

THE *Wisconsin* INDEPENDENT

Spring 2006

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

Vol. 38 No. 1

President's Letter

**"Please, sir,
I want some more"**

Dear Friends,

This issue of the *Independent* features the many programs WAICU administers to promote student access to higher education. WAICU is not new to student outreach, having been in the "admissions business" since 1978.

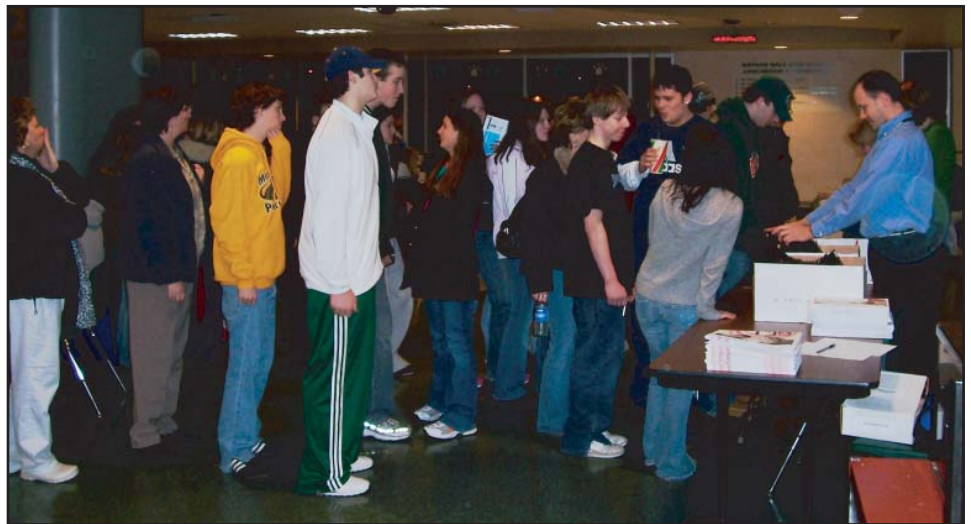
Many of the faithful readers of the *Independent* are aware of the regular features for guidance counselors in this publication. However, you may be unaware of the *WisconsinMentor.org* website, *Guide to Admissions and Financial Aid*, School Counselor Workshops, *College Visit Opportunities*, Private College Fairs, Private College Week, College Seminar Tours, or Wisconsin Education Fairs. WAICU initiatives for student access reach more than 200,000 potential students and their families and counselors each year.

Those who do know about these programs may wonder why WAICU, for parts of three decades, has given priority to reaching out to these young and not-so-young people. WAICU's 20 members already enroll more than 56,000 students—a 50 percent increase since 1987.

There are two primary reasons. The first is obvious: A new crop of students comes along every year. They will not learn about Wisconsin's private colleges until they are "ready to hear."

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Wisconsin's private colleges and universities working together to advance educational opportunity



Students, students, everywhere. High school juniors line up for their packets containing information on the college application process, standardized test preparation, and high school planning. High school counselors across the state regularly conduct these informational sessions, and WAICU regularly sends a representative to discuss educational opportunity with the students and their parents. This picture was taken at Nathan Hale High School in West Allis.

Wisconsin and the United States are facing a crisis in higher education. Students are not obtaining access to higher education in the numbers we need to be competitive in the knowledge economy.

For decades WAICU has administered college access programs, which have worked extraordinarily well, but, as President Wegenke details in his adjacent letter, for the sake of every citizen in

Wisconsin, we are planning to go beyond the extraordinary.

• **WisconsinMentor.org:** WAICU's interactive website for prospective students and their counselors, was launched in 1999. The site received more than 8 million "hits" last year. More important, 8,878 visitors set up new accounts, and 6,085 completed applications to Wisconsin's private colleges. As early *continued on page 6*

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

The Natural Step founder comes to Northland



Dr. Karl-Henrik Robert,
founder of The Natural Step

Sustainability guru and founder of The Natural Step, Dr. Karl-Henrik Robert, visited Northland College and worked with staff, students, faculty, and community members on how to implement The Natural Step.

Created 16 years ago by Dr. Robert, The Natural Step is a model for economic and ecological survival. The Chequamegon Bay region is one of four areas in the nation adopting The Natural Step, and companies such as IKEA, Nike, and McDonalds have adopted practices used in this model. Regionally, Washburn and Ashland city councils, along with Northland College, have committed to integrating The Natural Step into their comprehensive plan.

The fundamental goal of The Natural Step is to stimulate economic development while living within our natural environment. Dr. Robert believes we are in reverse evolution. “We are approaching the republic of insects and grass,” he said. “The gap between the haves and have-nots is growing. This is not sustainable.”

Four fundamental guidelines can be used by those wishing to reduce their ecological imprint: reduce dependence on fossil fuels and extracted underground

metals and minerals; reduce dependence on chemicals and other manufactured substances that accumulate in nature; reduce dependence on activities that harm life-sustaining ecosystems; and meet the hierarchy of present and future human needs fairly and efficiently.

Dr. Robert believes that adopting this plan has influenced countless individuals, governments, universities, and companies to consider the fate of the earth in their operations. “It is a quest for survival. We need to be sustainable.”

During his time at Northland College, Dr. Robert presented a workshop for faculty, staff, and community members to learn more about being sustainable in their community. About 100 people participated in the workshop, including the mayors of Ashland and Washburn.

Hundreds of community members and Northland College students attended the free evening lecture, which focused more on how The Natural Step came to be and what individuals can do to make a difference. Some suggestions included making sustainable decisions such as buying organic produce. Other tips included educating oneself and sharing that knowledge with others and making sustainability a priority. Dr. Robert said the key to making this work is to have organizations step back and look at the big picture. “The details don’t make sense until we understand the whole system.”

The presentation was part of The William P. Van Evera lectureship, which honors the love of nature of its namesake as he experienced it on the Brule River. Van Evera was a prominent Duluth lawyer who sought to bridge teaching and research with application and action. ❖

Josefina Baltodano, J.D.

The new president of Marian College in Fond du Lac will be Josefina Castillo Baltodano, who is currently executive vice president for strategic planning and advancement at Alliant International University in California. She is a graduate of the University of Wisconsin-Oshkosh and earned a law degree from the University of California-San Francisco.

Linda Timm, Ph.D.

The new president of Mount Mary College will be Dr. Linda Timm, who is currently vice president for student affairs at Saint Mary’s College in Indiana. She holds a bachelor’s, master’s in education, and Ph.D. from Illinois State University.

What others are saying

“Investing in a college degree has a better return than playing the stock market, and it results in higher wages for everyone in a community. A University of Arizona study found putting money into a four-year college education results in \$1 million more earned over one’s lifetime, compared with people who have a high school education. The rate of return on the money spent to earn a bachelor’s degree is 12 percent per year, compared with the long-run average annual return on stocks of 7 percent.”

ASU study: College better investment than stock market
By John Yantis, *Tribune*, October 25, 2005

Miller Upton (1918-2005)

Miller Upton, sixth president of Beloit College and the architect of the Beloit Plan of year-round education that drew national attention in the 1960s, passed away on December 19, 2005 at his home in Fontana, Wisconsin. He was 88. The New Orleans native was named president of Beloit in 1954 and served in that post for 21 years.

Wisconsin Private College Week July 10–15, 2006

Receive a waiver of application fees at any campus you visit! For details, call 1-800-4-DEGREE or visit www.goindpendent.org.

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

Carthage students find leadership, self-awareness are part of the quest



Crossing the Apple River and forming a supply chain became morning rituals for Character Quest participants.

One of Carthage College's main goals is to produce citizens who are actively engaged in their communities—in effect, to develop tomorrow's leaders.

Part of this is an ongoing effort at character and leadership development. One dramatic example is Character Quest, a specially developed experiential learning program. Each summer, a group of students, chosen by the Dean of Students office, goes to a wooded wilderness in northwestern Illinois for a four-day program intended to build

leadership, character, and teamwork. During the academic year, Character Quest participants meet monthly to maintain communication with each other.

"We look for active leaders on campus, or those with the potential to be leaders, whose involvement will benefit not only them, but the larger campus community," said Dean of Students Brad Andrews. "One of the things we know employers and communities look for from Carthage graduates is leadership."

During the four days, this summer's 18 participants were divided into three teams of six students each.

Student participants have judged the experience to be invaluable.

"A lot of what society preaches today is self-sufficiency. It's all about you," said group leader and Carthage graduate Dean Matthews. But, he added, "You have to learn what a team is before you can lead."

Character Quest "forces you to rely on each other," said senior Jackie Doyon, a sorority president. "I don't think we could have been successful as individuals.

I wouldn't have taken two steps into the woods by myself."

"A lot of times we didn't know exactly what was going on, but we had to persevere and lean on each other," said senior Mark Schmidt. "You're not always given all the answers in life."

Panhellenic Council vice president Beth Gattolin, another senior, said her experience helped her learn not to try to control everything. "I feel I know my limitations, can ask other people for help, and can trust people more," Beth said.

Sorority president Jen Rave, a senior, said the experience was about gaining confidence and imparting it to others.

The program is modeled after the U.S. Army Rangers training program. Participants camp out, eat MRE rations, and conduct Ranger-style missions.

"Whether they learn how to do Ranger missions, we don't care," Matthews said. "It's a training vehicle (because) they have to learn from the ground up about leadership and character. ❖"

Concordia moves heaven and earth to restore Lake Michigan front



Bluff restoration project to educate students and benefit the community is right on track

Following nearly five years of research and planning, massive earth movers and bulldozers arrived on Concordia University Wisconsin's campus last June to begin the ambitious \$8-million bluff restoration project.

The Lakeshore Environmental Enhancement & Education Project (LEEEP) is intended to significantly reduce future erosion, restore or create an aquatic wildlife habitat, and provide

pedestrian access to the lake for recreational and educational purposes.

When winter weather set in, effectively suspending construction, nearly 350,000 cubic yards of material had been removed from the 135-foot high bluff. Stone placement had begun on the water's edge, and initial sidewalk, switchback, and amphitheatre excavation was completed. Two-thirds of the work was completed by mid-October. Most of the landscaping on the bluff will be planted this spring.

"Thanks to some really nice weather, the project is moving along at a quick pace," said Bill Brose, project engineer of JJR environmental engineering firm in Madison. "That helped tremendously in the development of the coastal wetland, perched wetland, and beach."

A scaled-down model of the Concordia plan was tested against simulated wind and waves at Queen's University in Kingston, Ontario.

Since moving to the Mequon campus from Milwaukee's near west side in 1983,

Concordia had lost approximately five acres of land from its half-mile lake bluff shoreline. Its restoration is by far the most ambitious capital improvement CUW has undertaken.

Not only will Concordia students and faculty benefit from being able to do aquatic research, but area elementary school children teachers will also be able to enjoy environmental study field trips.

Limited public access for the walking paths and beach will be instituted shortly after the expected July 2006 completion date. Daily passes will need to be shown at a guard house before accessing any of the walkways to the beach. Swimming, canoeing, and kayaking will be permitted, but engine-powered watercraft will not be allowed.

Thus far, the university's fund-raising campaign, "Renewed By The Waters," has raised nearly \$6 million, including an anonymous \$2-million gift and two anonymous \$1-million gifts. ❖

Marquette prepares for a global society, partners with Chinese institute



President of Marquette University Father Robert Wild and a representative of Beijing Institute of Technology sign the memorandum of understanding between the two universities.

Marquette University has increased educational partnerships and curriculum offerings that prepare its students to live and work in a global society. With support from local and state officials and business leaders, Marquette's growing international emphasis further enhances the position of the Milwaukee area in global commerce and leadership.

The American Association of Colleges and Universities recently

selected Marquette as one of 16 institutions nationwide to participate in a two-year project to enhance global learning. "Shared Futures: Global Learning and Social Responsibility" will encourage faculty members to share their scholarship in the areas of diversity, identity, citizenship, and responsible action, making global understanding a more central part of the curriculum.

"As part of the AACU project, five groups of faculty from multiple disciplines will meet regularly to share their knowledge about such global learning themes as universal human rights, sustainable development, and wealth and values," said Dr. Peggy Bloom, vice provost for teaching and undergraduate programs at Marquette.

Officials from the Beijing Institute of Technology, one of China's premier educational institutions, traveled to Marquette in December 2005 to sign a memorandum of understanding

formalizing research collaborations and faculty and student exchanges between the two universities.

"Our educational philosophy at Marquette has always been premised on a panoramic view of the world, but today the stakes are even higher. Today's students must not only engage the world, they must truly be citizens of the world," said Marquette President Rev. Robert Wild, S.J.

Milwaukee Mayor Tom Barrett and leaders from the Metropolitan Milwaukee Association of Commerce were present at the signing to show support for the significant impact educational partnerships can have for emerging business opportunities in Asia.

"We intend the Marquette experience to be transformational, preparing students to better society. In today's world that means building global and multicultural relationships and competencies," Marquette Provost Madeline Wake said. ❖

Beloit attains top ranking in undergraduate anthropology programs

Shannon Fie, assistant professor of anthropology at Beloit, shows undergraduate students an artifact from the collections of the Logan Museum of Anthropology.



Beloit College has been known for more than a century as a leader in the field of anthropology. A strong department, field schools and expeditions, and the world-famous Logan Museum of Anthropology have contributed to the college's reputation. But exactly how strong it is has now been measured in relation to other undergraduate programs, and Beloit comes out as a national leader.

"One way to assess Beloit's quality in anthropology is to look at the

number of our graduates who earn a Ph.D. degree in the field," said William Green, director of the Logan Museum of Anthropology. "More students who earned anthropology Ph.D.s from 1966 through 2003 graduated from Beloit College than from any other four-year liberal arts college."

"Using this metric, Beloit is the highest ranking school of its kind. It is the only college in the top 13 private schools with no graduate program or connection to a larger university. It also outranks larger schools, including Princeton, Dartmouth, Oberlin, and Washington University."

This ranking uses actual numbers of graduates who received Ph.D. degrees, uncorrected for sizes of graduating classes. Adjusting the numbers to reflect class size would vault Beloit College even further above the Ivy League universities.

Anthropology department chair Nancy Krusko notes, "Beloit's rank in

relation to the Associated Colleges of the Midwest also is dramatic. Excluding the University of Chicago, Beloit produced nearly one-third of the ACM graduates who received anthropology Ph.D. degrees in that period."

"Certainly the museum has played a major role, as have field schools and teacher mentors," said Beloit College President John E. Burris. "While Beloit's reputation in anthropology attracted many prospective students, some students only discovered their interest and passions after arriving.

"Beloit believes in anthropology's value for helping to understand humanity. Beloit works to inspire passionate and lifelong engagement in anthropology among its students, faculty, staff, broader academic and museum communities, and the public. While celebrating the Ph.D. numbers, we intend to build on our success and do even better in the future, with the support of alumni and other friends." ❖

MSOE's grant brings molecular modelling to high school teachers



Teachers in the MSOE summer course "Genes, Schemes and Molecular Machines" explore how physical models of molecular structures can be used along with computer visualization tools to make the molecular world real for their students. The teachers are (left to right) Randy Dix, Gail Ishimoto, and Nighat Kokan.

Avian flu. SARS. Anthrax. Though they are in the news, there hasn't been an easy way to study them in the classroom—until now. A \$1.3 million grant awarded to Milwaukee School of Engineering (MSOE) will fund an expanded program designed to bring the world of molecular science to high school teachers and their students.

Explaining the role of basic and clinical

research in developing new treatments of human diseases in terms that high school science teachers can use with their students is one goal of the project.

"There's an urgent need for new science education outreach programs that introduce students to the excitement of the molecular biosciences when they are making initial career decisions," said Dr. Timothy Herman, director of MSOE's Center for BioMolecular Modeling (CBM), which received the grant.

The grant builds on an extensive two-week summer program at MSOE called "Genes, Schemes and Molecular Machines." The new funding allows teachers to return the summer following their training to help develop a curriculum, which eventually could be used as a national model. More than 200 teachers from across the United States have already participated in this innovative program.

"This new grant allows us to extend Genes, Schemes and Molecular Machines into curriculum development, working with teachers who have had at least one

year of experience working with SMART [Students Modeling A Research Topic] Teams," added Dr. Herman. "Teachers will work together and with staff at MSOE, developing a curriculum. Each curriculum—designed around the use of physical models of molecular structures that students will use in an inquiry-driven way to explore the molecular world—will focus on a current human health issue such as bird flu, SARS, sickle cell anemia, or Alzheimer's. Researchers are confident that consistent support from NIH will lead to new treatments for the diseases."

In addition to training teachers to teach using innovative physical models and computer visualization tools, a SMART Team program exposes teachers and their students to the "real world of science" as they work with local research laboratories to create physical models of the protein being investigated in those labs.

The program is supported by a Science Education Partnership Award (SEPA) from the National Center for Research Resources. ❖

Private college journalists take honors



Edgewood College students Brianna Donovan (left) and Katjusa Cisar were honored at the Wisconsin Newspaper Association Convention held in Stevens Point in February. Their newspaper *On the Edge* won a First Place Award in investigative reporting and a Certificate of Merit in general reporting. Stephanie Chacharon (below, on right) from Ripon College participated in the college journalist résumé review sessions. Students with aspirations in journalism had their work and resumes reviewed by a professional journalist, in this case Pat Rasmussen of *Kewaunee County* newspapers. The Ripon College newspaper *College Days* received Certificate of Merit Awards in general reporting and investigative reporting, and Viterbo University's *Lumen* received a Certificate of Merit Award in general reporting as well. WAICU enables the participation of private college and university journalists through the Wisconsin Newspaper Association Partners program. This is one more way that WAICU provides educational opportunity for students.



Wisconsin Education Fair Schedule

Week 1: Sept. 18-22

Rice Lake	Sept. 18, 9-11 a.m.
Ashland	Sept. 19, 9-11 a.m.
Minocqua	Sept. 20, 9-11 a.m.
Wausau	Sept. 20, 6:30-8:30 p.m.
Wausau	Sept. 21, 9-11 a.m.
WI Rapids	Sept. 21, 6:30-8:30 p.m.
WI Rapids	Sept. 22, 9-11 a.m.

Week 2: Sept. 25-29

Fond du Lac	Sept. 25, 9-11 a.m.
Cleveland	Sept. 25, 6:30-8:30 p.m.
Cleveland	Sept. 26, 9-11 a.m.
Menasha	Sept. 26, 6:30-8:30 p.m.
De Pere	Sept. 27, 9-11 a.m.
De Pere	Sept. 27, 6:30-8:30 p.m.
Marinette	Sept. 28, 9-11 a.m.
Oshkosh	Sept. 29, 9-11 a.m. *

*new site for 2006

Week 3: Oct. 2-6:

Platteville	Oct. 2, 9-11 a.m.
La Crosse	Oct. 3, 9:20-1:05
Eau Claire	Oct. 3, 6:30-8:30 p.m.
Eau Claire	Oct. 4, 9-11 a.m.
Richland Ctr	Oct. 5, 9-11 a.m.

Week 4: Oct. 9-13

Franklin	Oct. 9, 6:30-8:30 p.m.
Kenosha	Oct. 10, 9-11 a.m.
Janesville	Oct. 10, 6:30-8:30 p.m.
Whitewater	Oct. 11, 9-11 a.m.
Hartland	Oct. 11, 6:30-8:30 p.m.
Verona	Oct. 12, 9-11 a.m.
Verona	- Oct. 12, 6:30-8:30 p.m.

WAICU provides resources for college-bound students

continued from page 1

as middle school, students can determine which coursework they will need to take to qualify for different college application requirements and degree programs. On WisconsinMentor, they receive prompts to take these courses and also sign up for the appropriate standardized tests. Motivating congratulatory notes pop up when the students pass different milestones. In addition, students can sort and investigate their college choices by major, location, size, and more. Students can also apply for admission and financial aid online. The newest feature of WisconsinMentor is free ACT and SAT test preparation, a welcome addition for students unable to afford costly alternatives. In the last several years, *WisconsinMentor.org* has been supported by a generous grant from Great Lakes Higher Education Corporation.

• **Guide to Admissions and Financial Aid:** WAICU has published the annual guide to admissions and financial aid since 1978. Far from being replaced in the paperless society, WAICU's *Guide* continues to be much in demand. A poster depicting available majors and degrees at WAICU colleges and universities is also produced for each counselor office. The annual *Guide* reached 120,000 Wisconsin students this year. In addition to profiling each college and university, the *Guide* provides valuable information on the college application process and on financial aid. High school students and counselors contribute to the design/redesign of each annual edition of the *Guide*, ensuring information is both up to date and needed. The Great Lakes Higher Education Corporation has also provided support for this project.

• **School Counselor Workshops:** WAICU organizes four school counselor workshops a year. Counselors are

provided with the latest updates on college admissions and financial aid in general, plus news from the WAICU colleges and universities. Six sessions are conducted during which counselors have appointments with individual college admissions representatives from the institutions that they would most like to speak with. Response to the counselor workshops has been very positive, and the admissions representatives themselves highly value the chance to develop one-to-one relationships with the high school counselors.

• **College Seminar Tour:** Each summer Marian College with the sponsorship of WAICU and the Wisconsin Association of College Admissions Counselors (WACAC), organizes a College Seminar Tour for counselors to visit colleges and universities in Wisconsin and Minnesota. The College Seminar Tour is DPI-approved for three graduate credits. This summer it will take place from June 18 to June 23. Call 920-923-7650 or email cst@mariancollege.edu for more information.

• **Campus Visit Opportunities:** WAICU compiles, prints, and posts on our www.waicu.org website Campus Visit Opportunities, which lists open house and other campus visit dates for each WAICU college and university. Each institution holds scheduled open houses and tours, which this brochure publicizes. Visiting a campus is indispensable for a student to visualize him- or herself there, especially if the college experience is new to the family. Many school counselors across the state post this information and/or forward it to their students.

• **Private College Week:** Private College Week is held the second full week in July and features joint open houses by WAICU's member colleges

and universities including special programming on preparation and financial aid. Application fees are waived for students at each campus that they visit. Alarming, many Wisconsin families tend to select a college without visiting first. The result is good neither for the student nor the institution. The challenge is to make more Wisconsin families aware of this summer opportunity. While it is always encouraged to visit during the academic year, during Private College Week the potential applicant has the undivided attention of the admissions and financial aid staff and receives programming tailored to his or her needs. In Summer 2005, Private College Week drew more students than ever before.

• **Private College "Nights and Days":** High schools from Racine to Ashland hold evening programs for the "college interested" and their parents. WAICU staff presents substantive information on admissions and financial aid at as many as of these as they can and arranges representation at many more.

• **Private College Fairs:** Private College Fairs are evening events held annually in the Milwaukee area. They provide an opportunity for students and their parents to interact individually with college admissions department representatives and attend workshops on financial aid. Each year this event grows and the exposure to low-income and minority students is especially enhanced.

• **Wisconsin Education Fairs:** WEFs take place around the state every year. The 27 fairs include the UW, technical colleges, career schools, the military, and apprenticeship programs, adding up to more than 100 presenters. Many attendees find the WEFs overwhelming. A WAICU staff member helps them get the most out of these events. ❖

School Counselors

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

'Please, sir, I want some more' *continued from page 1*



Second, the United States and Wisconsin in particular are falling behind educationally. *Fortune Magazine* points out that China, India, and others "are turning out large

numbers of well-educated young people fully qualified to work in an information-based economy. [In 2005] China will produce about 3.3 million college graduates, India 3.1 million (all of them English speaking), the U.S. just 1.3 million. In engineering, China's graduates will number over 600,000, India's 350,000, America's only about 70,000."

And the story in Wisconsin is particularly bleak. In a national ranking of the percent of college degrees in each state's population, Wisconsin fell from 32nd to 36th place in just one year. Projections are that it will get worse for Wisconsin before it gets better. There will be an overall decline in the number of high school graduates later this decade. The only growth will be in low-income populations and among minority groups. The percentage of low-income students

among the 56,000 students at WAICU members is higher than the percentage at UW schools. In absolute numbers, WAICU members enroll 1,096 more low-income students than a decade ago, while the UW enrolls 5,158 fewer. A decade ago, 30 of every 100 Wisconsin minority-group citizens, age 18-24, went on to postsecondary education. Today it is only 16 out of 100.

Part of Wisconsin's problem is that the state lags the Midwest in providing state aid to qualified college students who need it. Ever since its founding, WAICU has made advancing educational opportunity its primary mission. This is the reason our members annually raise and distribute over \$216 million in privately funded student aid.

Clearly **more** outreach needs to be done. Too many Wisconsin students and their families do not believe that a college education is for them. A Sallie Mae poll showed that lower-income families and minorities, who most need information about financial aid and college accessibility, have the least information about how to pay for higher education. The survey found that knowledge about

financial aid is a key predictor of whether a young adult is likely to pursue a college degree.

WAICU has set a goal to double the number of potential students that we reach. The phrase, "Please, sir, I want some more," is from Charles Dickens' *Oliver Twist*. The Victorian-era orphan wanted more gruel because he was poor; we want more students to keep Wisconsin from becoming poor.

Without operating support from the taxpayers, WAICU members work together to advance educational opportunity—not for ourselves, but for the students and for all the people of Wisconsin.

Sincerely,

Rolf Wegenke, Ph.D.
President

– WAICU BULLETIN BOARD –

KUDOS – **Jody M. Roy**, associate professor of communication at **Ripon College**, was named a 2005 U.S. Professor of the Year by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education . . .

Lakeland College writing professor **Karl Elder**'s "Mead: Twenty-six Abecedariums" has been nominated for the Pulitzer Prize in poetry . . . "Conversations from **St. Norbert College**," hosted by Academic Vice President **Michael Marsden**, won the Award of Distinction in the Cable TV/Educational Program category of The Communicator Awards 2005 Video Competition for an entry featuring former Packers coach Mike Sherman and **Fr. Jim Baraniak**, pastor of the college . . . **Marquette**'s First-year English Program has been awarded the Conference on College Composition and Communication's Writing Program Certificate of Excellence.

APPOINTMENTS – **Dr. Rolf Wegenke**, president of WAICU, has been appointed to the Board of Directors of the Wisconsin Council for Academically Talented Youth (WCATY) and elected chair of the

National Association of Independent Colleges and Universities State Executives (NAICUSE) . . . **Sara Beth Holman**, director of financial aid at **Lawrence University**, has been elected president of the Wisconsin Association of Student Financial Aid Administrators.

GRANTS – In an effort led by the **Viterbo University** Board of Trustees, more than \$300,000 was raised in less than two months to endow a scholarship in honor of outgoing university president **Dr. William J. Medland** . . . The Wisconsin Department of Public Instruction has renewed the second year of a grant of \$82,217 to support a Milwaukee Public School/**Alverno College** collaborative teacher development plan. **Alverno** also received a grant from the Herzfeld Foundation to support working with Milwaukee public and private K-12 schools that participate in the Southeastern Wisconsin Assessment Collaborative (SEWAC) . . . **Lawrence University**'s **Bart De Stasio**, associate professor of biology, is co-recipient with **David Hall**, assistant professor of chemistry, of a grant from the National Science Foundation for a *continued on page 8*

The Wisconsin Independent
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- Rolf Wegenke, Ph.D.
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project titled "Acquisition of Real-Time Thermocycler and Digital Imager for Interdisciplinary Research in Northeast Wisconsin." **Beth De Stasio**, associate professor of biology at Lawrence, was awarded a grant by the National Institutes of Health to fund student/faculty collaborative research. Lawrence has also been awarded a \$100,000 grant by the Teagle Foundation to support an assessment study of its postdoctoral fellows teaching program . . . **Marquette University** was selected to oversee the conferral of the 2005 Opus Prize. The prize was awarded to the Reach Education Assistance Program, a system of 500 literacy centers for children in poverty in Bombay, India. . . **St. Norbert College** assistant professor of anthropology **Sabine Hyland**, received a National Endowment for the Humanities fellowship to write a history of the Chanka people, an indigenous group in the Peruvian Andes. Also, the IFSA (Institute for Study Abroad)

Foundation has granted St. Norbert \$39,540 to assist St. Norbert students studying abroad with incidental costs . . . Wisconsin Secretary of Tourism Jim Holperin presented a \$40,000 state grant to **Beloit College** for its International Film Festival.

PROGRAMS – Beloit College President John Burris attended the U.S. University Presidents Summit on International Education, held in January in Washington, D.C. and co-hosted by Secretary of State Condoleezza Rice and Secretary of Education Margaret Spellings. The summit focused on the importance of international education to the national interest . . . **Silver Lake College** now offers certification in social work in a state program that allows students with psychology, sociology, criminal justice, or other social science majors to work in a human services setting without the time and expense of getting a graduate degree. ❖

American Educator
1796-1859
– Horace Mann

"Education, then, beyond all other devices of human origin, is the great equalizer of conditions of men—the balance wheel of social machinery. It does better than to disarm the poor of their hostility toward the rich: it prevents being poor."

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