

the independent voice

Connecticut Conference of Independent Colleges... Educators, Employers, Community Partners

Scenes from CCIC 75th Anniversary Event



Michelle Mortali, SHU '08, spoke on behalf of all financial aid recipients and outlined the importance of providing state and federal funding for aid programs.



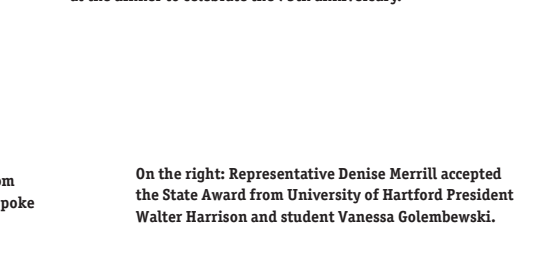
Presidents from several CCIC member institutions gathered at the dinner to celebrate the 75th anniversary.



Michael Critelli, CEO of Pitney Bowes accepts the CCIC Business Award from Fairfield University President Jeffrey von Arx, S.J. and Natisha Campbell, SJC, '05. Pitney Bowes has taken a lead role in supporting literacy and education.



Governor M. Jodi Rell accepts a special leadership award from Michelle Mortali and CCIC President Judith Greiman. She spoke about her comprehensive pre-K-16 funding plan.



On the right: Representative Denise Merrill accepted the State Award from University of Hartford President Walter Harrison and student Vanessa Golembewski.



A Private University with a Public Purpose

On Feb. 21, 1957, Connecticut Gov. Abraham Ribicoff signed a special act creating the University of Hartford.

It was the culmination of an extraordinary effort by a group of visionary community leaders who believed that Hartford needed its own university in order to grow and thrive. They brought together three local institutions that were in need of new homes – the Hartford Art School, Hillyer College, and the Hartt College of Music; they secured farm land on which to build a campus . . . and a university was born.

Fifty years later, the University of Hartford is celebrating five decades as “a private University with a public purpose.”



President Walter Harrison publicly launched the University's year-long 50th anniversary celebration with a Feb. 13 speech to Greater Hartford business and community leaders at the MetroHartford Alliance's Rising Star Breakfast. Throughout its history, Harrison said, the University has remained deeply committed to the vision of its founders. The creation of two University magnet schools,

plans for a Performing Arts Center in Hartford's Upper Albany neighborhood, and a thriving partnership with Hartford public schools are just a few examples of the University's ongoing commitment to serving as a valuable resource for Greater Hartford, Harrison said.

The celebrations continued with a variety of Founders' Day festivities on Feb. 21, the actual anniversary of the day Gov. Ribicoff signed the papers creating the University. Nearly 800 people gathered in Gengras Student Union for a '50s-themed birthday party, complete with soda fountains and roller-skating waitresses. Later in the evening, more than 2,500 spectators packed the Chase Arena at the Reich

Family Pavilion for a special Founders' Day women's basketball game.

The University community has been celebrating in many other ways as well.

Last fall, students, faculty, and staff were asked to take photos of life on campus during a 24-hour period. The result is a giant “Day in the Life” photo collage that captures the spirit of the University 50 years after its founding. Both the photo collage and an enormous timeline of the



Univ. of Htfd. (cont. on p.3)



Professor Awarded Grant, Will Co-Direct State Stem Cell Facility

Wesleyan University and one of its researchers were major beneficiaries of the State of Connecticut's initial round of nearly \$20 million in grants to fund non-federally-sanctioned stem cell research.

Wesleyan was a co-recipient with the University of Connecticut of \$2.5 million dedicated for the Human Embryonic Stem Cell Core Facility, which will be located in Farmington. Laura Grabel, the Fisk Professor of Natural Sciences and professor of biology, also received \$878,348 for her study titled "Directing Production and Functional Integration of Embryonic Stem Cell-Derived Neural Stem Cells."

Grabel will also be co-director of the Human Embryonic Stem Cell Core Facility with Ren-He Xu, associate professor and director of the human embryonic stem cell laboratory at the University of Connecticut Health Center.

"The Human Embryonic Stem Cell Core Facility will be a world class facility that will be a tremendous benefit to the state's residents as well as our faculty and students," Grabel says. "It lets us maximize the available resources and gives

researchers a dedicated space to work with the unapproved stem cell lines."

The stipulation regarding unapproved stem cell lines is extremely important to stem cell researchers because of the federal guidelines. It is not illegal to work with these non-approved stem cell lines; in fact, researchers in private industry have been doing so for several years. However, researchers cannot use facilities or resources that have been paid for by federal funds for approved stem cell lines in conjunction with research on non-approved lines.

"Most of the researchers involved have received federal funding for their work on approved stem cell lines," says Grabel, who has received NIH funding for her work with these lines. "To partition a lab and replicate much of the materials and resources that are dedicated to federally-funded work would be tremendously wasteful and extremely impractical. This facility will eliminate any chance of overlap."

A similar facility will also be created at Yale with an

identical \$2.5 million state grant.

Grabel adds that use of these facilities will not be limited to the three universities who are being funded by the state's stem cell initiative - Wesleyan, Yale and UConn.

"Students from all the universities and colleges in the state

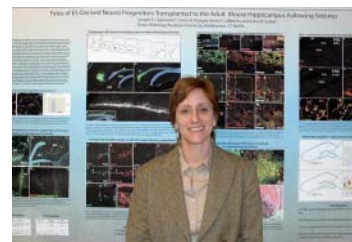


photo caption: Laura Grabel, the Fisk Professor of Natural Sciences and professor of biology at Wesleyan University, received \$878,348 for her study on embryonic stem cells.
photo credit: Olivia Bartlett

will have the opportunity to be trained there," she says. "That's another great advantage of this facility. We'll be training a whole new generation of stem cell researchers."

Grabel's work at the facility will be based on the individual grant she received from the state. Her research focuses on how to improve the effect of

stem cells can be implanted in the brain to replace damaged neurons.

"In some cases the stem cells become healthy neurons and reverse the damage," she says. "But this doesn't happen every time. Sometimes nothing is reversed. So we'll be looking at why this occurs and how we might improve the chances of a positive outcome."

When Grabel says "we" she is referring to her co-investigators, Janice Naegele, chair and professor of biology, professor of neuroscience, and Gloster Aaron, assistant professor of biology.

"We have some fantastic researchers here, and our capabilities and interests complement each other quite well," Grabel says. "It's really the strength of our research abilities that the state responded to by making us a partner in this initiative."

Parts of the Human Embryonic Stem Cell Core Facility in Farmington are already up and running. The rest should be fully operational in early 2007.

By David Pesci, director of Media Relations.
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Office of Service Learning established at Fairfield University

Service-learning is the term used to refer to the various pedagogies that link community service and academic study so that each strengthens the other.¹ While the term is often applied to co-curricular service activities that may be loosely linked to students' academic programs, *academic service learning* is a credit-bearing educational experience in which students participate in an organized service activity that is relevant to a specific course and meets needs identified in/with the community. Participants engage in structured reflection on the service activity so that they gain



Dr. Robbin Crabtree, center, and Lyl Ureña '04 with villagers during on educational-service trip to Gititu in Central Kenya in 2004. Dr. Crabtree's research relates to international development and cross-cultural exchange, such as that depicted here. Fairfield University formally established an Office of Service Learning in 2006.

deeper understanding of course content, a broader appreciation of the discipline, a greater appreciation for diversity, and an enhanced sense of civic responsibility.²

Faculty members at Fairfield University have been innovators in academic service learning for many years. For example, the Health Promotion Center in Bridgeport was developed by Dr. Phil Greiner and others as collaboration between the School of Nursing and various Bridgeport agencies in order to meet *both* the educational needs of Fairfield University nursing students *and* the healthcare needs of economically and otherwise marginalized populations in the area. Similarly, the Adrienne Kirby Family Literacy Project was developed by Dr. Judith Primavera of the Psychology Department in the College

of Arts & Sciences in order to meet *both* the educational needs of students in the cognitive and developmental psychology courses *and* the needs for literacy support for educationally disadvantaged parents and children in Bridgeport. Dr. Winston Tellis' Technology & Society course in the Information Systems department of the Charles F. Dolan School of Business not only educates Fairfield University students about the digital divide, but provides needed computer skills to local public school students.

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**SPRINTING TOWARD THE FUTURE:
THE UNIVERSITY OF NEW HAVEN EMBRACES A
POPULAR TREND IN HIGHER EDUCATION**



These days, college students in Connecticut are learning about more than global politics and Gothic literature. Now, they can add yoga, step aerobics and Pilates to their daily to-do list.

A recent higher-education trend of building and outfitting recreation centers that are the modern-day campus equivalent of health clubs has added another item to the list of enviable amenities universities throughout the nation are offering to their students. The University of New Haven, as part of a larger effort to improve the campus with a spate of new construction, building improvements and landscaping, is building a \$15.5 million state-of-the-art recreation center on the Boston Post Road in West Haven. Construction began last September, and the building is scheduled to be completed in November of 2007.

Building a facility for students to use for recreational fitness was a top priority for President Steven H. Kaplan when he assumed the University presidency in 2004. "Students told me that a campus fitness center would greatly enhance their on-campus living experience, and we listened," President Kaplan says. "We worked with students to carefully plan the David A. Beckerman Recreation Center to meet students' needs for recreation and to allow UNH to stay competitive in recruiting students."

The 56,000-square-foot facility, with a brightly lit indoor-running track easily visible

from the Post Road, also will include a fully equipped fitness center; a multi-purpose room for such varied activities as yoga, step aerobics and Pilates; and a multi-sport court for activities such as rollerblading, roller hockey, volleyball and indoor soccer.

"The new Recreation Center will give students another place on campus for activities and to simply meet and hang out," says Derick LaTorre, '07, the president of the Undergraduate Student Government Association at the University of New Haven. "It will definitely help our community."

Although many segments of the general building market have slid into a slump recently, the popularity of college recreation centers has grown, according to David Dymecki, a principal in the firm of Sasaki Associates, the Boston architectural firm that is building the University of New Haven's Recreation Center.

"Students spend the majority of their time outside the classroom, and there's been a move to improve where students live, socialize and recreate," Dymecki says. "Colleges and universities felt a need to provide a better on-campus, out-of-the-classroom learning and socializing experience."

Hundreds of universities are building student recreation centers or are planning to, Dymecki says. The National Intramural Recreational Sports Association recently reported that over the next five years, its member institutions were planning to spend \$3.1 billion for on-campus recreation centers. "It's a building type that students are demanding, a building that is important in their search for a college or university," Dymecki says.

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Within the Center for Faith & Public Life at Fairfield University, the Office of Service Learning was established in 2006 to enhance the ongoing efforts of faculty, as well as to facilitate and support new service-learning course development, community partnerships for cooperative education, and meaningful reflection experiences. The Office of Service Learning facilitates the connection of specific courses, departments, and programs of study for faculty who want to combine disciplinary standards for rigorous academic learning with meaningful and appropriate service that addresses needs identified by and with communities. Reflection on the conceptual/academic, civic/social, and personal/spiritual dimensions of service learning is essential, as is the development of partnerships with the community that are based in mutuality, reciprocity, and cooperative education for the common good. Appropriate collaborations between Academic Affairs and Student Affairs, in areas such as Residence Life, Campus Ministry (where co-curricular community service programs are coordinated), and Student Activities/Student Government, are also facilitated by the Office of Service Learning, which has an advisory committee made up of members from all areas of the university as well as representatives from the community.

Understanding "community" as denoting not only geographical vicinity, but interdependence and shared responsibility, the Office of Service Learning at Fairfield University strives to cultivate a spirit of cooperation and sense of global citizenship among all participants. In keeping with our Jesuit mission and traditions, we are committed to solidarity and collaboration with people and communities who are marginalized economically or in other ways. Staff in the OSL creates programming grounded in the

"best practices" from the burgeoning academic literature on service learning pedagogy, and works closely with Connecticut Campus Compact. Through provision of logistical and financial support, brown-bag discussions, formal workshops, one-on-one consultations, presentations to myriad constituencies, and development of related student leadership opportunities, the Office of Service Learning at Fairfield University seeks to become a model program in the academic service learning movement nationally.

(Footnotes)

¹ Thomas Ehrlich, in Barbara Jacoby and Associates (1996). *Service-Learning in Higher Education: Concepts and Practices*. San Francisco, CA: JosseyBass.

² Robert Bringle and Julie Hatcher, "A Service Learning Curriculum for Faculty." *Michigan Journal of Community Service Learning*, Fall 1995, pp.112-122.

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University's history are on display in Gengras Student Union.

The University will continue to celebrate its past, present, and future throughout 2007. Representatives of each of the University's 50 graduating classes will march at Commencement on May 20. In the fall, University officials will bury a 50th anniversary time capsule, and University of Hartford alumna Dionne Warwick will perform on campus in a special 50th anniversary concert.

For much more on the 50th anniversary - including photos, an interactive timeline, and dozens of short video clips featuring members of the University of Hartford community - visit the University's 50th anniversary website, at www.hartford.edu/50th.

Customer Service and Hospitality Skills Training Academy Launched

When Capital Workforce Partners awarded Goodwin College a grant to form a learning center that would provide training in hospitality and customer service, the two organizations set out to establish a unique educational solution. The innovative academy would be designed to help area residents gain skills that would prepare them for new careers and to increase employers' access to a trained group of potential employees. On February 5, the two organizations achieved their goal when 20 students entered the new Career Academy for Service Excellence, located on Franklin Avenue in Hartford.

Recognizing that creating opportunities for the Academy's students relied on expanding connections to area businesses, Jack Matthews, Goodwin's director of the Career Academy for Service Excellence, convened a group of representatives from regional hotels this past fall to identify the needs of the hotel and lodging industry and formulate educational content for the Academy. Collaborators from The Goodwin Hotel, the Courtyard by Marriott, La Quinta Inn and Suites, the Holiday Inn, and the Hilton Hotels Corporation contributed their insights. Their participation with the Academy has continued, with

speakers from these hotels entering the classroom to provide insights to students. The reaction from businesses partners has been extremely positive. Matthews notes, "Hotels are really anxious to talk to our grads." Christopher Barstein, general manager of The Goodwin Hotel, views



the Academy as an important link between workers and employers, expressing, "The entire team at The Goodwin Hotel is thrilled to be entering into this partnership with Goodwin College. We're confident this program will be an invaluable resource elevating the level of hospitality throughout the entire region."

That excitement is shared by the students who feel that the combination of group activities, industry expert presentations, and interactive teacher instruction has empowered them with new knowledge that will enhance their professional future. Matthews shares, "They're looking for something that's going to give them a career possibility not just a job possibility."

Graduates of the program receive a nationally recognized certificate in customer service and hospitality specialties from the Educational Institute of the American Hotel and Lodging Association.

The success of the Academy is a direct result of the strong partnership between Goodwin College and Capital Workforce Partners. Goodwin College President Mark Scheinberg states, "Our collaborators at Capital Workforce Partners have energetically provided guidance throughout the process of establishing the Career Academy for Service Excellence. Their efforts have helped ensure that the program provides relevant information to our students, giving them skills that make them competitive for rewarding employment." Thomas Phillips, president and CEO of Capital Workforce Partners, corroborates, "Partnerships with area businesses in the hospitality industry are the true key to success. Understanding what the region's employers need is the first step in providing guidance and instruction to the workforce pipeline. That way, students can be encouraged to reach for opportunities that are in demand."

To learn more about the 32-week program at the Career Academy for Service Excellence, call Jack Matthews at 860-528-4111.



The Independent Voice is a publication of the Connecticut Conference of Independent Colleges, a public policy association representing Connecticut's nonprofit independent higher education institutions.

Chair

Dr. Douglas J. Bennet
President, Wesleyan University

Vice Chair

Dr. Julia M. McNamara
President, Albertus Magnus College

President

Judith B. Greiman
Connecticut Conference of
Independent Colleges
ph: 860.236.0900
fax: 860.236.0910
e: greimanj@theccic.org
www.theccic.org

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