



Leadership Coalition

Follow-up Conference

April 19-20, 2009

Washington Marriott, Washington DC

CONFERENCE PROGRAM

Welcome to the Leadership Coalition Follow-up Conference.

The recent accomplishments of exemplary campus initiatives, including your own, suggest that a categorical shift of priorities and resources within the institution makes possible educational experiences that can be confirmed as truly transformative. As you know, such change has implications for the institutional culture, curriculum, pedagogy, assessment, and rewards that characterize the institution. This Follow-up Conference (following the Presidents Symposium “Campus Change for Learning” of November 2008), will reflect what is gleaned from current research on learning, from studies of institutional change, and from your own work at institutions of various types and sizes. The organization of the conference reflects opportunities to consider what others sharing similar objectives are doing and how their achievements in moving from theory to practice inform your own.

The objective in forming the Leadership Coalition has been to encourage and support those institutions which are committed to providing successful models of how a campus culture focused on actively engaging students in learning, and evaluating their success in doing so, can address the full dimensions of the intellectual, emotional, and civic flourishing of students.

With the generous support of the S. Engelhard Center, the Charles Engelhard Foundation, the Christian A. Johnson Endeavor Foundation, and the Lumina Foundation, the Bringing Theory to Practice Project, an independent project in partnership with the Association of American Colleges and Universities, is committed to encouraging your plans and initiatives wherever your location on an “arc” of change. We extend congratulations and profound respect for the institutional achievements you have already gained and in anticipation of the recognition of your work.

Sunday, April 19th

- 9:30 am**
West End Ballroom **Welcoming Remarks**
Sally Engelhard Pingree, President, S. Engelhard Center; Trustee, Charles Engelhard Foundation
- 9:45-10:30 am**
West End Ballroom **Convened Session**
Introduction to Coalition, Purposes and Overview of Follow-up Conference
Donald W. Harward, Director, BTtoP Project; President Emeritus, Bates College
- 10:30 am** Break
- 10:45-12:15 pm**
West End Ballroom **Convened Session & Responses**
Plenary: Campus Change for Learning
Richard Keeling, Chairman and Senior Executive Consultant, Keeling & Associates, LLC
- 12:30 pm**
West End Ballroom **Lunch; Informal group discussion following brief panel comments:**
“If we begin with the existent verticality in our institutions, what are the realities, practicalities, and the possibilities of higher education addressing the ‘whole student’?”
Panel comments to stimulate discussion:
(1) Lee Knefelkamp, Professor of Psychology and Education, Teachers College, Columbia University
(2) Daniel Silverman, Vice President and Chief Medical Officer, Sinai Hospital and LifeBridge, Baltimore, MD; former CMO, Princeton University
(3) Joyce Bylander, Special Assistant to the President for Institutional and Diversity Issues, Dickinson College
- 2:15 pm** Break
- 2:30 pm**
West End Ballroom **Convened Session & Responses**
Implementing Campus Change for Learning: Teaching and Assessment
Richard Hersh, Senior Consultant, Keeling & Associates, LLC; Former President, Trinity College, Hobart and William Smith Colleges
- 3:45 pm** Break
- 4:00-5:00 pm**
West End Ballroom;
Dupont Salons
F, G & H; Thomas & Logan Salons;
Georgetown I **Small Group Facilitated Break-out Sessions: Critiques and Campus Implementation**
To facilitate discussion we are distributing complete “teams” from each campus to one of ten facilitated small groups. The ten facilitators are major resource persons for BTtoP and the Leadership Coalition. In the small groups the goals will be to gather responses to the presentations, share very broad overviews of campus plans (there will be at most 4 teams in each group), gathering the group’s observations, and begin to consider implications for their own work from the presentations.

5:00-6:00pm

*West End Ballroom;
Dupont Salons
F, G & H; Thomas &
Logan Salons;
Georgetown I*

Campus teams meeting on their own with the task to outline a political strategy to advance their plans and action steps:

- Message/objectives;
- Champions/process;
- Opportunities/challenges of internal and external environment;
- Key steps to broaden and influence others;
- What they need from their president;
- Other suggestions provided at the Conference

6:15 pm

Georgetown I & II

Reception and Dinner

7:30 pm

West End Ballroom

Dessert and moderated roundtable discussion led by brief panel comments:

“Liberal Education as Transformational: What Are the Challenges and Opportunities Relevant to Making Liberal Education Truly Transformative of the Lives of our Students? What Are the Existent Resources and Connections That Could Facilitate the Changes Needed to Make Our Campus Cultures Support, Encourage, and Expect Such Transformation? What Perspectives Are Held Beyond the Campus Regarding What Changes Are Needed?”

Carol Schneider, President, AAC&U; Moderator

Richard Guarasci, President, Wagner College

Elizabeth Christensen, Class of 2008, Concordia College, Moorhead; BTtoP Advisory Board

John Ford, Senior Vice President and Dean of Campus Life, Emory University

John Strassburger, President, Ursinus College

NOTES

Monday, April 20th

7:30 am Continental Breakfast available

8:15 am Considering Examples: Transferrable Insights From Campuses at Different Places on an “Arc” of Change. Conference attendees will elect to attend **one** of the following concurrent sessions. *(Members of the same campus delegation are encouraged to attend different sessions.)*
West End Ballroom

8:30 am **Concurrent Working Sessions: Part I**
Dupont Salons
Session A: “ How to Initiate and Navigate Change: Some Possible Drivers” (Richard Keeling, Moderator; Dupont Salon F)
F, G & H

(see room assignment next to moderator name)

- (1) *Using Strategic Planning to Integrate the Campus’ Attention and Direction (Pitzer College)*
- (2) *Using “Champions” to Initiate Considerations of Change (Dickinson College- Shalom Staub)*
- (3) *Using Calendar and Structure to Facilitate Change (Washington & Lee University-Marc Conner)*

Session B: “ Implementation Initiatives: Regarding the Civic Purpose of Liberal Education” (Richard Guarasci, Moderator; Dupont Salon G)

- (1) *Using an Emphasis on Thorough Curricular and Programmatic Integration (Butler University-Donald Braid)*
- (2) *Using Institutional Structure to Integrate Campus Culture and Community Assets and Needs (Bates College-David Scobey)*
- (3) *Rethinking Curricular Design With the Civic as a Cohering Emphasis (Bennington College-Elissa Tenny)*

Session C: “ Implementation Initiatives: Integrating/Bridging Campus Cultures” (Carol Schneider, Moderator; Dupont Salon H)

- (1) *Using Learning Communities as Bridges (Franklin & Marshall College-Kent Trachte)*
- (2) *Structural Integration that Creates Bridges Through Strategic Planning (Long Island University-Daniel Rodas)*
- (3) *Using an Emphasis on Access to Underserved Populations: Creating Bridges (Heritage University- Patricia Valdez-Zontek)*

10:00 am Break

10:15 am **Concurrent Working Sessions: Part II**
Dupont Salons
Session D: “How to Initiate and Navigate Change: Some Possible Drivers” (Carol Schneider, Moderator; Dupont Salon H)
F, G & H

(see room assignment next to moderator name)

- (1) *Using Curriculum and Advising (Sarah Lawrence University-Mary Porter)*
- (2) *Using an Emphasis on “Purposeful Learning” (Elizabethtown College-Marianne Calenda)*
- (3) *Using Global Emphasis (Colorado College-Eric Popkin)*

Session E: “ How to Assess Change” (Ashley Finley, Moderator; Dupont Salon F)

Using BTtoP “Tool Kits” and other available barometers of Student Engagement. Discussion with St. Lawrence University (a BTtoP Intensive Site)

Cathy Crosby-Currie & Christine Zimmerman

Session F: “ How to Affect Student Well-Being Through an Integrated Campus Culture for Learning (Sally Engelhard Pingree, Moderator; Dupont Salon G)

Using an Infusion Emphasis at a large University. Video Presentation and Discussion with Georgetown University (a BTtoP Intensive Site).

Randy Bass, Joan Riley, Todd Olson, Sarah Jones

11:30am

Teams meeting on their own (facilitators available if desired) to refine further the strategies they discussed the previous afternoon.

12:15 pm

West End Ballroom

Luncheon and Collective Discussion on Sustainability

Discussion Introduced by a Panel Representing Several Perspectives

(a) Perspective 1: “Meeting the Costs of Change”

Ashley Finley, Program Director for Assessment and Learning, AAC&U

(b) Perspective 2: “Sustaining a Culture for Learning”

Lee Kniefelkamp, Teacher’s College, Columbia University

2:00 pm

West End Ballroom

Next Steps for Campus Teams; Leadership Coalition Support; Future Possibilities

2:30 pm

Adjourn

NOTES

PARTICIPANTS (Alphabetical by Institution)

Allegheny College

Eric Boynton – *Faculty*
Linda DeMeritt – *Academic Affairs*
Yvonne Eaton-Stull – *Student Affairs*

Bates College

Holly Lasagna – *Academic Affairs*
Jill Reich – *Academic Affairs*
David Scobey – *Academic Affairs*

Bennington College

Wendy Hirsch – *Academic Affairs*
Elissa Tenny – *Academic Affairs*

Bryn Mawr College

Kimberly Cassidy – *Academic Affairs & Faculty*
Michelle Francl – *Academic Affairs & Faculty*
Gail Hemmeter – *Faculty*

Butler University

Donald Braid – *Academic Affairs*
Carol Hagans – *Academic Affairs*

California State University – Chico

Lee Altier – *Faculty*
William Loker – *Academic Affairs*
Eddie Vela – *Academic Affairs & Faculty*

Clark University

Judith Miller – *Academic Affairs*
R. Gil Pontius, Jr. – *Faculty*
Walter Wright – *Academic Affairs*

Colorado College

Charlotte Blessing – *Academic Affairs*
Sarah Hautzinger – *Student Affairs & Faculty*
Eric Popkin – *Academic Affairs & Faculty*

Dickinson College

Walter Chromiak – *Academic Affairs*
Neil Leary – *Academic Affairs*
Marc Mastrangelo – *Faculty*
Susan Rose – *Faculty*
Shalom Staub – *Academic Affairs*

Drury University

Donald Deeds – *Faculty*
Michael Hill – *Faculty*
Andrew Wiemer – *Student Affairs*

Elizabethtown College

Marianne Calenda – *Student Affairs*
Dana Mead – *Faculty*
Hossein Varamini – *Faculty*

Elon University

Steven House – *Academic Affairs*
Tom Mould – *Faculty*
Janet Warman – *Academic Affairs*

Franklin College

David Brailow – *Academic Affairs*
Lisa Fears – *Academic Affairs*
Timothy Garner – *Academic Affairs*

Franklin & Marshall College

Joseph Samuel Houser – *Academic Affairs*
Kent Trachte – *Academic Affairs*

Georgetown University

Randall Bass – *Academic Affairs*
Joan Riley – *Faculty*

Heritage University

Corey Hodge – *Faculty*
Tricia Valdez-Zontek – *Faculty*

Lebanon Valley College

Gary Grieve-Carlson – *Academic Affairs*
Gregory Krikorian – *Student Affairs*

Long Island University

Paul Forestell – *Academic Affairs*
Gale Stevens Haynes – *Academic Affairs*
Daniel Rodas – *Academic Affairs*

Marlboro College

Felicity Ratte – *Academic Affairs*
Kenneth Schneck – *Student Affairs*

McDaniel College

Thomas Falkner – *Academic Affairs*
Beth Gerl – *Student Affairs*
April Johnson – *Student Affairs*
Sarah Stokely – *Academic Affairs*
Elizabeth Towle – *Student Affairs*

Montclair State University

Ken Bain – *Academic Affairs*
Rick Brown – *Student Affairs*
Bryan Murdock – *Student Affairs*
Valerie Sessa – *Faculty*

New England College

Hilton Hallock – *Student Affairs*
Mark Watman – *Academic Affairs*

Pitzer College

Carol Brandt – *Academic Affairs*
Katrina Sitar – *Academic Affairs*

PARTICIPANTS (Alphabetical by Institution)

Purchase College – State University of New York

Bill Baskin – *Academic Affairs*
Robin Kaufman – *Student Affairs*
Jennifer Uleman – *Faculty*

Sarah Lawrence College

Thomas Blum – *Academic Affairs*
Mary Porter – *Academic Affairs*
Nance Roy – *Student Affairs*

School of the Art Institute of Chicago

Felice Dublon – *Student Affairs*
Andy Hall – *Academic Affairs & Student Affairs*
Terri Kapsalis – *Faculty*
Deborah Martin – *Student Affairs*
Wellington (Duke) Reiter – *President*

St. Edward's University

Donna Jurick – *Academic Affairs*
Marsha Kelliher – *Academic Affairs*
Catherine Rainwater – *Faculty*

State University of New York at Geneseo

Celia Easton – *Student Affairs*
David Gordon – *Academic Affairs*
Dennis Showers – *Faculty*

The Evergreen State College

Phyllis Lane – *Student Affairs*
Nancy Murray – *Academic Affairs*

The Richard Stockton College of New Jersey

Matt Altier – *Administration*
Claudine Keenan – *Academic Affairs*
Harvey Kesselman – *Academic Affairs*

University of Maine at Farmington

Allen Berger – *Academic Affairs*
Celeste Branham – *Student Affairs*
Robert Lively – *Academic Affairs*
George Miller – *Academic Affairs*

University of Southern Maine

Kate Langdon Forhan – *Academic Affairs*
Timothy Stevens – *Administration*

Ursinus College

Charles Rice – *Faculty*
Christian Rice – *Student Affairs & Faculty*

Wagner College

Cass Freedland – *Student Affairs*
Richard Guarasci – *President*
Devorah Lieberman – *Academic Affairs*
Ruta Shah-Gordon – *Student Affairs*

Wartburg College

Peter Armstrong – *Student Affairs*
Rebecca Blair – *Faculty*
Deborah Loers – *Student Affairs*
Ferol Menzel – *Academic Affairs*

Washington & Jefferson College

Jan Czechowski – *Academic Affairs*
Byron McCrae – *Student Affairs*
James Sloat – *Academic Affairs*

Washington & Lee University

Marc Conner – *Faculty*
Debbie Dailey – *Academic Affairs*
Joel Kuehner – *Faculty*

Westminster College

Gary Daynes – *Academic Affairs*
Peter Ingle – *Academic Affairs*

Wheelock College

Felicity Crawford – *Faculty*
Adrian Haugabrook – *Academic Affairs*
Julie Wollman – *Academic Affairs*

SPEAKERS, PANELISTS, MODERATORS & FACILITATORS

Bernard S. Arons

Bernard Arons was recently appointed the new Medical Director of St. Elizabeth's Hospital in Washington, DC. He had previously served as the Executive Director/CEO of The National Development and Research Institutes (NDRI), a nonprofit behavioral public health research, training and prevention outreach organization. Dr. Arons is Clinical Professor of Psychiatry at the Georgetown University School of Medicine, George Washington University School of Medicine, and Howard University, and Adjunct Professor of Psychiatry at Dartmouth University.

Randy Bass

Randy Bass is the Assistant Provost for Teaching and Learning Initiatives at Georgetown University, and Executive Director of Georgetown's Center for New Designs in Learning and Scholarship (CNDLS), a campus-wide center supporting faculty work in new learning and research environments. Dr. Bass is also Associate Professor of English at Georgetown University, with specialties in 19th-century American literature, digital humanities, and pedagogy.

Joyce Bylander

Joyce Bylander is Special Assistant to the President for Institutional & Diversity Initiatives at Dickinson College. Ms. Bylander arrived at Dickinson in August 1998 as Associate Dean. She assumed the position of Dean of Students in July 2000 and moved into her current position in July of 2004. At Dickinson, she is responsible for helping to create a vision for an integrated student experience. Through a variety of programs, Campus Academic Life seeks to create, highlight and support curricular and co-curricular activities that deepen student learning and engagement. She is responsible for the development or support for First Year Seminars, Learning Communities, and Service Learning. She provides direction and supervision to the directors of the Advising Center, Learning Support, Orientation, and the Conflict Resolution Resource Center.

Barry Checkoway

Barry Checkoway serves as Professor of Social Work and Urban Planning at the University of Michigan. He is the founding director of the Edward Ginsberg Center for Community Service and Learning, and of the Michigan Neighborhood AmeriCorps Program involving graduate students and community-based organizations in Detroit neighborhoods. He previously taught at the University of California at Berkeley and University of Pennsylvania, and was a visiting scholar at the London School of Economics and Political Science and at the Hebrew University of Jerusalem.

Elizabeth Christensen

Elizabeth (Libby) Christensen is a December 2007 graduate of Concordia College-Moorhead Minnesota with a major in Religion and minors in Psychology and Sociology. She participated in a Bringing Theory to Practice grant as a sophomore and has continued to be involved in the Project ever since. She currently works as a Case Manager with People Incorporated, helping provide tools to people experiencing long term homelessness and mental illness, offering support and advocacy while encouraging independence. She recently finished a research project to develop a better understanding of the activity and history of men who have been sexually exploited in the streets and environment of Minneapolis. Her research may help shape the first organization to reach out to prostituted men and those men who are exploited by sex-work culture in the Twin Cities. She is also attending the University of Wisconsin-River Falls for a Master's program in Education Counseling.

Catherine Crosby-Currie

Catherine Crosby-Currie is an Associate Professor of Psychology at St. Lawrence University and the Associate Dean for the First Year overseeing St. Lawrence's required living-learning program for first-year students. Her expertise is in the area of constitutional law and families and the prevention of high-risk alcohol use by college students. She is one of the founding members of the St. Lawrence Wellness Initiative, the mission of which is to reduce high-risk behavior by SLU students through environmental change, and she serves as Co-Chair of the Research and Evaluation Subcommittee of that body. She is currently one of the principal investigators on an AAC&U Bringing Theory to Practice project—a longitudinal investigation of the relationship between engaged learning, civic development and mental health.

Ashley Finley

Ashley Finley has been recently appointed as Program Director for Assessment and Learning at AAC&U. Before this appointment, Ashley was an Assistant Professor of Sociology at Dickinson College. She also serves as the National Evaluator for Bringing Theory to Practice, where she oversees assessment protocols and the implementation of evaluation strategies on project sites, and has primary responsibility for the aggregation and dissemination of national findings. Her current research focuses on the impact of engaged learning initiatives, such as learning communities, on college students' civic development and well-being, and the institutional-level costs of assessing forms of student disengagement on college campuses. Dr. Finley's previous research has focused broadly on issues of gender inequality, with specific emphasis on the interplay of relative poverty assessments and female-headed households in Mexico. She teaches courses in social inequality, gender issues, and quantitative methods.

John Ford

John Ford is the Senior Vice-President, Dean of Campus Life, and Professor of Public Health at Emory University in Atlanta, GA. Prior to his appointment at Emory, Dr. Ford served as Dean of Students at Cornell University. He has held faculty appointments in the Department of Policy Analysis and Management at Cornell, the Department of Health Care and Epidemiology at the University of British Columbia, and at the University of Michigan's School of Social Work.

Donald W. Harward

Donald Harward served as President of Bates College from 1989 through June 2002, when he was appointed President Emeritus. Before taking office at Bates, Harward served as Vice President for Academic Affairs at the College of Wooster, Ohio; preceding his tenure there, he taught and served in the Department of Philosophy at the University of Delaware, and subsequently designed and led the University Honors program. He is currently a senior advisor for the ACE Fellows Program and a Senior Fellow with the Association of American Colleges and Universities. President Harward also serves on a variety of foundation and educational boards.

Richard H. Hersh

Richard Hersh is currently a senior fellow with the Council for Aid to Education (CAE) and a senior consultant with Keeling & Associates. He has formerly served as President of Hobart and William Smith Colleges and Trinity College. Dr. Hersh has been actively involved in research on alcohol and other drug abuse on campuses. His current work on assessing the impact of college and university attendance includes development of measures of personal and social responsibility.

Richard P. Keeling

Richard Keeling, MD leads Keeling & Associates, LLC (K&A), an independent higher education consulting practice in New York City. K&A helps colleges, universities, and professional associations in higher education develop and implement strategy, promote student success, improve student learning, strengthen programs and services, and enhance organizational effectiveness. Dr. Keeling is Co-Chair and Co-Founder of

the International Center for Student Success and Institutional Accountability, formed through a partnership of K&A and the National Association of Student Personnel Administrators (NASPA). He also is Senior Fellow for the National Center for Science and Civic Engagement and a Senior Scholar of the American College Personnel Association (ACPA); he is serving his second term on the Board of Directors of the Council for the Advancement of Standards in Higher Education (CAS).

L. Lee Knefelkamp

L. Lee Knefelkamp is a Professor of Psychology and Education at Teachers College, Columbia University; she teaches in the programs of social-organizational psychology and higher education, and she has also held administrative posts as program coordinator and department chair. Lee also directed the student development graduate program at the University of Maryland, served as dean of the school of education at American University, and as academic dean of the faculty at Macalester College. For thirty years, Lee has researched and written about: student intellectual and ethical identity and intercultural development; curriculum transformation; issues of race, ethnicity, and gender; campus climate assessment; and the psychology of organizational change and resistance to change. She also serves as a senior scholar with AAC&U.

Sally Engelhard Pingree

Sally E. Pingree is a Trustee of the Charles Engelhard Foundation, and President of the S. Engelhard Center. A graduate of Trinity College, her areas of interest have been health, education, and environmental affairs. She has served in public relations at the American Heritage Publishing Company and the Board of Trustees of the Potomac School (Virginia), St. Andrew's School (Delaware), Boston College, the Carter Center, and the African Wildlife Foundation. She is a member of the Advisory Council of the Center for Liberal Education and Civic Engagement, the National Gallery of Art, and the Mental Health Task Force of the Carter Center.

Joan Riley

Joan Riley is an Assistant Professor in the Departments of Human Science and Nursing at the School of Nursing & Health Studies and a Nurse Practitioner in the Student Health Center at Georgetown University. She teaches courses on health promotion and disease prevention and conducts research on college health promotion and health literacy. She is a member of the Georgetown University BTtoP Project "Connecting Life and Learning: Engaging the Whole Person through the Integration of Student and Academic Affairs.

Carol Geary Schneider

Carol Schneider is president of the Association of American Colleges and Universities. With 1,100 institutional members, AAC&U is the leading national organization devoted to advancing and strengthening undergraduate liberal education. Under her leadership, AAC&U launched Liberal Education and America's Promise (LEAP), a ten-year public advocacy and campus action initiative designed to engage students and the public with what really matters in a college education for the twenty-first century. Dr. Schneider has published extensively on all the major areas of her educational work and has taught at the University of Chicago, DePaul University, Chicago State University and Boston University.

David Scobey

David Scobey is the Donald W. and Ann M. Harward Professor of Community Partnerships and the inaugural Director of the Harward Center for Community Partnerships at Bates College in Lewiston, Maine. He has been the recipient of a Rhodes Scholarship, a Senior Research Fellowship at the Smithsonian Institution's National Museum of American History, and other fellowships. He serves on the national advisory committees for Project Pericles and chairs the National Advisory Board of Imagining America: Artists and Scholars in Public Life.

Daniel C. Silverman

Daniel Silverman, M.D., M.P.A., is an experienced university administrator and academic physician-psychiatrist. He has recently been appointed as Vice President and Chief Medical Officer at Sinai Hospital and LifeBridge in Baltimore, MD. Previously, he was a Senior Consultant with Keeling & Associates, a higher education consulting practice. Prior to Keeling, he completed his term as Chief Medical Officer and Executive Director of University Health Services at Princeton University. Dr. Silverman served on the faculty of the Harvard Medical School for more than two decades.

John Strassburger

John Strassburger is the president of Ursinus College in Collegeville, PA. During his 13-plus years as president, the campus has become a model of diversity and emerged as a national model of liberal education. An American historian, Strassburger earned a B.A. at Bates College, an M.A. at Cambridge, and his Ph.D. at Princeton, and also received an honorary Doctor of Humane Letters from Tohoku Gakuin University in Sendai, Japan. He serves on the Commission on Leadership of the American Council on Education (ACE) and as a member of its board, is a member of the boards of the Council for Independent Colleges (CIC), the American Academic Leadership Institute and of the President's Council of Project Pericles.

Christine Zimmerman

Christine serves as the Director of Institutional Research at St. Lawrence University. For over a decade, she has led the institution's data research and analysis process to support academic and administrative assessment and planning, grant assessment, external reporting and survey research. Ms. Zimmerman regularly collaborates with faculty and staff on survey projects and other data needs, serves on numerous on-campus committees including co-chairing the University's assessment committee, is a frequent presenter on and off-campus and co-PI of the institution's current AAC&U Bringing Theory To Practice project.

Conference Sponsors



The Bringing Theory to Practice Project (BTtoP) is an independent, national effort funded by the Charles Engelhard Foundation of New York and functions in partnership with AAC&U. The BTtoP Project encourages colleges and universities to reassert their core purposes as educational institutions not only to advance learning and discovery, but to advance the potential and well-being of each individual student, and to advance education as a public good that sustains a civic society.

The Christian A. Johnson Endeavor Foundation is dedicated to the life of the mind and spirit. Since its founding as a family foundation in 1952 by Christian A. Johnson, the Foundation has focused its attention primarily on the field of education, which nurtures and liberates the best in human imagination and action. The qualities fostered by a liberal education, such as intellectual discipline, questioning, analysis, and inspiration, can help individuals realize their highest aspirations and fullest human potential.

The Charles Engelhard Foundation is a New York-based foundation whose mission focuses on projects in higher educational, cultural, medical, religious, wildlife and conservation organizations.

The S. Engelhard Center is a 501c3 non-profit, public charitable foundation. Its mission is expressed through its support of projects and initiatives that affect greater and sustained commitments by educational institutions at all levels to provide effective means of addressing the intellectual, emotional, and civic development of today's students in preparation for claiming their, and our, positive future.

Association of American Colleges and Universities is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantage of a liberal education to all students, regardless of their academic specialization or intended career. Founded in 1915 by college presidents, AAC&U now represents the entire spectrum of American colleges and universities—large and small, public and private, two-year and four-year. AAC&U comprises more than 1,150 accredited colleges and universities that collectively educate more than five million students every year.



MARRIOTT FLOORPLAN

