, integrate inclusive practices and improve access and demographic representation.



We are heartened by the overall response we have received from the Wentworth community regarding inclusive excellence, in addition to cooperation shown regarding pandemic safety protocols.

We know that things are a little different right now, as they currently are with any educational institution. However, your commitment to Wentworth and great assistance in adjusting to new practices are what helped us push through the last two semesters, and will lead us to ultimately returning our campus and our university to the one that you love.

Thank you, as always, for your steadfast support.

Respectfully yours,

Mark A. Thompson, Ph.D.

President

Gregory B. Janey, ARS '82, CCM '04, Hon. '17

Chair of the Board of Trustees

THE NEXT ERA HAS ARRIVED

New personnel and educational programs continue Wentworth's forward progression

To move forward with a bold vision, you need the right people to drive it forward.

Within the last year, several high-profile positions were carefully filled or created to address the university's Strategic Plan focus areas: Inclusive Excellence, High-Value Learning, Transformative Student Experience and Next-Generation Partnerships.

President Mark A. Thompson will note that his paramount focus is Inclusive Excellence, and one of his first moves was to hire **Nicole G. Price, Esq.**, as the inaugural vice president for diversity, equity and inclusion. Price has conducted advocacy work for 20 years, focusing on underserved and under-represented populations. Shortly upon her arrival it was announced that Price would oversee a new Division for Diversity, Equity and Inclusion that brings together the Center for Diversity & Social Justice, which promotes inclusion and cross-cultural perspectives, and the Center for Community and Learning Partnerships, which supports college access, community engagement and service-learning initiatives. Price will also oversee Wentworth's Bias Incident Response Team and reporting process, as well as the *Leading for Change* civic action initiative.

Another new position was created when **Catlin M. Wells** was brought in as the executive director of equity and compliance/Title IX Coordinator. Wells' goal is to further a learning, living and working environment

free from sexual harassment and sexual misconduct.

"These new leaders and the redesign of university structures are an essential part of dismantling systemic barriers and building a culture of inclusive excellence," says President Thompson.

Significant Academic Changes

Recognized for his strong value system centered on students, social justice and inclusive excellence, **Ian Lapp, Ph.D.**, was named Wentworth's new provost and senior vice president for academic affairs.

Lapp has held positions at Babson College, Harvard University and Columbia University, and worked on public health education programs in Africa, Asia and Europe. At Babson, he served as dean of the Undergraduate School, which achieved record enrollment, selectivity, yield, retention and graduation rates during his tenure. He also strongly supported women's entrepreneurial leadership at Babson, and helped expand corporate and nonprofit partnerships, engaged actively with alumni and families, and was a prolific fundraiser for the college.

"Dr. Lapp's entrepreneurial mindset and proven leadership in developing and implementing strategic initiatives make him uniquely qualified for this role at an important time in Wentworth's history," says Thompson.

One of Lapp's first moves after assuming his



Nicole G. Price



Ian Lapp



Durga Suresh-Menon



Ke'Anna Skipwith



David Simpson



Joe Martel-Foley

position this summer was to talk with members of the Wentworth community (not an easy task during a pandemic) and learn more about what is needed from an academic standpoint. In response, Lapp made the following appointments:

- **Joe Martel-Foley:** Associate Provost
- **David Simpson:** Provost Initiatives Coordinator for Inclusive Excellence
- **Ke'Anna Skipwith:** Assistant Provost for Advances in Learning
- **Durga Suresh-Menon:** Dean of Graduate Education

“To achieve clarity of vision and a shared sense of purpose we need more community builders and changemakers,” says Lapp. “I am delighted to contribute partners to this process.”

New Leadership for Next Generation Partnerships

Darrell W. LeMar was named Wentworth's executive director of the newly renamed Center for Professional and Continuing Education. The Center is focused primarily on corporate and workforce development



Michael S. Siegel



Darrell W. LeMar



Kristin R. Tichenor

with the shift of academic degree and credit-bearing programs out of the previous College structure into the Provost's Office and other academic departments.

LeMar is an important agent in expanding Wentworth's next generation partnerships, focusing on identifying links between our academic programs that enhance corporate, agency and workforce development. He recently served as the executive director of workforce development for Bunker Hill Community College. Prior to Bunker Hill, LeMar held several positions at the Massachusetts Executive Office of Housing and Economic Development.

Rounding Out Leadership Team with Key Positions

President Thompson also filled several other prominent roles in recent months.

- After a four-month competitive, national search, **Kristin R. Tichenor, Ed.D.**, was named vice president

for enrollment. She brings more than 20 years of enrollment expertise to the position, most recently working at Worcester Polytechnic Institute. "Her significant leadership experience and deep commitment to student access and success make her an outstanding match for Wentworth's strategic vision of continued growth," says Thompson.

- **Lynn McCormick** was named to the inaugural general counsel position. McCormick previously worked as a principal at Conway Stoughton LLC and as Quinnipiac University's outside general legal counsel.
- **Edgar Rodriguez** was announced as the new associate vice president of Public Safety. He provides 32 years of progressive law enforcement experience that includes law enforcement leadership, human resource management, labor relations, emergency management and community policing within a diverse community.
- **Michael S. Siegel, Ed.D.**, was named inaugural director of military connected services. Siegel led the development, management and provision of all aspects of military and veteran services at two higher educational institutions and served in the United States Army and Army National Guard for 21 years before retiring in 2014 as Sergeant First Class.
- **Kathleen Hammill** was brought in as a project manager to lead the COVID-19 Contact Tracing and Case Management Team and oversee the university's response to the crisis and campus reentry, including testing, tracing and isolation. Her previous work with Partners in Health and the Massachusetts Community Tracing Collaborative honed her ability to manage a team of case investigators, contact tracers and care resource coordinators. ♦

Progressive Changes for Wentworth's Grad Programs

The new dean of graduate education on her vision for the future.

As a 19-year veteran educator at Wentworth, Durga Suresh-Menon has been instrumental in revamping and launching the master's degrees in Civil Engineering, Applied Computer Science and Project Management as 4+1 programs.

Named the new dean of graduate education, she most recently led the charge with Director of Graduate Programs Kelly Hutzell and the School of Architecture and Design in the university being certified for Integrated Path to Architecture licensure, cutting the average time it takes a graduate to become fully licensed by six years. She was also instrumental in the creation of two graduate scholarships for alumni and two for non-alumni. Each of the new scholarships carries a value of up to \$6,800 for the 2020–2021 academic year and will cover up to 20% of

the cost of tuition and fees for all qualifying graduate degrees and graduate certificates.

In fact, Suresh-Menon and Wentworth's Graduate Program Coordinators have achieved quite a bit this year:

- STEM designation for Architecture for Fall 2020
- Cross-registration established for grad programs with the Colleges of the Fenway
- Student and Exchange Visitor Program (SEVIS) approval for five graduate programs to issue I-20s
- Comprehensive university-wide graduate policies
- Relaunch of two graduate programs this year in Project Management and Civil Engineering
- Seven new graduate proposals in the works for Fall 2021 and 2022
- Increase in the incoming graduate class by 35%

Wentworth: What is your vision for graduate education at Wentworth?

Durga Suresh-Menon: Graduate education truly aligns with all our strategic goals for the future. Specifically, I want to see at least 1,000 graduate students at Wentworth by 2025. This is a lofty goal, but under the leadership of President Thompson and Provost Lapp, this seems to be the clear future for us and other universities.

Graduate programs will act as a means to increase diversity, not only from the standpoint of under-represented groups—a big part of our vision—but also with international students, who will bring a rich cultural diversity to campus.

Wentworth: Why should people consider coming to Wentworth for a graduate degree?

Durga Suresh-Menon: We are the “University of NOW.” The future is bright here at Wentworth. We are at the forefront of what is needed for someone to succeed in this ever-changing landscape.

COVID-19 has taught us that we can still offer the best quality of education, and fulfill our promise of high-value learning and giving students a transformative learning experience. Whether it is a one-course professional development opportunity or earning a full-fledged graduate degree, we are here and ready to serve our students.

ADJUSTABLE SKILLS IN A BRAND-NEW WORLD

Agile Students, Professors and Staff Combine with Dedicated Donors and Alumni Base for Success in 2020



Nick Ortolino brings his MacBook into the room and places it on a desk layered with books describing Black Mountain College and German art school Bauhaus. Behind him is his trusty whiteboard, “joy of labor” and “unity of art” carefully scrawled out in black marker.

But Ortolino is not in his classroom at Wentworth. He is beaming in live to dozens of student laptops from the safety of Midway Artist Studios, his Fort Point residence.

An associate professor in the School of Architecture and Design, Ortolino taught his senior-level Design Perspectives course remotely as the rest of Wentworth worked and learned the same way.

“The Student Emergency Fund helps each and every student figure out how to achieve their academic goals.”

Ortolino’s home setup brought some normalcy to his students from an aesthetics standpoint, a familiar face amid a recognizable backdrop, even as so much else was different.

Black Mountain and Bauhaus—both focused on in

the class—epitomize studio culture and brought to light new models of design education where faculty and students work in the same place they live. They also had to adapt to a changing world as war ravaged their German homeland between 1919 and 1933.

We have all been pushed to adapt to a new world in 2020 due to the COVID-19 pandemic. This past spring, Wentworth students and faculty were sent home, while only a few dozen essential employees remained on campus. The measure prevented significant outbreaks on campus and classes quickly got back underway through remote learning for the remainder of the semester and all of the summer term.

Ella Howard, associate professor of history at Wentworth, is no stranger to remote learning. She completed intensive training on the subject at a previous job and found surprising results.

“When I started teaching online, I was concerned that it would not be as rigorous and meaningful as classroom teaching,” she says. “As I got deeper into it, I ended up being quite humbled.”

She discovered that her online students were reading more, while many of her shy students were increasingly speaking up online. And she found that an enthusiastic professor passionate about the



subject matter will translate well in any venue.

Howard does caution that not all student populations or professors are well-suited for online instruction. But she believes that explicitly planning for remote learning works well, and she offers advice to those who are trying it for the first time.

“Your goals are mostly the same as they are in your face-to-face classroom. You are sharing your love of the subject,” she says. “[Students] will respond to your enthusiasm and excitement.”

Most educators at Wentworth would agree that there is little substitution for the in-person labs and other facilities on campus. But the Wentworth community also learned this year that its faculty and students are quite adaptable in different situations, partly because of the multilayered education they deliver and receive, and partly because of their skills translating so well to a tech-based learning model.

And Wentworth has been providing fully online courses for years now. An array of master’s and bachelor’s degrees, and online certificates can be earned by anyone with an internet connection. That existing infrastructure allowed Wentworth to pivot this year without many hiccups.

Fundraising Success

The Wentworth Cares Fund was established shortly after the state went into lockdown mode to respond to our students' needs during the pandemic. Gifts—including one for \$10,000 from Eversource—went directly toward helping move students safely off campus; refunding approximately one-third of student costs for housing, board and auxiliary expenses not used; providing work-study stipends to students working for the university in the spring semester; and providing care, counseling and academic advising to students, among other measures.

The Center for Academic Excellence facilitated 60 virtual tutoring appointments in the first week of distance learning alone. “We want to make sure our students master their coursework no matter where they are learning,” Center Associate Director Jojo Jacobson shared in April.

Construction Management major and peer tutor Alessandro Angelini '22 added that having a virtual center “brought a sense of calm among the students I work with” and that “we're here to help them get through this situation.”

Another area that needed extra attention this year was the Student Emergency Fund, which provides individual grants to students facing unforeseen challenges. For several years, a Wentworth team has taken part in the Ragnar Relay, a 200-mile race through Cape Cod, to raise money for the Fund. Despite the race being cancelled and instead run individually from home, the 12 runners smashed their \$20,000 goal by taking in \$22,000.

“When the race was cancelled, it would have been easy to stop right there,” says Jenn Kosses, assistant dean of students and one of the runners. “But I think the 12 of us knew that the need was too great, and

the cause was too important. The Student Emergency Fund helps each and every student figure out how to achieve their academic goals.”

Lending a Hand

Several Wentworth co-op students—including Molly Donahue, Ally Rodriguez, Jake Girard and Cassidy Hayes—worked on the front lines this year at Massachusetts General Hospital and health facilities in New Jersey, Maine and elsewhere, proving that their hands-on education can literally save lives.

Alumni also pitched in, 3D-printing and assembling face shields (David Kempskie, MEC '94, AET Labs), transforming labs into testing facilities (Carli Cabana, BSA '13, and Christina Gabriel, BFPM '07, Siena Construction Corp.) and tracking coronavirus in wastewater (Tim Wall, CEC '92, CDM Smith). [Read more about alumni efforts in the Summer 2020 edition of *WIT* magazine.]

At Wentworth, a group of staff and faculty used the campus labs to produce face shields for Brigham and Women's Hospital.

Campus Progression

While most people were physically away, staff within Facilities and Public Safety were busy maintaining and, in several cases, improving the campus. Upgrades were made to the Al Shawaf Terrace at the Schumann Library, Blount Auditorium, Evans Way and Tudbury residence halls, and several restrooms across campus. HVAC systems were also overhauled and fully balanced to safety code requirements, studio spaces were added on campus and existing ones were renovated, classrooms and labs were de-densified, and increased cleaning and disinfecting measures were taken.

But some of the biggest news came in June when

it was announced that Wentworth could safely reopen its physical campus for September classes. Led by a cross-campus team of faculty, academic leaders and staff, including newly hired COVID-19 Project Manager Kathleen Hamill, university officials prioritized on-campus instruction for courses, labs and studios where in-person interactions and hands-on experiences are critical to student learning.

“Our facilities team jumped into action and worked tirelessly throughout the summer months to put in place significant safety measures to adapt classrooms, laboratories, studios, the library, and other shared learning and living spaces to limit the opportunity for spread of the COVID-19 virus,” says Wentworth President Mark A. Thompson.

The contributions of the Wentworth community—both financial and volunteer-based—were crucial in maintaining a high level of education this year and making it possible to bring students to campus this fall, according to Thompson.

“After preparing for a safe return, our attention turned fully to serving our students' needs and supporting each other to ensure that we are successful in doing so,” he says. “Our success depends in part on our commitment to collaboration and support for one another.” ♦



THE UNIVERSITY OF OPPORTUNITY

The ASAP Scholarship Adds to Student Access



Kourtney Major



Rebeca Lima

“Wentworth is my dream school and I am willing to work hard to stay here,” says Rebeca Lima, BIND ’22. Lima notes that she and her mother have been able to remove some of the weight from their shoulders through scholarships.

“My mother is the only one helping contribute to my education,” she says. “She has sacrificed so much and worked so hard for me to be where I am today.”

Higher education is an investment in the future, but for many, the general cost can create a roadblock. At Wentworth, 85% of enrolled students qualify for need-based financial aid.

Built on a legacy of providing a practical, cost-effective education, Wentworth has focused heavily on building a pipeline between students with highly desirable and useful skills and professional success and opportunities in today’s workforce. This mission was the driving force behind President Thompson’s \$10-million Advancing Student Access and Potential (ASAP) Challenge, designating \$5 million of unrestricted endowment funds to match donations for new and existing scholarships.

“This will make the difference,” says Thompson. “The difference between a student achieving a lifelong dream of earning a college degree, the difference between pursuing a passion and a career path that will change the trajectory of their life, the difference between changing the lives of those around them

because of their contributions to their families, their workplace, their communities and the world.”

Now, one year after the fund was announced, Wentworth has thus far matched \$3,632,110 to be used for student financial aid. These funds are crucial in ensuring that every student has access to the transformative education that Wentworth offers.

For students like Kourtney Major, Mechanical Engineering '22, the added scholarship opportunities ensure that she can reach her full potential at Wentworth without having to worry about loans.

“I am responsible for paying for my entire college, so the smaller the loan I must take out, the better,” she explains. “I am eternally grateful for any scholarship, and I know my parents are too. All they’ve ever wanted was for me to be able to get a college education since neither of them went to college. The fact that I’m even approaching the third year of my college education is a blessing to them.”

For hundreds of students like Major and Lima, scholarships are a critical component to ensuring academic success. New scholarship funds raised through the ASAP Challenge mean that our supporters, alumni, corporate partners and friends are impacting more Wentworth students.

Alumnae and University Adviser Kathy MacNeil, AET '81, AE '83, was one of the first to commit to support students through the ASAP Challenge with the establishment of the Frank Aniello Memorial Endowed Scholarship Fund.

“I believe we must be intentional in our day-to-day work. We must take risks and present opportunities to others in order to level the playing field, to bring about inclusion,” MacNeil said at the time of last year’s launch of the ASAP Challenge. “Then we will be able to build a future of excellence. It will take all walks of experience, culture, thinking and creativity to expand our way of designing and building.” ♦



Kathy MacNeil

For more information about the Advancing Student Access and Potential (ASAP) Challenge, or to find out how you can contribute to support the financial needs of our students, visit wit.edu/support/asap or contact Carol Estes-Schwartz, Associate Vice President, Institutional Advancement, at 617-989-4255 or estesschwartzc@wit.edu.

Cummings Foundation and Lufkin Grants Target College Retention Rates

Two respective grants from the Cummings Foundation and the Richard H. Lufkin Memorial Fund, Bank of America, N.A. Trustee will provide increased access to underrepresented groups of people hoping to attend Wentworth.

A \$100,000 grant from the Cummings Foundation will help the Center for Community and Learning Partnerships in its effort to increase the number of Boston youth who enroll and continue their studies at

the university, through the piloting of a new initiative called the “Bookend Project.”

Through that effort, Wentworth will hire a new College Success Coordinator, expand the number of students who will benefit from the programs and services offered by the Center’s staff, and offer additional academic support programs and individualized case management to hundreds of Boston youth. A focus will be on helping these students pass two engineering

calculus courses during their first year at the Institute.

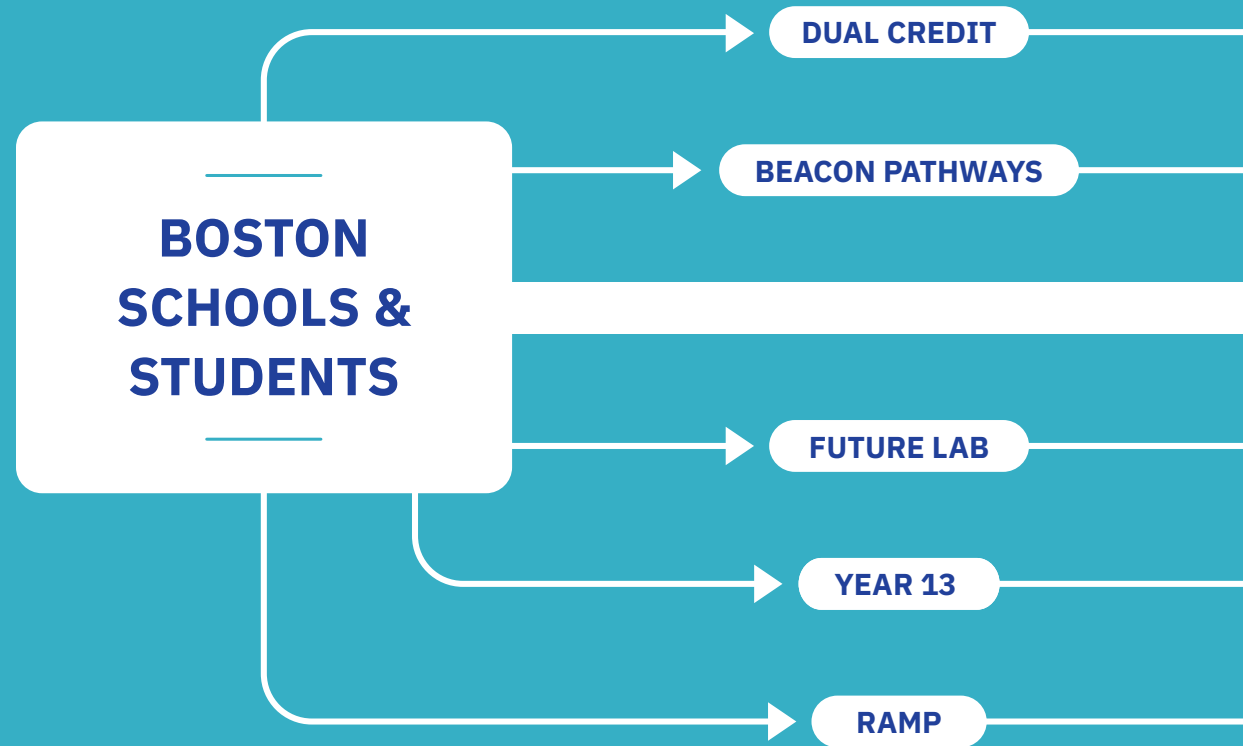
A \$100,000 gift from the Richard H. Lufkin Memorial Fund, Bank of America, N.A. Trustee will provide scholarship support for up to 20 females in the Mechanical Engineering program during this coming academic year.

The Lufkin Memorial Fund has a long history of giving to Wentworth, including a \$300,000 grant in 2011 that went toward Wentworth’s new Manufacturing Center.

THE BOSTON PIPELINE

Since its founding, Wentworth has been committed to creating college and career pathways for students from our neighboring communities by helping them attend, retain and graduate with the skills and support necessary to achieve career success. With the arrival of President Thompson, the commitment is stronger than ever. Enrollment of Boston residents is significantly higher this year with nearly 130 students enrolling in Wentworth compared to 70 last year.

Here are some of the ways that Wentworth, through the Center for Community & Learning Partnerships (CLP) and other departments, is helping to create a level playing field for Boston youth to succeed in completing challenging STEM, design and management degrees and go on to successful and high-demand fields in those careers.



Dual Credit

The Dual Credit program prepares Boston high school juniors and seniors for college through an authentic classroom experience while providing them with the opportunity to earn dual credit, both in high school and toward a future college degree. Over the program's 10 years, Wentworth has served 460 students with nearly 60% of participants having been female students, a stark contrast to Wentworth's current ratio.

Beacon Pathways

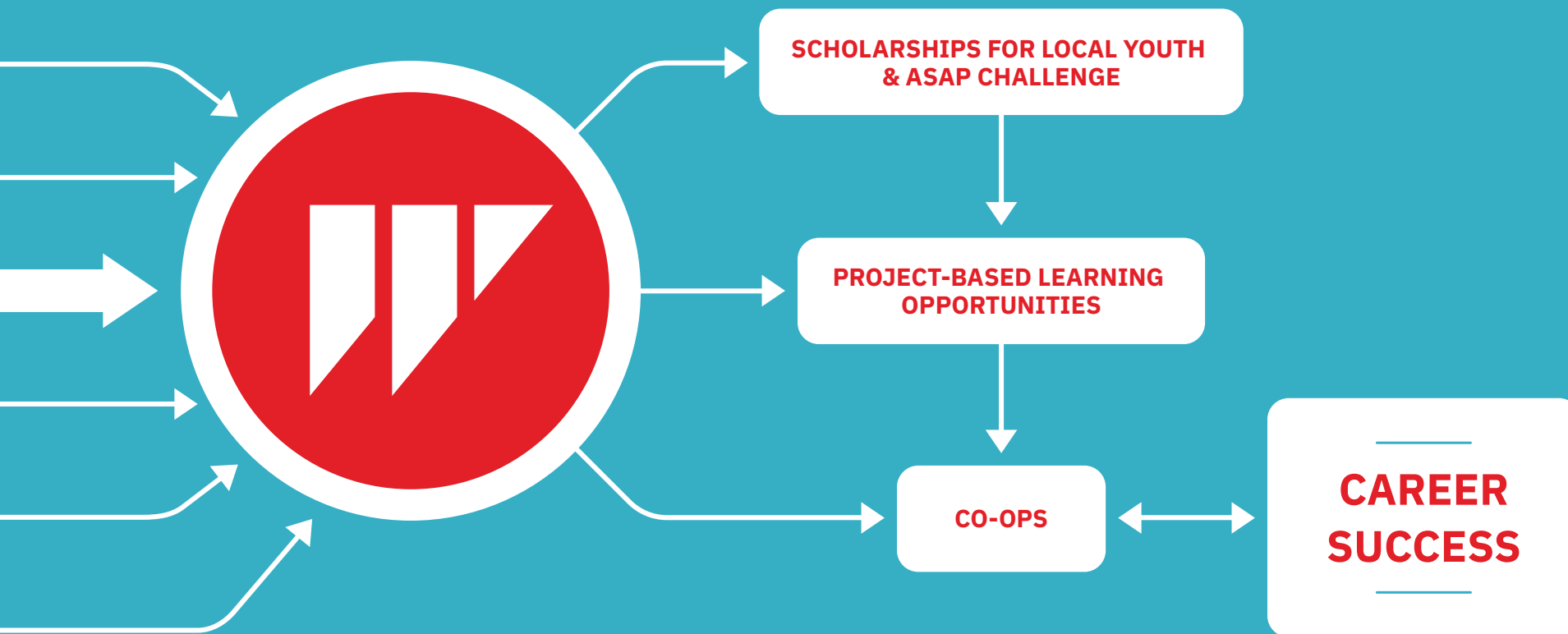
Beacon Pathways is a collaboration between Boston Public Schools and Wentworth that aims to increase the attendance, retention and graduation rates of youth from Boston and increase the number of students pursuing degrees that reflect the economic needs of the city. In collaboration with the Dearborn STEM Academy in Roxbury, Wentworth launched an Innovation Pathway in Computer Science in Spring 2019.

Future Lab

Accelerate, Wentworth's Innovation + Entrepreneurship Center partners with the Architecture program to teach digital skills to high schoolers, including learning to 3D print and design architectural objects while looking at solving real-world problems.

Year 13

In 2020–2021, through a partnership with Digital Ready, Wentworth is piloting Year 13, a “gap” year opportunity for recent Boston Public high school graduates. The aim of the program during the inaugural year is to provide 25 students with college credit, career workshops, exploratory seminars and apprenticeships that expose local youth to careers within Boston's innovation economy and the value of a STEM education.



RAMP

Over the past decade, RAMP, our innovative pre-college summer bridge for Boston youth, is designed to help students navigate the transition from high school to college, providing them with project-based, hands-on learning and the tools to support their persistence through degree completion. In the program's history, RAMP has introduced nearly 270 youth from Boston to college life at Wentworth with 60 enrolled (up from last year's record of 46) in this year's paid summer opportunity.

Scholarships for Local Youth & ASAP Challenge

Roughly 85% of Wentworth students are eligible for need-based financial aid. In addition to the financial support offered to every Wentworth student, many Boston high school graduates at Wentworth receive support from local scholarship funds like the Boston Resident Scholarship, Jimmie Beverly Scholarship and Fournier Family Scholarship. This support has been critical to the success of Boston youth attending the institution, removing financial barriers for many.

Project-Based Learning Opportunities

CLP and various academic departments work with local schools, community organizations and other nonprofits—such as the YMCA of Greater Boston, Mission Hill Health Movement and the John D. O'Bryant School—to redesign spaces and many times physically renovate them. The projects expose current Boston residents to the university while providing hands-on experience for Wentworth students.

Co-ops

Wentworth students complete at least two co-ops prior to graduation. Co-op opportunities are often with local Boston or New England companies, ensuring a pipeline of talent to the employer and a rich experience that often results in a full-time position for the student. Such instrumental local companies like Turner Construction, Feldman Surveyors and AIR Worldwide have provided transformative educational experiences for Wentworth students.

FLATLEY GENEROSITY

**\$1.75m gift directly benefits
Boston's youth**



The generosity of Dan Flatley and the Flatley Foundation has created more opportunities for future Wentworth students through one of the largest gifts in the university's history.

The Braintree-based foundation is giving \$1.75 million to Wentworth to create an endowed scholarship fund for local students who want to major in life sciences at the university.

"We are happy to underwrite these new academic fields that Wentworth has embarked upon, to enable many more, very bright Wentworth students to succeed and provide leadership in relevant industries in the near future," said Dan Flatley.

Established 38 years ago by the late businessman and real estate developer Thomas J. Flatley, the Flatley Foundation is overseen in part by Thomas' son, Dan, a trustee of the organization who jointly announced the new gift with Wentworth President Mark A. Thompson.

Dan's father attended the Institute, and his son, Thomas J. Flatley II, graduated from Wentworth in 2015 with a degree in Construction Management. Dan is a trustee emeritus for Wentworth's Board of Trustees.

The Flatley Foundation previously funded scholarships at Wentworth, and resources remaining from those contributions are being merged with the new gift to create the Flatley Discovery Endowed Scholarship Fund at the university.

The Flatley Fund is included within the \$10 million Advancing Student Access and Potential (ASAP) scholarship initiative at Wentworth. The university is taking \$5 million of unrestricted funds from its endowment to match, dollar for dollar, the creation of new endowed scholarships of \$25,000 or more. And it is matching gifts of \$25,000 or more that are made to existing scholarship funds, which is where the new

Flatley Foundation contribution fits in. Wentworth is matching the Foundation's \$1.75 million contribution—the largest ASAP commitment thus far.

The Flatley Discovery Endowed Scholarships will be awarded to students who need financial assistance; who major in biomedical engineering, biological engineering or applied sciences; who are entering Wentworth as first-year students; and who live in the City of Boston and/or are eligible for Pell Grants.

"We are enormously grateful for this contribution," said Wentworth President Mark A. Thompson. "The Foundation's generosity will allow us to welcome and support Boston students who, because of these scholarships, will benefit from Wentworth's active-learning model and graduate with high-demand, life sciences degrees." ♦

DEAR ALUMNI AND FRIENDS,

It has been quite a year with more than a few changes. But there is one constant we can all take great pride in—the high-value education that Wentworth delivers. I want to express my sincere thanks for your continued support. It makes a direct impact on the lives of our students, especially during times like these.

Since last summer, Wentworth—under the leadership of President Thompson—has taken significant steps to build on the traditions of our institution with a vision for the future, ensuring students have access to the transformative learning experience Wentworth offers. We have been able to move these initiatives forward thanks to your support.

During the president's inauguration last October, the ASAP (Advancing Student Access and Potential) Challenge was launched. The goal is to raise \$10 million in enhanced endowed funds to increase the amount of permanent financial aid available to our students. The Challenge provides a \$5 million match coming from the unrestricted earnings of the university's endowment to match dollar for dollar the creation of new endowed scholarships, or support for existing scholarships by doubling their value and impact, expanding our current scholarship endowment to more than \$35 million.

And we are well on our way with over \$3.6 million in commitments in less than a year thanks to many of you. Alumni, staff, faculty, corporate partners and friends have stepped up to provide the gift of a Wentworth education to those who want it. I would be remiss if I did not acknowledge the generous gift from Trustee Emeritus, and friend, Dan Flatley

of \$1.75 million. What makes this gift transformative is that it will provide access to Boston-area students to attend Wentworth when they might not have otherwise had the chance. This gift and all gifts in the ASAP Challenge are life-changing and we are most grateful.

Additionally, a call to action was answered when the pandemic hit, and we needed help to support our students. Life was disrupted for the entire community, but the university pivoted with great success. Thanks to you, hundreds of thousands of dollars were raised through the Wentworth Cares Fund this past spring to ensure that we could offer a strong remote learning experience for our students.

The changes to our world will continue as we navigate these uncertain times, but Wentworth is poised to succeed. The faculty and staff have worked tirelessly to create a safe environment to welcome our students back to campus this fall, and thanks to your generous support we are ready to keep moving.

As a proud alumnus and trustee, please accept my deepest thanks on behalf of the entire Wentworth community.



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Life was disrupted for the entire community, but the university pivoted with great success.



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20 YEARS OF HELPING WENTWORTH STUDENTS

Jack and Lois Green hold a deep admiration for Wentworth Institute of Technology. Jack's 20-year history at Wentworth has helped generations of students develop into successful professionals.

It was Jack Green's longstanding relationship with the university that inspired Lois and him to join the 1904 Society by including Wentworth in their estate plans with a \$2-million bequest.

Jack Green was appointed to Wentworth's Board of Corporators in 2001, marking the beginning of his long relationship with the university. He had met former Wentworth President John Van Domelen when they both served on an executive board together in Boston. Van Domelen was impressed by Jack's leadership and his 30-year history as a senior vice president and general counsel for footwear company Converse.

Just one year after being appointed to the Wentworth's board, Jack began working as a full-time professor in the management program at Wentworth, while also serving as the as head of the Humanities, Social Sciences, and Management Department from 2002 until 2007.

"After I retired from Converse, it was my desire to teach college students," he explains, "and John Van Domelen said 'well, if you're going to teach, you should teach here at Wentworth.'"

Jack continues to teach Wentworth students to this day, working online from his home in California.



He and his students have been pioneers in the online education system, long before it became a necessity as in recent months. Wentworth has successfully offered online education for years and Jack's have students benefitted from having access to his experience.

"It's wonderful just to be around the students. They are what drove me to become a professor in the first place," Jack says. "When I was getting ready to retire, I wasn't exactly sure what I wanted to do, but teaching seemed like the best way for me to give back. I've been very fortunate in my life, and this was the best way for me to give back to the community."

As the newest members of Wentworth's 1904 Society, Jack and Lois know that their planned gift will have a tremendous impact on every student at Wentworth for years to come.

"Jack and I knew that we wanted to do something that would have lasting importance," Lois says. "We felt like this kind of gift would be most valuable, because it's the gift that keeps on giving."

As members of the 1904 Society, Jack and Lois will be recognized on campus with an inscribed brick in the 1904 Legacy Walkway located outside Wilson Hall.

"It's a big deal for us," he continues. "To have our names permanently attached to Wentworth means so much to us. I love Wentworth; I love the students, the faculty, and the whole concept of what Ariocho Wentworth established in the first place, so we really are very proud to have our names a part of Wentworth's legacy."

For more information about how you can become a member of the 1904 Society at Wentworth, please contact:

Carol Estes-Schwartz
617-989-4255
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	2018	2019	Projected 2020
Operating Revenues			
Student tuition and fees	\$135,865,268	\$139,467,106	\$142,496,381
Student room and board and auxiliary enterprises	35,189,104	36,299,867	29,469,049
Gifts and bequests	1,802,339	2,185,009	1,251,608
Other income	1,780,226	2,469,315	6,077,451
Investment return used for operations	1,680,737	3,791,426	4,931,553
TOTAL OPERATING REVENUES	176,317,674	184,212,723	184,226,042
Operating Expenses			
Instruction and general	97,535,361	103,024,357	105,501,139
Auxiliary services	27,476,073	27,420,542	26,493,612
Student aid	48,100,229	49,086,856	52,918,976
TOTAL OPERATING EXPENSES	173,111,663	179,531,755	184,913,727
OPERATING SUBTOTAL	3,206,011	4,680,968	(687,685)
Nonoperating			
Gifts and bequests	11,991,631	2,442,436	5,469,969
Investment income	14,401,136	3,583,260	(249,936)
Investment return used for operations	(1,680,737)	(3,791,426)	(4,931,553)
NONOPERATING SUBTOTAL	24,712,030	2,234,270	288,480
Net Assets			
Beginning of year, July 1st	214,147,420	242,065,461	248,980,699
End of year, June 30th	242,065,461	248,980,699	248,581,494
CHANGE IN NET ASSETS	\$27,918,041	\$6,915,238	\$(399,205)



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