

Lynette Robinson Named to Succeed Jerry Berberet as ANAC Executive Director; Summer Institute Largest in History

Lynette Robinson, vice chancellor and chief academic officer of the Massachusetts Board of Higher Education, has been named to succeed ANAC's founding executive director Jerry Berberet, effective September 1. Holder of degrees from Earlham College, the University of Pennsylvania, and Boston College, Dr. Robinson has had extensive experience in both the private and public higher education sectors, including service as dean of admissions at ANAC-member **Simmons College**. Jerry Berberet was a member of the original study group of presidents and chief academic officers who began to meet in 1990, and spearheaded the founding of the Associated New American Colleges in 1995.

The June 14-16 ANAC Summer Institute at **North Central College** was the largest in the ten-year history of this signature summer ANAC gathering for faculty and professional staff development. More than 125 faculty, staff, and administrators participated from twenty ANAC member institutions.

ANAC has been awarded a \$30,000 grant from the TIAA-CREF Institute for an early career faculty survey in collaboration with the University of Minnesota. Scheduled for administration during the weeks prior to Thanksgiving, the survey is part of ANAC's project to address issues and challenges related to the turnover of approximately half of the current faculty cohort over the next decade, as the faculty generation born since 1940 and hired in the 1960s and 1970's retires.

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In the Headlines

Lynette Robinson Named to Succeed Jerry Berberet on September 1

Lynette Robinson, Vice Chancellor and Deputy Secretary of the Massachusetts Board of Higher Education, will become ANAC executive director on September 1. With degrees from Earlham College, the University of Pennsylvania, and the Ph.D. from Boston College, and extensive experience in both the private and public sectors of higher education, she brings impressive credentials to ANAC. Her career includes stints at Earlham, ANAC-member **Simmons College**, the New England Association of Schools and Colleges, and, since 1995, the Massachusetts Board of Higher Education. In these roles, Lynette Robinson has been involved extensively with admissions and academic and student affairs and has worked closely with administrators, faculty, and professional staff in both sectors. In accepting the ANAC position, she declared, “I deeply believe that ANAC colleges are the institutions of the future.”

As the founding ANAC executive director, Jerry Berberet helped to establish the Associated New American Colleges in 1995, at a historic meeting attended by Ernest L. Boyer at the Carnegie Foundation for the Advancement of Teaching headquarters, then in Princeton, New Jersey. He was also a member of the study group of deans, provosts, and presidents that met for several years in the early 1990’s to discuss the institutional identity, distinctive characteristics, and special purposes of small to mid-size comprehensive colleges and universities. This effort led directly to Boyer’s call in 1994 for a “New American College,” an institution that would renew the historic tradition of higher education service to society—a college that would be a “sturdy American hybrid” of the best features of the colonial liberal arts college and the land grant university system established by act of Congress during the Civil War.

Summer Institute Largest in Decade-long History

More than 125 participants from twenty ANAC member institutions took part in the eleventh annual ANAC Summer Institute held June 14-15 at **North Central College**. The Institute theme, “Growing Together: Institutions and Their Next Generation of ANAC Member Faculty and Professional Staff,” gathered faculty, professional staff, and administrators around the common focus of serving the distinctive missions and character of the New American College institutional type—a mix of liberal arts, professional, and graduate programs and a diverse student body engaged in integrative learning emphasizing theory, practice, and community engagement.

Institute speakers Bobby Fong (president, **Butler University**), Roberts Jones (president, Education and Workforce Policy LLC), and Mary Deane Sorcinelli (associate provost, University of Massachusetts), respectively, portrayed a vision for ANAC’s future, sketched the international competitive landscape facing American higher education, and traced the historical evolution and current focus of faculty/staff professional development programs. Institute discussions especially explored collaborative opportunities for

academic and student affairs to enhance the learning outcomes of student academic and student life experiences.

The Institute also featured an evening with tributes, gifts, and farewells to Jerry Berberet who is retiring August 31, as ANAC's founding executive director. Said Jerry, "The past fifteen years, beginning with the study group, has been a wonderful privilege and a great opportunity to make a difference. My ANAC experience has been an entirely positive one, working with close colleagues and good friends for what is truly a noble cause—the betterment of higher education."

Many thanks to North Central College for superb hospitality and the lovely condition of a beautiful campus and to the Institute planning committee, especially chair Devorah Lieberman, provost at **Wagner College**; local coordinator Francine Navakas, associate academic dean at North Central; IRep chair Gerry Francis, provost at **Elon University**; and Cheryl Ney, ANAC provost-in-residence, for organizing a richly rewarding Institute.

TIAA-CREF Institute Awards Grant to ANAC

ANAC's second grant from the TIAA-CREF Institute in three years will support design, administration, and analysis of an early career faculty survey to be administered this fall to faculty at the twenty-three ANAC members and the University of Minnesota system. The results will both provide a comprehensive analysis of early career faculty perceptions of their work, institutions, and personal and professional aspirations and an opportunity to compare ANAC member faculty perceptions with those of counterpart faculty in public institutions. The analysis will also make possible comparisons in perceptions according to such variables as gender, ethnicity, appointment type, and academic field.

The survey is intended to assist colleges and universities in recruiting and retaining the large generation of new faculty being hired to replace the generation of faculty that entered the academy during the higher education growth era of the 1960's and 1970's that is retiring over the coming decade. ANAC collaborated with the university systems of Minnesota and North Carolina in a 2003 survey of late career faculty with TIAA-CREF Institute support.

Although the generation of early career faculty has not been studied comprehensively, there is evidence that new faculty members have perceptions that differ in important ways from their senior counterparts and that there will be shortages of well-qualified candidates in some fields. Adding significance to the ANAC/UMN project are recent survey findings that the academic career has lost some of its historic appeal among current doctoral students, as well as the fact that graduate schools have done little to date to gear up their doctoral programs to meet the projected demand for new faculty.

ANAC CFO Project Featured at NACUBO Conference

ANAC member chief finance officers at **Ithaca College**, **Valparaiso University**, and **University of Redlands** (Carl Sgrecci, Charley Gillispie, and Phil Doolittle, respectively)

presented institutional case studies to illustrate findings of the ANAC net tuition revenue project at the July 9-12 NACUBO “Campus of the Future” Conference in Honolulu, held in collaboration with SCUP (Society of College and University Planners) and APPA (Association of Higher Education Facilities Officers). The net tuition revenue project has tracked net tuition revenue margins at sixteen ANAC member institutions over the past three years. Net tuition patterns are seen as a key indicator of institutional financial health, a fuller measure than tracking the financial aid discount rate alone.

Among findings of the project: financially healthy net tuition revenue margins appear at both institutions with high and modest tuition and discount levels and collaboration as an institutional team (e.g., marketing, finance, and academic) are key in reaching tuition pricing, financial aid, and student selectivity decisions that advance institutional financial health. Bill Hall, president of Applied Policy Research (APR), and his staff serve as consultants to the project and assisted in the presentation. APR is a Minneapolis firm with clients nationwide. Prager & Sealy, LLC handled data collection for the project.

ANAC Projects and Activities

ANAC Data Exchange Begins Ninth Year

At the end of July, ANAC member institutional researchers were asked to enter 2005-06 institutional data in the ANAC Data Exchange. Now in its ninth year the Exchange is a comprehensive data bank of more than 250 member statistical variables from IPEDS, CDS, and internally-generated sources, e.g., enrollment, retention, diversity, student outcomes, salaries, class sizes, student/faculty ratios, library holdings, largest academic programs, technology, and finances. The compiled data are available online for member comparative analysis and benchmarking.

ANACSA Focuses on Marketing and International Faculty Development

Entering its third year in Fall 2006, ANAC Study Abroad (ANACSA) will focus on strengthening internal marketing to members in order to attract additional students and creating international professional development opportunities for faculty. Both are key to assisting ANAC members to achieve campus internationalization goals in a heightened global era and to providing ANACSA with the increased visibility on member campuses that is necessary to communicate its exciting array of study abroad programs to students. ANACSA featured programs are designed to mirror the combination of theory and applications that characterize outstanding ANAC member campus programs through language and cultural immersion, internships, field studies, community-based research, service learning, and guided travel.

ANACSA operates as a cost only student exchange program among ANAC members featuring specially-designed member study abroad programs on five continents. The ANACSA headquarters are at **Hamline University** and the program coordinator is Brandon Lussier (blussier01@hamline.edu, 651-523-2649). To learn more, visit the ANACSA website www.hamline.edu/anacsa .

ANAC Presidents and Institutional Representatives Hold Summer Meetings

The ANAC Presidents Council and the Institutional Representatives held their summer meetings on June 14, at **North Central College**, just prior to the opening of the Summer Institute. In addition to interviews of finalists for the position of ANAC executive director, the presidents and IReps addressed financial, membership, program, and planning issues in transitioning to a new executive director. Jerry Berberet agreed to provide whatever assistance is needed to help assure that the transition goes smoothly.

CFO's Meet at NACUBO

ANAC member CFO's held a day-long meeting on July 8, just prior to the NACUBO "Campus of the Future" conference in Honolulu, July 9-12. The afternoon portion of the meeting included a roundtable discussion involving member physical plant directors. In addition to net tuition revenue and physical plant management/financial resources project updates with Bill Hall (president of APR) and David Kadamus (president of Sightlines LLC), respectively, CFO's initiated planning for the annual ANAC CFO benchmarking conference to be held March 22-24, 2007, at **Westminster College**.

NACUBO vice president Matt Hamill provided an update on national developments that affect CFO's and asked for input on a new NACUBO data benchmarking project. Doug Anderson (**Hamline**), Jeff Wolf (**Evansville**), and Gerald Whittington (**Elon**) agreed to act as a CFO steering committee during the coming year to work with Steve Morgan (**Westminster**) in planning the Westminster conference and to assist Lynette Robinson in becoming engaged with projects and activities of the CFO group.

Westminster Environmental Studies Program to Pilot ANAC Domestic Student Exchange

Westminster College has developed a unique "Winter at Westminster" environmental studies program as a pilot inauguration of ANAC member domestic student exchange experiences. Winter at Westminster combines opportunities for students to take environmental studies courses, participate in outdoor recreation industry internships, conduct alpine environmental research, takes elective courses at Westminster, and experience the world class winter recreation that abounds within minutes of Salt Lake City. ANAC member students will be able to participate in the program during winter semester 2007. Further information will be available in September through ANAC member academic affairs and study abroad offices.

ANAC members have felt for some time that unique and exciting program opportunities are possible related to their institutional strengths and distinctive locations in all parts of the United States. Winter at Westminster inaugurates an effort to develop such possibilities which have the potential of making available to all member students the array of unique and distinctive features that individual ANAC members offer.

ANAC to Cosponsor February 2007 Conference on Integrative Learning

ANAC has joined with AACU, CIC, NASPA, the League for Innovation in Community Colleges, and the California Institute for Integral Studies in cosponsoring a conference funded through the Fetzer Institute to explore the broader dimensions of mind, body, and spirit in integrative learning. "Uncovering the Heart of Higher Education," will be held in San Francisco, February 22-25. ANAC will collaborate with NASPA and the League to offer a pre-conference workshop on February 22, on team-building strategies for

integrative learning and community engagement. The conference will address curriculum and values; intellectual, aesthetic and moral intelligences; technical competency and compassionate action; critical reasoning and contemplative inquiry; and vocation and life purpose. Sessions will discuss major trends in research and offer theoretical, pedagogical and relational teaching perspectives from around the world.

Keynote speakers will include Pulitzer Prize-winning author Alice Walker; educational activist and author Parker Palmer; Pumla Gobodo-Madikizela of the University of Cape Town and author of *A Human Being Died that Night*; Robert Keagan, developmental psychologist and author of *The Evolving Self*; Eileen Wilson-Oyelaran, president of Kalamazoo College; and Diana Chapman Walsh, president of Wellesley College.

College and university faculty, administrators, student life professionals, and chaplains are encouraged to participate. Registration begins in September. More information is available at www.heartofeducation.org.

Summer Institute 2007 at Elon University

Elon University will be the site of the 2007 ANAC Summer Institute, June 13-15. The Institute focus is being planned around teaching and learning themes with possible sessions on such topics as signature pedagogies, living and learning communities, global citizenship, teaching with technology, service learning, diversity issues in teaching and learning, teaching and learning centers, integration of liberal and professional studies, and scholarship of teaching and learning. Devorah Lieberman, provost at **Wagner College**, will serve as chair of the Institute planning committee (dlieberm@wagner.edu, 718-390-3211).

ANAC Members in the News

Susquehanna and Wagner Awarded Significant Academic Grants

In collaboration with several nearby institutions, **Susquehanna University** has been awarded a \$300,000 three-year grant from the Teagle Foundation to assess how active learning programs involving high levels of faculty-student interaction add value to student learning. **Wagner College** has received a \$550,000 Learn and Serve America grant from the federal Corporation for National & Community Service, one of only nine grants awarded from 200 proposals submitted nationwide. The grant will fund Wagner's Civic Innovations program partnering academic departments with local non-profit organizations to provide the non-profits with a flow of student volunteers while teaching students the value of interaction with the larger community.

Drake Law and Pharmacy Schools Receive Major Gifts

It has been a good summer to date for Law and Pharmacy at **Drake University**. The Drake Law School has received \$5.25 million in gifts that will endow two faculty chairs, establish a program in intellectual property law, and provide support for scholarships. The program will educate regulators, judges, and practicing attorneys in the protection of intellectual property rights, especially in biotechnology on a global basis. A \$500,000 gift will enable Drake pharmacy students to learn how to make medications from scratch, thus customizing medications to meet patient needs when commercial drugs are not available.

Ithaca receives Major Gifts for Business School and Athletics and Events Center Construction

Ithaca College received word of a gift from Dorothy Park of \$3 million at the May 12 groundbreaking for the new LEED certified business school, bringing Mrs. Park's total contribution for construction of this building to \$10 million since 2004. Also in May, the Atlantic Philanthropies contributed \$9 million and the French American Charitable Trust \$1 million for construction of the College's new multipurpose indoor Athletics & Events Center. Groundbreaking for the Center is scheduled for 2007 with an anticipated opening in 2009.

Belmont Opens Inman Center, Evansville Breaks Ground, Summer Construction Projects at Elon

The \$22.5 million Gordon E. Inman Center has officially opened and will house the nursing, social work, occupational therapy and physical therapy programs of the new Gordon E. Inman College of Health Sciences & Nursing at **Belmont University**. Inman, a Tennessee business leader, donated \$10.5 million to the project and HCA's TriStar Health System contributed another \$7.5 million. Groundbreaking occurred at the

University of Evansville on July 14 for the Schroeder Family School of Business Administration building, the first phase a 35,000 square foot addition to the McCurdy Alumni Memorial Union. **Elon University** is working on several major construction projects this summer, including completion of the Koury Business Center, several residential halls to house some 650 students, and renovation of the Michael Weaver Building in Greensboro to house the new Elon College of Law which begins classes this fall.

Summer Programs at Hamline, Pacific Lutheran and North Central Engage Low-Income and Urban Youth

The Center for Excellence in Urban Teaching at **Hamline University** is offering the Urban Education Summer Scholars service learning and classroom experience program for pre-service teachers of color. During its nine-year existence the program has served 218 minority future teachers. **Pacific Lutheran University** hosted 190 low-income high school students from all over the state for the Washington Business Week summer program to learn about business and to simulate working in a company. The program included volunteer mentors from the business community. For the 17th consecutive year **North Central College** offered its Junior & Senior Scholars program, a month-long academic day camp to develop academic skills, love for learning, and familiarity with college in K-12 low-income inner-city students from Chicago and East Aurora. The 150 African American and Latino students study science, mathematics, humanities, social studies, music, and the arts with 30 college student interns from ten public and private Illinois colleges and universities who are considering teaching careers in high-need urban schools. The interns are mentored by the program's founding director Janis Fitzsimmons and four early career inner-city teachers who participated in the program several years ago. Fitzsimmons is a North Central faculty member and director of the Center for Success in High-Need Schools at the Associated Colleges of Illinois. Historically, more than two-thirds of the interns go on to teach in high-need schools.

Faculty Research and Community Service at Valparaiso, Susquehanna, and Sage

Grant-funded faculty-student scientific research is a major summer activity at **Valparaiso University**. Projects include biology professor Robert Swanson's research with students and colleagues at other institutions, supported by a \$1.7 million NSF grant, on plant genetics with the ultimate goal of increasing the number of seeds per plant in order to increase crop yields. Visiting professor of physics and astronomy Todd Hillwig has been awarded a \$101,000 NSF grant for the study of black holes. NSF is also funding engineering professor Carmine Polito's study of soil behavior near the epicenter of Turkey's 7.4 magnitude Kocaeli earthquake.

The **Susquehanna University** Science in Motion (SIM) program has been awarded a \$55,000 grant (up from a \$50,000 grant last summer) from the Chesapeake Bay Commission to engage secondary science students who reside along the branches of the

Susquehanna River in water quality testing research. The findings contribute to the nutrient and sediment runoff monitoring program the Commission conducts within the Susquehanna River Basin. Faculty members at **The Sage Colleges** have joined with local community groups on three projects, funded by the Louis and Hortense Rubin Community Fund, to develop multi-site library training to benefit senior citizens, creation and publication of an historical guide to local cemeteries, and a community education project to bring attention to environmental issues of the Tomhannock Reservoir.

Simmons Recognized for Online “Faculty Institute” Course; North Central Develops Data Mining and Security Program

WebCT has selected the online **Simmons College** “Faculty Institute” course from a field of 74 nominees as one of six exemplary course projects for displaying best practices in course design, meaningful technology use, and learner support. The course is designed to prepare college faculty to teach effectively online by putting faculty in the roles of both student and teacher in order to better understand how effective learning occurs. In the wake of rampant credit card fraud and celebrated security breaches that have put the privacy and personal information of millions of people at risk, **North Central College** will initiate this fall a three-course “data mining” certificate program on sophisticated data management and security.

Belmont Wins Fifth Straight Sun Conference All-Academic Trophy

In winning the Sun Conference All-Academic trophy for an unprecedented fifth straight year, two-thirds of the 270 student athletes at **Belmont University** earned a GPA of 3.0 or higher to receive academic all-conference honors for 2005-06. The Belmont men’s cross country team ranked first nationally for its academic record. 2005-06 was a banner year for Bruin athletic achievement, as well. Both the men and women’s basketball teams were selected for national tournaments, as was the men’s tennis team.

North Central Football Team Studies and Plays Football in Italy

Only three members of the current North Central College football team had ever traveled outside the continental United States, so why not combine a study and football abroad experience? This is exactly what North Central did in mid-June when 58 members of the Cardinal football team, North Central President Hal Wilde, and some forty alumni and family members spent eight days in Italy visiting Rome, Florence, and Venice. The Cardinals played an exhibition football game in Maggia against an Italian semi-professional team from Trieste, augmented by military personnel from the American base at Maggia. The Cardinals trounced the Italian team 54-0. Clearly, in light of the Italian team’s recent World Cup triumph, soccer remains king of Italian football!

Hampton Alumna Named National Teacher of the Year

Kimberly Oliver, a 1998 graduate of **Hampton University**, was recognized by President Bush as National Teacher of the Year in a White House ceremony in April. The announcement cited her work as a kindergarten teacher in Silver Springs, Maryland, where she is noted for her community focus, teamwork with other teachers, and passion for student success. Oliver began a year as a full-time national and international spokesperson for education in June. The national teacher of the year is selected by a committee of representatives from 14 national education organizations.

Butler Projects Fall Enrollment Growth

Butler University reflects the enrollment growth most ANAC members have experienced in recent years. Butler expects nearly 1,000 freshmen this fall, its largest entering class in history, including student diversity more than 30 percent above recent years. Significantly, pre-professional program enrollment is expected to increase 35 percent, arts and sciences enrollment 25 percent, and a 14 percent increase in the number of students in the top 10 percent of their high school class.

Sustainability Initiative at Ithaca Attracts National Attention

The sustainability initiative at **Ithaca College** has attracted considerable national media attention. Championed by provost Peter Bardaglio, sustainability at Ithaca has brought homepage featured campus status of the Association for the Advancement of Sustainability in Higher Education (<http://www.aashe.org>), an interview with Sky Radio that will be available to listeners this fall on all American Airlines and US Air flights, a mention in the Society for College and University Planning (SCUP) March report on sustainability and higher education (<http://www.scup.org/csd/3/pdf/SCUP-CSD-Report.pdf>), and June coverage in the *Chronicle of Higher Education*. Ithaca College is building a LEAD certifiable business school building and has signed the Talloires Declaration, an international statement of commitment to campus sustainability.

Elon to Lead National Carnegie Initiative; Names Teaching and Learning Scholars

The Carnegie Foundation for the Advancement of Teaching has selected **Elon University** to lead a national initiative on student participation in the scholarship of teaching and learning. The initiative involves development of faculty-student partnerships to improve student learning through the study of best practices in learning and teaching. Earlier this year Elon created the Center for the Advancement of Teaching and Learning to promote faculty-student partnerships around teaching and learning. The Center has named four faculty members as Center Scholars to lead Elons's participation in the initiative during the coming year.

Mercer Establishes Public Radio Station on Campus

Georgia Public Broadcasting (GPB) has announced the location of a radio studio on the **Mercer University** campus, a move that will provide local news coverage and programming in central Georgia and a connection to the network's 100,000 watt transmitter. The new station will carry many popular NPR programs such as Morning Edition, All Things Considered, Marketplace, Prairie Home Companion, Car Talk, and Metropolitan Opera.

Quinnipiac and North Central Student Radio Stations Win Awards

Students at WQUN, the **Quinnipiac University** community radio station at AM 1220, won three awards and an honorable mention at the Connecticut Associated Press Broadcasters Association Awards in late April. The awards included best newscast, best feature, and best enterprise story. The Illinois Broadcasting Association made several awards to students at WONC 89.1 FM at **North Central College** in June, including best single station self-promotional on-air spot.

Sandra Day O'Connor and Frank McCourt to Highlight 2006-07 Elon Speaker Series

Elon University announces that retired U.S. Supreme Court Justice Sandra Day O'Connor and Pulitzer Prize-winner author Frank McCourt will headline an impressive roster of University speakers for the 2006-07 year. In addition to O'Connor and McCourt, NPR's Bob Edwards, Harvard professor Bill George, NASA deputy director William Parsons, acclaimed author Tracy Kidder of "Mountains Beyond Mountains," and South African ambassador to the US Barbara Maskela will appear on the Elon campus.

Valparaiso Students Compile Impressive Voluntary Service Record

Valparaiso University students gave of their time to serve others at a level equivalent to the output of 24 full-time workers and raised \$107,502 for various philanthropies during the past year. During the 2005-06 academic year 39 student organizations and athletic teams performed 48,018 hours of community service for a variety of programs and causes in Northwest Indiana. In 2004-05 the comparable numbers were 45,530 hours and \$112,442, according to statistics compiled by Valparaiso's Office of Volunteer Programs.

Quinnipiac Offers Professional Athlete Career Transition Program

The Professional Athlete Transition Institute (PATI) at **Quinnipiac University** is the sole provider of career development services to the National Hockey League. Its programs are developed for active or retired elite athletes interested in preparing for life after their competitive careers. Most recently, nine former NHL players attended PATI's Sports Broadcasting Workshop. Prior to the workshop which featured on air play-by-play calling, the participants took a three-week online course to prepare for "going live."

Faculty, Staff, and Student Awards and Appointments

Scranton, Susquehanna, North Central, and Quinnipiac Faculty Create Acclaimed Works

University of Scranton professor of nursing Mary Miscari has published a book *Let Kids be Kids* that is a defense of what she calls a vanishing commodity—childhood. Earlier, she published two guide books for parents. **Susquehanna University** professor of English and creative writing, Tom Bailey, has been named the winner of the Mississippi Institute of Arts & Letters fiction competition. His prize winning novel, *The Grace That Keeps This World*, was published last October by Shaye Areheart Books from the Crown Division of Random House and is his first novel.

North Central College English professor Richard Guzman has published a literary anthology of sixty of Chicago's leading African American authors, *Black Writing from Chicago: In the World, Not of It?* Selections are included from a range of media, e.g., poems, short stories, memoirs, essays, newspaper columns, and radio broadcast transcripts. Liam O'Brien, media production professor at **Quinnipiac University**, was recognized by the National Association of Broadcast Educators for his documentary, "Schweitzer: My Life is My Argument," a project for which O'Brien was producer, director, and writer.

Fulbright Winners Named at Pacific Lutheran and Simmons

Four recent graduates of **Pacific Lutheran University** have been awarded Fulbright scholarships for study in Germany and Austria this fall. The quartet brings to 71 the number of PLU students to receive Fulbrights. Professor of social work Beverly Sealey at **Simmons College** is one of approximately 115 Americans selected to teach or conduct research in 32 African countries during 2006-07. She will spend the year at the University of Ghana where she will continue her research on West African family culture and teach courses.

Students at Drury Win National Competition; Quinnipiac Student Wins \$5,000 Prize

Drury University accounting students distinguished themselves in national Phi Beta Lambda competition in July in Nashville. Matt Cash led the Drury competitors, finishing first in accounting for professionals competition, and three others Drury students finished in the top ten in other categories. Earlier, Drury students had won the state LEAP Challenge (Leading and Enhancing the Accounting Profession) at the Missouri Society of CPAs annual conference. **Quinnipiac University** senior William Dwyer won the \$5,000 first-place prize at Quinnipiac's fifth annual Student Business Plan Competition in May.

Administrative Appointments at Redlands and Simmons

The **University of Redlands** has appointed Hank Rubin as dean of the School of Education. Rubin's most recent position was as joint dean of education and professor of educational administration at the University of South Dakota and South Dakota University. His experience includes work as a management and marketing executive with a manufacturing company and operation of a consulting firm Rubin and Associates. **Simmons College** has appointed Kenneth L. Turner, former senior vice president of multicultural and emerging markets at AOL, Inc., as its vice president of marketing.

ANAC Commentary

An Interview with Lynette Robinson

Lynette Robinson will become ANAC executive director on September 1. John Ross, ANAC communications advisor and principal at RossWrites, interviewed Lynette to introduce her to ANAC members and friends and to provide a glimpse of her views and plans as she joins the Associated New American Colleges.

In your interview, both presidents and institutional representatives were impressed when you began your answer to the question of why you were interested in ANAC with the statement: “Well, I just turned 60....” I’m sure others would like to hear your thinking on this. Turning 60 felt like a perfect time to reflect on where I have been and where I want to go, both personally and professionally. Although my position as vice chancellor at the Board of Higher Education was still satisfying and challenging, I decided that if I were going to make a change, now is the time to do it.

But I did not want to change for the sake of change. I wanted to be sure my next position was one to which I could be totally committed and one for which my diverse and somewhat unusual combination of skills and experiences could be beneficial.

When I first read about ANAC and what the group was seeking in a new executive director, I immediately felt a connection. The position seemed to bring together all the varied parts of my career. It would utilize the skills and strengths I value most. That feeling has only intensified as I have personally met and talked with members of the consortium during the interview process. I am confident that ANAC is where I want to commit my energies and where I can make a difference.

You speak of your diverse and somewhat unusual combination of experiences. Can you talk more about them and what they mean in terms of your work with ANAC?

To me a great strength of American higher education is its diversity, yet when one looks at career paths, often there are lines that are seldom crossed. The line between the public and independent sectors is one such barrier. Curricular and co-curricular is another. Even moving from one institutional type to another is somewhat uncommon. I have been fortunate during my career to have spent considerable time in both the public and the independent sectors. I have worked on individual campuses, in associations, and in large state systems. In these roles I have worked closely with institutions representing the breadth of Carnegie classifications and have held leadership positions in admissions, student development, and academic affairs. I have been deeply involved with trustee relations and in accreditation. I know something of the frustrations and rewards inherent in many of the responsibilities borne by the staff and faculty of ANAC institutions, and the challenges in being at an external agency coordinating campus efforts. These experiences bring useful perspective to our work together.

*You have worked at Earlham College, **Simmons College**, and Boston College, and with a public system that includes community and state colleges and universities. How does your experience at these institutions inform your understanding of the New American College?*

It not only informs my understanding of the New American College, it makes me a passionate proponent. The three independent institutions share important values and priorities.

I was first a student and later an administrator at Earlham, a small, Quaker, liberal arts college. Earlham is a student-learning and value-centered institution that cares deeply about community, service, and preparing students to contribute to the world in which they live. It is also one of the most integrated and collaborative collegiate environments that I have seen—where governance is truly shared, where decisions are made (or not made) using consensus, where teaching-faculty and administrative-faculty participate in faculty meetings, where each person’s voice is respected, and where education is viewed as a “process of awakening the teacher within” each student.

Simmons’ mission is different but equally clear and shared. Simmons values the importance of the liberal arts and sciences, but it also places equal emphasis on integrating learning in the liberal arts with professional preparation with a focus on preparing women for successful careers and meaningful lives. Faculty are mentors not only in the classroom but also in applying what students learned to the world outside the classroom. When students graduate from Simmons, they leave with a tremendous confidence about themselves and their futures that supports them wherever they go. Boston College, with its Jesuit mission, combines many of the attributes of those institutions but adds the responsibilities and pressures of being a highly competitive and successful research university.

All three institutions are invested in their local communities and encourage civic responsibility through community service. They clearly acknowledge their responsibilities and commitments to contributing time, knowledge, and energy of both students and faculty to making the community around them stronger and thereby enriching the lives of both the campus community and the community at large. All are also well aware of preparing students to live in this increasingly complex and rapidly changing world.

I think public institutions share many of the same values but do not always have the financial or political support to achieve them. As publicly supported institutions, they must also remain accessible, highly affordable, and responsive to states’ needs. Because they are part of systems, their ability to pursue their own institutional priorities is often limited. Most private institutions have an autonomy and independence that encourage innovation, flexibility, and creativity – a set of freedoms often envied by those in the public sector.

Many ANAC members cite public flagship universities as among their primary competitors for high-quality students. From your perspectives as a former dean of admissions at a small private liberal arts institution and then at an independent comprehensive master's institution and from your recent work as the chief academic officer at the Massachusetts Board of Higher Education, what must ANAC members do to sustain a competitive advantage over the public sector?

By doing what we profess to do, by staying true to our missions, by demonstrating – with evidence – that we actually do what we claim to do, by remaining affordable, and by getting the word out, we will continue to be institutions of choice for students (and faculty) who understand the needs and opportunities implicit in the emerging global community.

Often large institutions live in departmental and programmatic silos; disciplines do not co-mingle; general education is segregated from major fields of study; co-curricular is divorced from curricular; research is separated from teaching; service is yet another interruption to academic pursuits; and students are, not infrequently, passive bystanders to their own education. I do not see this happening at ANAC institutions. In fact, what I see is exactly the opposite.

ANAC institutions are best practice institutions: student centered—learning-focused, service-oriented, and scholarship-based. They are small and flexible enough to innovate and adjust and respond to the world around them and to know their students and appreciate their various learning styles. Yet ANAC institutions are large enough to present an amazing array of academic and professional opportunities, both at the undergraduate and graduate level—especially when they collaborate. They are wise enough to know that their enduring value is in their ability to integrate these approaches in order to intentionally prepare graduates who are empowered to improve the world.

I do believe, however, that to maintain our “competitive advantage” we need to be more aggressive in communicating the advantages of ANAC schools and the model of higher education we demonstrate. I think there are many ways to do this together and I look forward to exploring these with our campuses.

You'll come aboard on September 1st. What are your plans for your first few months as ANAC's Executive Director?

The first ten years of ANAC have clearly been very successful. The question before us is how we build on the strong foundation that Jerry and the many ANAC champions – past and present – have established. During the first three months of my tenure, I plan to visit many of your campuses – hopefully, all if I can. I spent the first two decades of my life as a Texan, and Texans are not intimidated by a few hundred miles in one direction or another if there is something they want to do.

I have already spent a great deal of time on each institution's Web site, and I am incredibly impressed by what they offer, both individually and collectively, and by the

leadership and vision of faculty and administrators. But I want to see each campus for myself and to meet my campus colleagues. I want to hear what they expect from ANAC in the next five to ten years and how ANAC can support their aspirations. These visits will help the campuses get to know me, but above all, I want to listen and learn from them.

The dialogue that results from the campus visits and from discussions with institutional representatives, presidents, leaders of affinity groups, and our friends in higher education will lead us toward a strategic planning process. Many of our campuses have recently gone through dynamic, inclusive planning processes as they set their own goals and priorities. I hope to use these as models for the formulation of our own strategic plan. ANAC's plan should complement those of the campuses. As a veteran of scores of self-studies, I believe that ANAC's plan must be future-driven, action-oriented, and results-focused. As firm a believer as I am in inclusive processes, I am equally committed to outcomes.

Though the focus of ANAC on sharing experiences and data for the general improvement of its members has remained consistent since its founding in 1995, the membership has changed, new leadership is emerging on campuses, new initiatives have been undertaken, and the external environment in which we operate is ever-evolving. The ANAC of tomorrow needs to reflect the aspirations of all of its members from our founding members to our newest additions, and all should be assured that they have an equal voice. One of my goals will be to make that happen.

Effective consortiums demonstrate the value they add to the endeavors of their members. I want each member to be able to point to the benefits of membership in ANAC and how those benefits enhance the institution's ability to achieve its mission and goals. I want the larger higher education community to continue to view ANAC members as "best of class" and to be able to point to the impact ANAC institutions have on American higher education overall. President Steve Jennings, John Ross, and I have meetings scheduled already with many of the higher education associations in October, and we plan to also meet with several foundations to explore funding opportunities as well.

Where will ANAC be located?

For the time being, I plan to stay in Boston. The education community here is vibrant. Simmons, one of our members, is close at hand, and I live almost next door to the airport. President Harre at Valparaiso has generously offered to continue the University's role as our fiscal agent. My initial feeling is that there is value in the long run, in terms of organizational credibility, reputation, and resources, to house ANAC on one of our campuses. I will be exploring that possibility with my colleagues when I visit campuses this fall.

Is there anything else you'd like to add?

Yes! The letters and e-mails I have received from presidents, provosts, and others have made me feel so welcome. Jerry has been simply tremendous—a natural mentor. He has agreed, graciously, to stay on through December to complete some projects he is working on and to provide support. The more I know about the people who really are ANAC, the staff and faculty, the more convinced I become that I am very fortunate to have been selected for this wonderful position. I cannot wait to start on September 1.

Beginning July 27, Lynette can be reached at lynetterw@comcast.net, (617) 418-5261, 603-498-8875 (cell). Her mailing address: Lynette Robinson, Ph.D., 195 Webster St., Apartment One, East Boston, MA 02108.

Calendar of Upcoming Events

November 4-7 — CIC 2006 Institute for Chief Academic Officers, St. Petersburg Beach, FL (For information email cic@cic.nche.edu, or go to website www.cic.org)

November 9-11 — AAC&U Network for Academic Renewal Conference, Faculty Work and the New Academy: Emerging Challenges and Evolving Roles, Chicago. ANAC co-sponsor session: “Meeting Challenges in Recruiting and Retaining a New Generation of Faculty” (Go to www.aacu.org or contact Jerry Berberet anacjberb@aol.com, 850-927-3948)

January 3-7, 2007 — CIC Presidents Institute, Tuscon, AZ (Includes January 3-4 New President Institute; for information go to www.cic.org)

January 17-20 — AAC&U annual meeting, New Orleans (Go to www.aacu.org for further information)

January 17 — 1:00-5:00 pm ANACSA meeting (Tentative)

January 20 — 12:00-4:00 pm Institutional Representatives Meeting (Tentative)

February 5-7 — NAICU annual meeting, Hyatt Regency Hotel, Washington, DC (www.naicu.edu for further information) February 5 — 8:00 am-1:00 pm Presidents Council Meeting (Tentative)

February 22-25 — Fetzer Institute/California Institute for Integral Studies conference, Uncovering the Heart of Education: Integrative Learning for Compassionate Action in an Inter-connected World, San Francisco. February 22 – ANAC cosponsors pre-conference workshop with NASPA and the League for Innovation in Community Colleges; tentative title: “Toward Institutional Transformation: Team-Building Strategies for Integrative Learning and Community Engagement.”

March 22-24 — ANAC Benchmarking Conference, Westminster College, Salt Lake City, UT

March 31-April 4 — NASPA annual conference, Orlando, FL, jointly with ACPA (www.naspa.org for further information)

April 2 — 7:30-9:00 am ANAC Chief Student Affairs Officers Meeting (Tentative)

June 13-15 — ANAC Summer Institute, Elon University, Elon, NC

June 13 — Institutional Representatives and Presidents Council Meetings (Tentative)