

# THE *Wisconsin* INDEPENDENT

Fall 2004

Newsletter of the Wisconsin Association of Independent Colleges and Universities (WAICU)

Vol. 36 No. 3

## President's Letter

### ***Wrong answers — and a right one***

Dear Friends,

The lead article in this *Independent* is just one of many that have appeared in this publication over the last several years documenting this state's problem in gaining a foothold in the Knowledge Economy and dealing with the related problems of high taxes and budget deficits. Various called the "brain drain" or "knowledge worker shortage," this problem is only getting worse. The difference in this article is the focus on research by the Lumina Foundation that documents a solution that works for the economy and for the taxpayers: STUDENT FINANCIAL AID.

Other answers have been proposed for this problem and it is worth reflecting on why they have not worked:

1. Get the jobs in Wisconsin first. Some have argued that knowledge-based employers should first be persuaded to relocate to the state and that the brain workers would then follow. However, to quote a Hewlett-Packard CEO, "Keep your tax incentives and highway interchanges; we will go where the highly skilled people are."

2. Provide forgivable loans for graduates who stay in Wisconsin. There are two problems with this strategy. First, low-income families have an aversion to

*Continued on page 7*



Dr. Katharine Lyall, recently retired president of the University of Wisconsin System, received the Friend of Private Higher Education Award at the spring Board meeting of the Wisconsin Association of Independent Colleges and Universities. Dr. Rolf Wegenke (left), president of WAICU, presented the award in appreciation of Dr. Lyall's continuing efforts to collaborate across all sectors of higher education for the good of all students and the institutions they attend.

## **Closing the participation gap: *Why low tuition is NOT the answer***

Wisconsin's high school graduation rate exceeds the national average, and ACT scores earned by our high schoolers regularly rank us first or second in the nation. But the higher education picture is not as rosy. Wisconsin lags other Midwest states in the percentage of high school graduates who enroll in higher education, and we rank 30<sup>th</sup> in the nation in the percentage of our adult population with bachelor's degrees or higher. Because income is strongly correlated with educational attainment, this relatively low supply of bachelor's degrees means that Wisconsin's per-capita income has

fallen below the national average, and is lower than that enjoyed by Illinois and Minnesota. If our per-capita income were as high as Minnesota's, total income in Wisconsin would be \$15 billion higher — and this, in turn, would generate nearly \$1 billion in increased income tax revenues.

The way to increase income is to raise the educational level of the workforce. The Wisconsin Technology Council has estimated that Wisconsin needs 150,000 more baccalaureate degree holders within the next 15 years just to meet the U.S. per-capita income average. But demographics are working against

*Continued on page 5*

Alverno College • Beloit College • Cardinal Stritch University • Carroll College  
Carthage College • Concordia University • Edgewood College • Lakeland College  
Lawrence University • Marian College • Marquette University  
Milwaukee Institute of Art & Design • Milwaukee School of Engineering  
Mount Mary College • Northland College • Ripon College • St. Norbert College  
Silver Lake College • Viterbo University • Wisconsin Lutheran College

## Carthage's Racine Odyssey Project inspires



Carthage Professor Kevin Hermsberg (center) leads a discussion on moral philosophy with students in the Racine Odyssey Project.

For two evenings a week from October through May of last academic year, a group of low-income Racine, Wisconsin, residents gathered in small groups to immerse themselves in intellectual study. This is the Racine Odyssey Project, a Bard College Clemente Course in the Humanities that offers free college-level courses in the humanities for adults living in poverty. The program provides tuition and books, childcare, bus tokens, and tutoring, all at no cost. The program, one of approximately 17 in the country, provides studies in moral philosophy, literature, art history, U.S. history, and writing and critical thinking. Its approach to teaching draws on the Socratic method rather than on lectures and memorization. Participants who complete the course receive a certificate of achievement and possibly six credits from Bard College.

The Bard College Clemente Course in the Humanities is the brainchild of writer and social critic Earl Shorris, who argues that poverty creates a “surround of force” — a state of mind that traps the poor in demands that require immediate attention and prevents them from the kind of civic engagement fostered by the humanities and the arts.

In 2002, Mr. Shorris came to Racine and met with interested community agencies and representatives from Carthage and other colleges. A steering

committee was formed to find the funding and hire the course director and faculty. After two years of hard work, the Racine Odyssey Project was born. The project is a true collaboration. “The Racine Odyssey Program is not meant to be owned by any institution. It’s a cooperative effort,” said David Steege, Carthage associate dean and steering committee member.

Carthage supports the program by providing stipends to participating Carthage professors. Professor Chris Renaud serves as course director and teaches art history. Other Carthage faculty includes Kevin Hermsberg, visiting assistant professor of Heritage studies and English; Karen Kehoe, Heritage instructor; and Elizabeth Oplatka, adjunct faculty in the Heritage program.

Students receive the same level of instruction one would expect from a first-rate college or university. “They study Kant, Plato, and Mill. They read *Macbeth* and *Antigone*. The material is not easy. It’s hardcore stuff,” Professor Renaud said. “The level of engagement is fascinating. Many rediscover a love of life and life of the mind that astonishes them.”

The Racine Odyssey Project has attracted single mothers, a person previously homeless, and Vietnam veterans. Asked about his experiences with the project, Gus said, “I was curious at first. Then when I met Chris Renaud, her enthusiasm just grabbed me. The whole process has been phenomenal.”

While the college credits are important, the students are not required to pursue a degree. “That’s not the main purpose of the program,” Mr. Steege said. “It is meant to show low-income people that they are capable academically. We’re teaching intellectual thinking and courage.” ❖

## Recent Grants

**Carroll College** – Carroll received a \$120,464 federal grant to support its Hispanic Health and Human Services program. **Carroll College** and **Wisconsin Lutheran College** each received \$10,000 from the Wisconsin Federation of Awareness of Geriatrics and Elderly Issues. Carroll students will pair with students of Avalon Square in Waukesha. WLC students will work with St. John’s Lutheran Church in Milwaukee. **Concordia University Wisconsin** – grants to physical therapy studies: \$10,000 from the Milwaukee Foundation for an exercise program for people with Parkinson’s disease; a Functional Magnetic Resonance Grant (\$20,472) from the United Cerebral Palsy Research and Educational Foundation.

**Lawrence University** – to Courtney Doucette, a Fulbright Scholar, a \$23,000 fellowship for a 10-month research program at the European University in St. Petersburg, Russia, on the impact of political regimes on how people understand their country’s past. Also, to Gina Bloom, assistant professor of English, \$40,000 Solmsen Fellowship and a \$4,000 fellowship from the Huntington Library to support her research on portrayals of boys in early modern dramas.

**Marian College** – \$120,000 for renovating and upgrading its Nursing Resource Center.

**Marquette University** – \$199,000 from the USDA Northeastern Area State and Private Forestry Program to plant 271 trees to beautify and unify the MU campus and downtown Milwaukee.

**Milwaukee Institute of Art & Design** – \$125,000 to the annual fund drive from Quad Graphics and the Marcus Corporation Foundation; the Herzfeld Foundation will add 50 percent to every new or increased contribution, for a potential total of up to \$500,000.

**Milwaukee School of Engineering** – \$40,000 to establish the Joy Griesbach Tescher College Endowment Scholarship for women students. Tescher was the first woman to serve as president of Milwaukee County Parks Commission and later helped initiate the campaign to incorporate Mequon into a city.

**Mount Mary College** – \$75,000 from the Greater Milwaukee Foundation for the college’s capital campaign, earmarked for the new Science, Technology and Campus Center.

**St. Norbert College** – \$5,000 donation from Bank One Foundation in Milwaukee to the English as a Second Language Institute. ❖

Announcing the  
2005 Guide to  
Admissions and  
Financial Aid



*Note: In order to highlight all twenty private colleges and universities in Wisconsin, the Independent follows a regular rotation featuring six or seven colleges in each quarterly issue. Each college or university appears in every third issue.*

## \$8 million donated for Northland College library, fine arts building



Northland ceramics student works on the pottery wheel.

“Northland College is on a roll,” reported the *Duluth News Tribune* in June after the college’s president, Dr. Karen Halbersleben, announced two donations from anonymous donors, totaling \$8 million. “These are the kinds of

announcements a college president dreams of making,” said Dr. Halbersleben when she informed the community of \$2 million for the fine arts building and \$6 million for library facilities.

“Author Norman Cousins said that the library represents the delivery room for the birth of ideas. We borrow from the knowledge of others to make our own extravagant connections about life and our world,” Dr. Halbersleben said.

Comprehensive planning for the best use of the gift began immediately, with the goal of providing Northland College students with state-of-the-art facilities, collections, and information services.

On the fine arts gift, Halbersleben said that the fine arts represent an indispensable part of a liberal education. “They are fundamental to an understanding of ourselves and the world. Yet, it is not just the campus that will benefit. The art gallery will add richness to the community as art exhibits offer the public an opportunity to view life through the lens of art,” she added.

Both of the buildings will reflect the best practices in sustainability for which the college has become known. Currently, the college uses solar panels, a wind generator, and a geothermal heating and cooling system. The college’s McLean Environmental Living and Learning Center is one of the most advanced eco-friendly residence halls in the world.

“We are so grateful to these two donors for their contributions to the

college’s mission,” Halbersleben said. “They recognize that Northland College represents an agent of positive change in today’s world. Our environmental liberal arts mission educates students to practice good stewardship of our world’s resources and to address future challenges in a sustainable fashion. The impact of these gifts reaches beyond the campus, the community, and the nation to our entire planet, as international students take best environmental practices back to their home countries.”

Halbersleben affirmed that the Northland board of trustees is committed to building a performing arts center. “A performing arts center will provide a cultural asset for the Chequamegon Bay area — one that we can all point to with pride. We will continue our efforts to fund this project,” said Halbersleben.

Northland has been recognized as a model environmental campus. It is a liberal arts college located in Ashland, Wisconsin, near the shores of Lake Superior. ❖

## MSOE welcomes largest fall enrollment yet for nursing program



MSOE nursing students train with the most up-to-date technology

MSOE’s School of Nursing is expanding its capacity in the face of a daunting nursing shortage. This is terrific news for the program, which began offering its first classes in fall 1995 and has been steadily growing. This fall, the School of Nursing welcomed a record number of new nursing students.

While many things are uncertain about the future of health care, one thing is the

same: the essential role of the nurse. With increases in the population of the elderly, prolonged survival of the chronically ill, and increasing use of technology in the health care field, the demand for highly qualified nurses — those with a bachelor’s degree or higher — continues to rise.

Many future nurses enter the field for the opportunity to help others. However, they soon find that the best care combines both compassion and the management of technology. That’s where MSOE comes in.

This changing nature of nursing was an important factor in MSOE’s decision to undertake nursing education, which fit well with MSOE’s laboratory-based education model. The advanced nursing laboratories, found exclusively at the university, have received high praise from many sources, particularly potential employers of graduates and the students themselves.

“MSOE nursing students are extremely competent in the real-world clinical setting because of the numerous

clinical experiences they have in their undergraduate course work,” said Sue Phonprasith, who transferred to MSOE from Northern Indiana University (NIU). “Also, the size of the classes are much smaller than my classes at NIU, which gives students individual attention.”

MSOE students’ extensive clinical laboratory experience combined with courses in computers, critical care nursing, and management principles prepare students to better understand not only patients’ treatments and health problems, but also the technology involved in today’s health care.

High school students interested in the nursing and health care fields are encouraged to participate in the Focus on Nursing program, held each summer at MSOE. This weeklong in-residence summer program gives prospective nursing students the opportunity to explore both MSOE’s campus and the field of nursing in greater depth and visit with faculty in their laboratories. ❖

## Beloit dancers earn top prize in international competition in Russia



Beloit dancers won the Grand Prix in Moscow and made many friends in the process.

In early June, Beloit College's Chelonia Dance Company, including 12 students under the direction of dance professors Chris Johnson and Margaret Rennerfeldt, won the top prize, the Laureate Grand Prix, at the seventh annual "Festival of Dance Collective: The Unity of Russia," an international youth dance festival in Moscow. Choreographer Johnson was also recognized with a special citation honoring her work "for examining universal human events,

in defense of peace, in defense of our future."

The highlight of the festival was the performance of "Wreath of Memories," a work choreographed by Johnson and inspired by the lives, artwork, and poetry of the children of the Terezin ghetto during the Holocaust. The work was informed by visits Johnson made to Auschwitz, a Nazi death camp in Poland.

Johnson and Rennerfeldt were invited to bring their choreography to the festival after a visit to Russia last year. They established connections with Renaissance Folk Dance Ensemble directors Irina and Alexander Sokolov, whose students collaborated with the Beloit students throughout the festival.

According to Modern Languages professor Donna Oliver, who accompanied the ensemble as translator and travel coordinator, "Our hosts voiced appreciation and praise for the artistic and aesthetic qualities of the dance. Jury members thanked Chris Johnson and

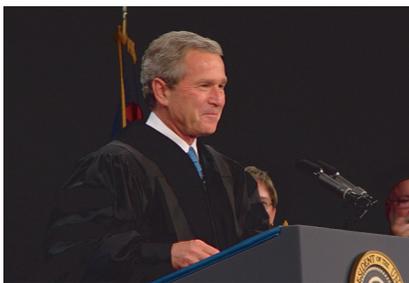
her troupe for showing them how they, as Russians, could take the horrors of WWII, given the tremendous loss of life sustained by the USSR, and present this subject in an appropriate and inspiring piece of art."

The response to the troupe was extremely positive. Many of the younger participants in the festival swarmed the Beloit students, asking for autographs and photographs. The response to "Wreath of Memories" was emotional for some, and many approached the dancers and choreographer afterwards to express how moved they were.

The students also met with modern dance choreographer Natasha Shirokova and made plans for her to teach a three-week class at Beloit in the fall. She will also bring her company of five dancers to perform in Beloit's International Performing Arts Series on September 26.

Learn more about Chris Johnson's dance, "Wreath of Memories," online at <http://www.beloit.edu/%7Ebelmag/>. ❖

## President Bush challenges Concordia graduates to use their talents



President George W. Bush became the first sitting U.S. president to address a college graduation in Wisconsin.

In a commencement speech that lasted just shy of 25 minutes, President George W. Bush challenged Concordia University Wisconsin graduates, their families, and guests to use their God-given gifts to help shape a more compassionate world.

"Each of you has gifts to offer, and I am confident you will use these gifts where they are needed," Bush told the graduates. "Never doubt that you can make a difference, because the call that comes to you is yours alone."

Nearly 5,000 people packed the R. John Buuck Field house May 14 to hear the nation's 43rd President, greeting him with a standing ovation as he took the stage.

Concordia was highly honored to have the President of the United States at its commencement, but it also took special steps to make sure the day was special for the real VIPs, the 479 graduates.

The event marked a whirlwind six weeks for university officials, who found out on April 1 that Bush had accepted an invitation from President Dr. Patrick T. Ferry to deliver the commencement address. New bleachers, air conditioning in the field house, a pond fountain, and extensive landscaping were all in place by graduation day.

Dr. Ferry along with nearly 125 other college and university presidents had the opportunity to meet Bush personally at a White House conference on faith-based initiatives.

Dr. Ferry formally asked Bush to give the commencement address earlier this year, which led to Bush's becoming the first sitting President to speak at any of Wisconsin's 20 private colleges or universities.

The president's address touched on abortion, stem-cell research, faith-based charity, and the war in Iraq. "At this hour," Bush noted, "our fellow citizens are sacrificing for the security and freedom of Afghanistan and Iraq. For the sake of peace, for the sake of security, we will stand for freedom."

Six members of the military received their degrees. When cameras panned those soldiers in full dress uniform prior to the beginning of commencement, the crowd broke out in thunderous applause.

CUW bestowed an honorary doctor of laws upon Bush, who proclaimed himself "a proud member of the Concordia University Wisconsin Class of 2004." ❖

## Marquette leads new national online teacher training partnership



Online learning answers the needs of both working people and the teacher shortage.

Marquette University's School of Education has teamed with Loyola University Chicago and St. Joseph's University, Philadelphia, to help them develop an online accelerated teacher certification program for adults who have a bachelor's degree and now want to become teachers. The effort is aimed at

stemming the national teacher shortage, particularly in math and science.

In May, the three universities launched a joint online master's degree teacher certification program, which was led and taught by Marquette faculty on the Marquette server. This allowed faculty from Loyola Chicago and St. Joseph's to observe the online instruction program and become familiar with the technology before hosting their own programs this fall. Marquette launched its own program in summer 2003.

Beginning in the fall 2004 semester, each university is hosting individual programs that incorporate online coursework and student teaching, culminating in teacher certification and a master's degree.

"The bottom line is that we have to get more highly trained teachers into the classroom," said Dr. Heidi Schweizer, associate professor in the School of Education and director of the Center for

Electronic Learning. "Loyola University Chicago and St. Joseph's University share our commitment to outstanding teacher education, and we are proud to partner with them in this effort to curb the teacher shortage that is stifling urban school districts across the nation."

Dr. Schweizer believes the online degree program will be a model for others states and universities to develop new ways to meet the requirements of the No Child Left Behind law.

Kate Geenan, a student in the program, is a working professional seeking a new career in education. Geenan was working for the Milwaukee Brewers in the minor league department. "As a working parent with two small children, the online format made graduate school a more accessible option for me," Geenan said.

This year's program goal is to recruit 35 teachers from each university with a minimum of 20 teachers of color. ❖

## High financial aid is the answer *Continued from page 1*

us. There will be an overall decline in the number of high school graduates later this decade, and an increase in the proportion of high school graduates who are low-income and minority. If we are to increase the number of bachelor's degrees, we need to encourage more low-income and minority students to attend college — and we're not doing a very good job now. The percentage of low-income students at Wisconsin's 4-year colleges and universities actually fell by nearly 6 percent between 1992 and 2001. How do we make higher education possible for more low-income and minority students?

Keeping tuition low is not the answer. Even though UW tuition is among the lowest in the Big Ten, the number of low-income students enrolled still dropped over the past few years. But Wisconsin's private colleges and universities serve slightly higher percentages of the neediest students, and slightly lower percentages of the richest students, than does the UW System, even though their higher tuition costs are not subsidized by state taxpayers. How can this be? The different results can be attributed to need-based

financial aid.

The average price for tuition and fees at WAICU-member private colleges or universities during the 2002–2003 academic year was \$16,977. At the same time, the average financial aid package was \$13,299, leaving net tuition costs of just \$3,678. (Students must pay room and board, but these costs are roughly comparable in the public and private sectors.) Grants, which do not have to be paid back, comprised three-quarters of the average private aid package — and 95 percent of full-time first-year private college students in Wisconsin that year received financial aid, the majority of which was provided by the institutions themselves.

Of the grant aid to private-sector students during the 2002–03 academic year, \$200 million, or 75 percent, was comprised of institutional/private aid. (Federal grants accounted for about 16 percent and state grants 9 percent.)

A new study by the Lumina Foundation underscores the crucial role of need-based grants in increasing enrollment in higher education. It notes that to maintain access

for low-income students, states must:

- Raise funding for need-based grants
- Provide a maximum need-based award equaling public tuition
- Raise state grants as tuition increases.

The report demonstrates that if these policies had been in effect in the 1990s, 1.2 million more students nationwide would have enrolled in college.

The amazing thing about need-based aid is not only that it encourages more low-income students to attend college, but that it actually costs taxpayers *less* than keeping tuition artificially low. If educational costs rose by \$1,000 per full-time-equivalent student, the state would have to expend \$1,000 per student to keep tuition at the previous level. But if the state allowed tuition to rise to the higher level, and devoted a fraction (one-quarter to one-half) of that amount to need-based financial aid, it would not affect enrollment by higher-income students (who can readily afford higher tuition), but would encourage lower-income students to enroll. Lumina notes, "Investing sufficiently in student grants represents an efficient use of tax dollars." ❖

## Triangle of influence — parents, students, guidance counselors

A survey of students and parents from eight private, religious high schools in five states yielded similar priorities between students and their parents with regard to college choice factors. To a surprising degree, students and parents concurred. The religious affiliation may account for parents' placing "religious atmosphere" at the top of their list. When that is taken into consideration, the main discrepancy between the lists disappears. Students and parents ranked the following criteria in order of importance.

### Students

1. academics
2. tuition costs
3. friendly atmosphere
4. availability of scholarships
5. financial aid
6. the type of degrees offered
7. if friends attend same school
8. security and safety on campus
9. reputation of the degree
10. location of the school
11. religious atmosphere
12. professors
13. reputation of school
14. social activity
15. weather
16. size
17. cultural diversity
18. marriage prospects
19. athletics

### Parents

1. religious atmosphere
2. academics
3. financial aid
4. tuition
5. security and safety
6. friendly atmosphere
7. reputation of the school
8. the degrees offered
9. scholarships
10. professors
11. reputation of degrees
12. if friends attend same school
13. location
14. social activity
15. marriage prospects
16. cultural diversity
17. size
18. weather
19. athletics

The researchers' data indicated that parents put a greater priority on physical security and marriage prospects than students. On the other hand, students and parents attached an equal level of importance to cultural diversity, a friendly atmosphere, whether or not the students' friends would be attending the same school, and the variety of social activities.

## Guidance Counselors

In each quarterly issue, *The Wisconsin Independent* provides information on events of interest to guidance counselors, as well as the latest research on financial aid and college attendance.

- **Wisconsin WEF Fairs, Fall 2004**

For a schedule, go to [www.wefs.org](http://www.wefs.org)

- **Free private-college workshops for guidance counselors, Fall 2004**

10:00 a.m. - 1:30 p.m.

Oct. 18 in Appleton

Oct. 22 in Madison

Nov. 1 in Milwaukee

- **Wisconsin Private College Fair  
Monday, November 1**

**Sheraton Milwaukee Brookfield**

6:30 - 8:30 p.m.

All WAICU-member private colleges and universities in Wisconsin will be represented.

[www.wisconsinmentor.org](http://www.wisconsinmentor.org)

an interactive college planning website

Questions?

Call 1-800-4-DEGREE

or contact us at [info@waicuweb.org](mailto:info@waicuweb.org)

It is well-known that parents play a vital role in college selection. However, recent studies indicate that parents themselves name guidance counselors as primary sources of advice as they help their children with the college application process. One counselor created a parent questionnaire so that he could work more effectively with the students:

1. What five words or phrases would you choose to describe your son/daughter?
2. Does your son/daughter enjoy being thrust into new situations with people, or does s/he prefer the familiar?
3. Do your child's grades reflect his/her abilities?
4. What non-academic offerings are important (e.g., Greek system, study-abroad, athletics, etc.)?
5. What services, if any, do you feel your son/daughter needs to support his or her learning (e.g., writing or math lab)?
6. Do you have specific colleges in mind for your child?
7. What major area(s) of study do you see your child pursuing?
8. Financial aid is \_\_ necessary \_\_ desirable but not necessary \_\_ not necessary.
9. Please indicate the colleges you would consider. Colleges:
  - a. Where admissions standards are: \_\_ very difficult \_\_ moderate \_\_ easy
  - b. In a location \_\_ to which one could commute from home \_\_ more than a one-hour drive from home \_\_ more than a four-hour drive from home \_\_ other
  - c. That are \_\_ large \_\_ medium \_\_ small
  - d. In a setting that is \_\_ urban \_\_ suburban \_\_ rural. ❖

## President's Letter Continued from page 1



Dr. Rolf Wegenke  
WAICU President

taking on additional debt and would forgo college rather than borrow. Second, this strategy ignores the laws of economics. The median family income in Minnesota is \$15,000 higher than Wisconsin's (\$60,000 vs. \$45,000). A college graduate with \$15,000 in debt (close to the Wisconsin average) whose loan would be forgiven over five working years would still be \$60,000 ahead by moving to Minnesota

rather than taking out a forgivable loan.

3. Forget about the knowledge economy and concentrate on the manufacturing section. This wrong answer betrays a fundamental misunderstanding of today's manufacturers. For example, Quad Graphics employs over 500 chemists, engineers, and other professionals requiring college degrees. This number is in addition to their thousands of printers, many of whom trained at a Wisconsin technical college. Every job in the state including those in the hospitality, construction, and agricultural industries is related to knowledge workers.

Like many wrong answers, these were advanced with the best of intentions. There are no villains here. But rather than focusing on blame, Wisconsin needs to unite on a solution.

The Lumina Foundation's new study indicates that access for all students can best be achieved through increasing the funding for need-based grants and allowing public tuition to rise to keep quality and capacity at the fore. (See article in this issue.)

In my youth, the slogan was "power to the people." The solution to Wisconsin's college crisis is also to be found in investing in people — financial aid to low- and moderate-income Wisconsin students attending Wisconsin colleges and universities is the right answer.

Sincerely,

Rolf Wegenke, Ph.D.  
President

## New presidents on WAICU campuses

**Dr. George F. Arnold** has been named the new president of **Silver Lake College**. He was formerly vice president for academic affairs and academic dean at Monmouth College (Illinois).

**Dr. Jill Beck** assumed the duties of president at **Lawrence University** on July 1. Dr. Beck was previously head of the School of the Arts at University of California-Irvine.

**Dr. Daniel Carey** has been named the new president of **Edgewood College**. Dr. Carey was most recently president of Benedictine College in Kansas.

**Dr. Mary Meehan** has assumed the duties of president at **Alverno College**. She previously served as executive vice president for administration at Seton Hall (New Jersey).

## – WAICU BULLETIN BOARD –

**EDUCATIONAL COLLABORATIONS – Marquette University** and the Waukesha County Technical College in Pewaukee together received a \$700,000 congressional award to improve minority recruitment into nursing and engineering programs.

**PROGRAMS – Mount Mary College** and the Trinity Foundation Fund, administered by the Greater Milwaukee Foundation, will partner to provide higher education for young women from low socioeconomic backgrounds. The program will include a three-part college preparatory program for high school students and a one-year campus satellite program followed by degree completion at Mount Mary's main campus . . . **Marian College** now offers an accelerated bachelor of science in nursing program in Kenosha for registered nurses who have a diploma or an associate degree in nursing. The two-year sequence is formatted for the working R.N.

**KUDOS –** The National At-Risk Education Network Wisconsin Chapter honored **Marian College** professor **Dr. Anthony Dallmann-Jones** for his service to at-risk youth . . . **Martha Hemwall**, dean of student academic services at **Lawrence University**, has been named the 2004 recipient of the Service to Commission Award presented by the Small Colleges and Universities Commission as part of the National Academic Advising Association's national awards program . . . The **St. Norbert College** education department's "Learning in the Middle" program has been designated a Program of Distinction

by the Wisconsin PK-16 Leadership Council . . . Among those winning 2004 Promising Practices Awards from the PK-16 Council were Future Designers and the Milwaukee Public School Design Project, created by the **Milwaukee Institute of Art and Design**; the Southeastern Wisconsin Assessment Collaborative, run by **Alverno College**; and the Finance Youth Apprentice consortium, which includes **Viterbo University** . . . **Dr. Robert C. Helmer**, former teaching fellow and lecturer at **Marquette University**, has been appointed the seventh president of Lourdes College in Ohio . . . Governor Doyle signed Nick's Law legislation to create a cancer drug repository that will accept donations of unopened medical supplies when no longer needed by a cancer patient. The signing took place on the **Carthage** campus . . . Four **Ripon College** students have received McNair fellowships. The McNair program encourages first-generation, lower-income, and underrepresented undergraduate students to consider careers in higher education and/or doctoral study. The winners are **Lisa Maisonneuve**, who will do educational sociology research; **Rose McNulty**, who will research 20th century American authors; **Nate Polum**, who will do research in anthropology, and **Jenny Reese**, who will do research in sociology . . . **Mark Gaber**, a double major in political science and international economics at **St. Norbert College**, was selected as a recipient of the 2004 Harry S. Truman Scholarship, the only student in Wisconsin to receive a Truman Scholarship . . . **St. Norbert College**

*continued on page 8*

**The Wisconsin Independent**  
Vol. 36, No. 3, Fall 2004

Rolf Wegenke, Ph.D.  
President  
Mari McCarty, Ph.D.  
VP for Research and Information, Editor  
Paul Nelson  
VP for Public Policy  
Rodney Opsal  
VP for Administrative Services  
Tom Sanew  
VP for Purchasing  
Deborah Holbrook  
VP for Communications, Editor

*The Wisconsin Independent* is published quarterly by the Wisconsin Association of Independent Colleges and Universities (WAICU). To be placed on the mailing list without charge, contact:  
WAICU  
122 W. Washington Avenue, Suite 700  
Madison, WI 53703-2718  
608/256-7761, fax 608-256-7065  
mail@waicuweb.org

For more information, call 1-800-4-DEGREE or visit [www.wisconsinmentor.org](http://www.wisconsinmentor.org).

**Bulletin Board** *continued from page 7*

student **Lisa Aldrich** has been selected for a Fulbright Award. She will teach in Greven, Germany . . . **Beloit College** 2004 graduate Nana Sarkoah Fenny has been awarded a Jack Kent Cooke Scholarship, which amounts to as much as \$300,000. She began work on her M.D. at the University of Chicago this fall . . . **St. Norbert College's** Human Resources Games team captured their second straight North Central Region HR Games crown and represented the region at the nationals in June . . . **Jennifer Howe-Prestby** and **Rosaleen Duggan**, both graduates of **Marquette University**, and **Gail Scott**, a graduate of **Marian College**, were named Nurses of the Year for 2004 in the *Milwaukee Journal Sentinel* . . . **Kuo-Ming Sung**, professor of Chinese and Japanese, is the now vice president of the Northeast Wisconsin Chinese Association. **Daniel J. Taylor**, professor of classics, is the newly elected president of the North American Association for the History of the Language Sciences. Professors **Mark**

**Frazier**, associate professor of government, and **Gustavo Fares**, associate professor of Spanish, were awarded research and teaching fellowships respectively by the Fulbright Scholar Program. **Peter Glick**, professor of psychology, has been elected a Fellow in the American Psychological Society – all from **Lawrence University** . . . **St. Norbert College** won the 2003-2004 Midwest Conference's Men's and Women's All-Sports trophies . . . **Debra McKinney, Marian College's** director of financial aid, has been named to the Wisconsin Higher Educational Aids Board . . . **Dr. Richard Warch**, retired president of Lawrence University, has been appointed to the Wisconsin state Ethics Board . . . **Dr. Rolf Wegenke**, president of WAICU, has been named to the executive committee of the Midwest Higher Education Compact . . . **Dr. Mari McCarty**, senior vice president of WAICU, has been named to the board of Wisconsin Women in Higher Education Leadership. ❖

—Virginia Gildersleeve  
Dean Emeritus  
Barnard College  
1954

*“The ability to think straight,  
some knowledge of the past,  
some vision of the future,  
some skill to do useful service,  
some urge to fit that service  
into the well-being of the  
community — these are the  
most vital things education  
must try to produce.”*

**Address Service Requested**

122 W. Washington Avenue, Suite 700  
Madison, WI 53703-2718

Non-Profit  
U.S. Postage  
**PAID**  
Permit #1508  
Madison, WI