

In This Issue

Feature Articles	1
<i>Enriching Computer</i>	
<i>Science</i>	1
<i>OWU in DC</i>	2
Recycling Tips	2
Transitions	3
Noteworthy News	4
Announcements	5
GLCA Member Schools .	7
<i>Oberlin</i>	7
Faculty News	8

Our Mission

The mission of the Great Lakes Colleges Association is to take actions that will help strengthen and preserve our colleges; and by being a leading force on behalf of education in the tradition of the liberal arts and sciences. Rich in tradition, GLCA will continue to enhance our colleges by leading as new areas of opportunity and challenge emerge.

Feature Articles

Enriching Computer Science Faculty Careers: A CS1 Workshop

Joan Krone and Tom Bressoud, both of Denison University, are co-chairing a two day workshop with GLCA and Mellon Faculty*. The keynote speaker is Charles Kelemen, Swarthmore College. (*Mellon faculty belong to selected colleges identified by Mellon, of which Denison and DePauw are members, for career enhancement.)

Since the 1970's when liberal arts colleges first began granting degrees in Computer Science (CS), an enormous number of changes have taken place in the field. The changes have affected not only professionals practicing in the discipline, but academics in the field, as well, especially those who teach introductory courses. Current faculty find themselves unable to teach their beginning students the same languages and paradigms that they themselves learned as beginners in the field. Additionally, what to teach in this introductory course is not obvious given the different levels of expertise students bring with them to the class.

Each year CS departments are faced with the following questions when planning their CS1 course; some issues being unique to liberal arts schools:

1. What are the goals the students should achieve?
2. Is it possible to serve both majors and non-majors in the same course?
3. When, and to what extent, should we

introduce objects that are used to model elements of the real world?

4. What application areas can we use that both enable students to achieve the goals that have been set and at the same time are interesting and up-to-date?
5. How to use Java more effectively; selecting the best tools to develop, and/or how to choose appropriate supplements?
6. What Integrated Development Environments are supportive, easy to use, and available to students on whatever platform they might have?
7. How much mathematics do students need before entering the course and how much should be introduced in the course?

In the liberal arts environment, non-majors are often included and encouraged to take CS1, often to satisfy a general education requirement. The difficulty is amplified as the faculty member seeks to find a balance in designing a course that is challenging, interesting, and has material appropriate for the non-major while achieving the goals for the major.

Workshop Goals

- Opportunity for faculty to enhance their teaching careers
- Develop and/or access course materials
- Hands on experience with appropriate tools

Call for Submissions

The deadline for submissions for the next issue of *The Beacon* is September 3, 2007. Please send submissions electronically as e-mail text or attachments to Charla White, Editor at white@glca.org. Submissions may be edited for length. Feedback and comments are always welcome.

Enriching Computer Science Faculty Careers *continued*



Joan Krone,
Denison University

Workshop Goals *continued*

- Interactive participation in on-going discussions
- Share resources/materials with other faculty and their students

To register go to: <http://www.denison.edu/mathcs/cs1/>

Cost: Free room and board on campus, free registration, shuttle service to/from the airport is provided and ample parking is available.

If you have questions, please contact Joan Krone at krone@denison.edu.

Ohio Wesleyan in Washington, DC

Keith Dailey '02 is yet another Ohio Wesleyan graduate who is “doing his alma mater proud.” As Governor Ted Strickland’s newly appointed press secretary, Dailey is putting his OWU education and “Wesleyan in Washington” experiences to good use.

“I often reflect on a “Politics and Mass Media” class I took with Dr. Joan McLean, in which we studied how politics shapes the news media, and how news shapes politics in America,” reflects Dailey, who feels fortunate to have studied under the guidance of many wonderful professors.

The former Wesleyan Council on Student Affairs/student body president says he learned well that effective communication starts with understanding your audience.

“As a student leader, I had the opportunity to develop communications skills in working with students, faculty, staff, and the president and administration,” says Dailey.

As an intern on Capitol Hill in 2000, he was there during the 2000 presidential campaign — an experience that has stayed with him.

As Governor Strickland’s press secretary, Dailey is his spokesperson who responds to questions from the media.

“I’m the primary point of contact for news media and am trying to build relationships with the press corps that are covering the Statehouse and Governor’s Office.”

On the job for just a few weeks, Dailey served as Congressman Strickland’s press secretary before the campaign.

“It’s been an incredible few weeks, especially since the election,” he says.

“I can truly say that my four years at Ohio Wesleyan served as a foundation for everything I am doing today. I even was lucky enough to meet my beautiful wife, Kate Ansted Dailey, at OWU!”



Think and Act Green!

Reuse all envelopes by placing a new address label over the top.

When its time to take the art work down—don’t throw it away! Use it as wrapping paper!

Plastic bags can be used as bin liners or scrunch a bunch up and use as packing.

Recycle old magazines—send them to schools, kids need them for crafts!

Aluminum pans make great drip saucers to put under potted plants.

Recycle jars by using them for home preserves.

Remember charities when discarding furniture, kitchen gear, and bedding—there’s a need/place for everything!

Transitions

The upcoming year will be a learning experience for everyone in the GLCA as we go through this transition as we to let go of seasoned outgoing leadership and welcome new incoming leadership.

Peter Mitchell, 14th President of Albion College is retiring June 2007. Dr. Mitchell has provided leadership on numerous state, regional and national boards. Mitchell is the Chair of the GLCA Board of Directors for the 2006-2007 academic year.

Donna M. Randall has been appointed the 15th President of Albion College. Dr. Randall is currently the Provost at the University of Hartford in Connecticut. She will succeed Peter T. Mitchell effective July 1, 2007.

Richard T. Jurasek will become the 6th president of Medaille College. Dr. Jurasek joined Antioch in 2003 as the Vice President and Dean of Faculty. He served as Antioch's Interim President from July 2004-February 2006 and was promoted to Executive Vice President in March of 2006. He will assume his role as President of Medaille College on June 1, 2007. Medaille College is the third largest private college in the Buffalo, New York, area with over 3,000 students.

Bradley W. Bateman has been appointed Provost of Denison University effective July 1, 2007. Dr. Bateman was the associate dean at Grinnell College. Dr. Bateman has a distinguished career in teaching and scholarship at Grinnell and has led campus wide initiatives on academic advising and core curriculum reform.

Robert G. Bottoms, President of DePauw University, announced his retirement effective June 30, 2008. Dr. Bottoms has served longer than any president in the 170-year history of DePauw. Dr. Bottoms will assume the role of Chancellor July 1, 2008 and will oversee the Janet Prindle Institute for Ethics.

Len Clark is retiring as the nation's longest serving Provost after twenty-six years of service at Earlham College. Clark has served on the GLCA Deans' council for twenty-six years.

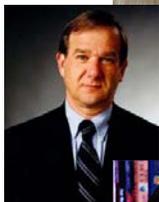
Gregory Mahler will leave Kalamazoo College to begin his role at Earlham College as Academic Dean and Vice President for Academic Affairs effective July 1, 2007. Mahler will also be Professor of Politics.

Nancy Dye, Oberlin College, is retiring at the end of this year after 12 years as president. She has been a national leader in higher education and served as an active member of the GLCA Board of Directors since 1994 and was Chair for 2002-2004.

Mark Huddleston, President of Ohio Wesleyan University, has been named as the 19th President of the University of New Hampshire, effective this summer.

Stanton Hales, President of The College of Wooster, will be leaving at the end of the 2006-2007 academic year. Dr. Hales served recently as the GLCA Chair for the Board of Directors for 2004-2006.

Grant H. Cornwell has been selected to be the 11th President of The College of Wooster effective July 1, 2007. Dr. Cornwell is currently the Vice President and Dean of Academic Affairs at St. Lawrence University.



Noteworthy News

“Game Changers” and Possible Futures for Liberal Arts Colleges

Kalamazoo College hosted a combined meeting of the GLCA presidents and chief academic officers this spring that featured James J. Duderstadt, President Emeritus and University Professor of Science and Engineering at the University of Michigan, as guest speaker. Dr. Duderstadt recently served on Secretary of Education Margaret Spellings Commission on the Future of Higher Education; his comments drew from reflections of that experience as well as from a range of other projects focusing on future challenges to higher education in the U.S.

A central theme of Dr. Duderstadt’s remarks was the need for colleges and universities to act more strategically in providing students with the skills to function and be competitive in a global economy. Higher education institutions must increasingly define their purposes and roles in terms of global issues, rather than thinking primarily in local, regional, or even national contexts. While colleges and universities in the U.S. remain world leaders in many respects, a set of emerging issues – what Dr. Duderstadt called “game changers” – pose challenges that higher education institutions in this country will need increasingly to confront. These issues result from a combination of public policies, technological innovations, institutional behaviors, market forces, changing demands for skills in the workplace, and demographic changes. Among the factors Dr. Duderstadt identified as game changers:

- A growing number of Americans are not benefiting from the opportunity that a higher education provides, with the result that the U.S. is losing ground to other nations in terms of a skilled and educated workforce.
- In the competitive, rapidly changing environment of a global economy, there is a growing demand for education that extends throughout a lifetime, providing knowledge for continued upgrading of skills in the workplace and beyond.

- The Open Education Resources movement is changing the nature of information access and retrieval – and of higher education itself.
- In all likelihood, higher education institutions must face the challenges of the future without a substantial increase in public resources.
- A growing emphasis on accountability will compel higher education institutions to make continued progress in defining learning goals and measuring the attainment of those goals.

Dr. Duderstadt entertained questions and engaged the deans and presidents of GLCA member colleges in lively exchanges. A key question to emerge was what role liberal arts colleges could likely have – and what leadership they could potentially exert – in addressing the challenges of a changing landscape for higher education.

In the ensuing discussion, a theme emerged that resonated with several presidents and deans. That is, in an age of ubiquitous information through the Internet and other means, there remains a pronounced need for those who serve as mediators of learning, particularly for young people. In the very act of connecting traditional-aged students with a strong residential learning community, liberal arts colleges provide their graduates with the foundations for a lifetime of learning. Possibly more than any other kind of institution, colleges of this kind allow students to experience the fulfillment that comes from learning and a desire for continued growth of the mind. In this sense, the kind of education these colleges offer today is more important to the nation’s continued civic and economic vitality than in any previous age. Dr. Duderstadt observed that most universities are not preparing undergraduates for lifelong learning, and K-12 education for the most part is not preparing them either.

“Game Changers” continued

The discussions arising from Dr. Duderstadt’s presentation affirmed the critical importance of higher education working actively to meet the demand for changing cycles and modes of education. It is not likely that all liberal arts colleges will respond in the same way to the challenges of meeting evolving needs for higher education in the future. Dr. Duderstadt’s re-

marks provided a rich framework for any college to understand the challenges it faces in a broader fabric of issues confronting all of higher education – and ultimately all of American society – in an age of global interaction and competition.

The Philadelphia Center 40th Anniversary/Stevens E. Brooks Retires

The Philadelphia Center (originally known as The Philadelphia Urban Semester) was founded in 1967 and is proudly celebrating its 40th anniversary. The program continues to be recognized by GLCA and is managed by Hope College. Originally intended to provide the GLCA campuses with urban education experiences for their students, The Center grew to welcome students not only from GLCA campuses, but from liberal arts colleges across the country. Over 5000 students from nearly 100 campuses have participated in the program. The Center offers a structured educational environment for undergraduate students in the context of an urban setting and is committed to helping students develop an understanding of urban issues; a clearer view of personal objectives, values and abilities in relation to a field of work; and independent city living.

experiential education was radical. What was radical then is now mainstream. We were instrumental in shaping that. We remain a leader in experiential education by doing what we do well, by being adaptive and accommodating to student interests.”

The Philadelphia Center originally appealed to politically engaged students interested in acting as “agents of change” and to those who wanted to “affect society in positive ways.”

In addition to the historic 40th Anniversary, Brooks will retire after 39 years of service to the Philadelphia Program. Brooks joined The Philadelphia Center in 1968 only one year after the program was founded by the Great Lakes Colleges Association (GLCA).

“From the beginning, we did experiential education properly,” notes Executive Director, Stevens E. Brooks. “In 1967, the notion of

For more information, visit <http://www.philactr.edu/>

I was a student from DePauw University. My semester in Philadelphia turned out to be a pivotal, life-altering experience for me in many, many ways. One of his greatest legacies is the way in which he has encouraged his students, faculty, staff, and friends to learn and to grow.”

Larry Spears, President & CEO
of the Greenleaf Center

Announcements

The Committee for Institutional Commitment to Educational Equity

The Committee for Institutional Commitment to Educational Equity (CICEE) plans to end the 2006-2007 academic year with a final meeting in Ann Arbor, Michigan on June 22-23, 2007.

Following a productive meeting, held on the eve of Denison University’s conference “The Value, Visibility, and Viability of Multicultural / Minority Affairs Professionals”, CICEE members reviewed their track record of sponsoring two major events, **The Black Studies Conference** and the **Students of Color Lead-**

ership Conference, within a context of increasingly competitive offerings of national conferences for faculty yet ongoing demand for leadership training for students. These concerns will inform the agenda of the meeting in June. Additionally, convener Vincent L. Briley (Denison) has requested that individual campuses bring data on students of color participation in study abroad in recent years so that discussion might ensue on how best to support study abroad opportunities available through the GLCA. As of this printing, ten of the 12 GLCA schools have indicated that CICEE members will attend the June meeting.

50th Anniversary of “West Side Story”: A Multi-Cultural Jewel for the GLCA New York Arts Program

Fifty years ago, the culturally groundbreaking musical *West Side Story* premiered on Broadway. This December, to commemorate the anniversary, the **West Side Story Project**, a multi-cultural collaborative initiative in dance, theatre, and music between Ohio Wesleyan University’s New York Arts Program and John Jay College of Criminal Justice of the City University of New York, will premier.

The series of five performances in December (Dec. 4-7) will mark the culmination of 12 weeks of workshops, lectures, panel discus-

sions on gang life scholarship, rehearsals, symposia, and satellite events including one event featuring a discussion with artist Chita Rivera, who played “Anita” in the original Broadway production.

The **West Side Story Project** will explore the collaborative effort of the participants’ artistic visions and multi-cultural experiences into a musical theater event. Dr. Dana Tarantino, professional stage director and a faculty member of John Jay College and the New York Arts Program will direct the production.

GLCA Students Thrive in New York Arts Program



Adam Rasmus,
Kenyon College

On a typical March afternoon in New York City, Adam Rasmus, a current student from Kenyon College, is immersed in intriguing projects that involve designing architectural lighting as a part of his internship at Tillotson Design Associates. The son of two architects, Adam says that he is enjoying this experience and finds that his prior knowledge of architecture has served him well. This internship is one example, of many, that reflects how the GLCA New York Arts Program (NYAP) provides experiential learning opportunities with well-established, industry-respected firms and organizations of all types.



Jesse Koskey
Program Coordinator

In a conversation with Jesse Koskey, program coordinator for the NYAP and former participant while enrolled at Hope College, Koskey explains “I learned more from working with painters than I would have learned in a classroom.” He summarized his internship experience as “invaluable!”

Under the leadership of Prof. Alvin Sher, Director, the NYAP continues to place students in arts programs including placements in poetry workshops, performance arts, architecture, film, sculpture, printmaking, music, the fashion industry, the visual arts and more. The program also provides minority or ethnic-related internship opportunities such as: the American Jewish Theater, the Dance Theater of Harlem, A Gathering of the Tribes, the Harlem School of the Arts, Intar, a theater devoted to drama with a Latino emphasis, the Melting

Pot Theatre, the Pan Asian Repertory Theater which seeks to foster and develop Asian works, Platinum Sound – a hip hop studio and label, and the World Music Institute.

Since 1967 over 3000 participants have completed this unique program and over 800 apprenticeship sponsors have worked with the students in the program. The program maintains housing and offices, supportive facilities, and a full-time staff in New York at the program site.

For more information about the New York Arts Program, please visit their website at www.newyorkartsprogram.org or contact your campus representative.



New York Arts Staff

News About A GLCA Member School

Theme Housing Goes Green

Is Oberlin living up to its eco-friendly reputation? College sophomores Lucas Brown, Kathleen Keating and Amanda Medress shared how they have recently taken matters into their own hands.



Kathleen Keating, Lucas Brown, and Amanda Medress, Oberlin College

The idea is a sustainable living theme house called SEED - Student Experiment in Ecological Design.

“We want to be able to live in a way that reduces our ecological footprint,” Keating said.

These three students have been working on the idea since the end of last year. “At the time, we didn’t feel that the school was doing its best to become green,” Keating said. “The idea of a sustainable living house had been floating around a bit, but no one was really taking a hold of it seriously, so we decided to be those people.”

At the meeting, these three students shared a bit of the history of the project, its current status and its hopes for the future. Over the summer, the three students did collective and individual research on fundamental aspects of “green living” and necessary renovations. They found that many other colleges, including Warren Wilson College, Earlham College and Brown University already have sustainable living theme houses. “It seemed odd that Oberlin [didn’t] have one,” said Medress.

This past fall, they brought their idea to the administration. At the beginning of last semester, the three met with Residential Education’s Director Molly Tyson, Associate Director Keith Watkins and Chair of the Environmental Studies Program David Orr. Keating said, “People have been really supportive and receptive along the way, which has been one of the best parts about this process.” The school approved a budget of 40 thousand dollars for renovations of the house.

“Right now we are going to be doing a lot of research on what changes to make, what kind of programming, how to outreach to the community,” Brown said.

“At this point, there is still some flexibility around how the house is going to operate,” Brown said. Many details depend on input from the Ecological Design class. Ideas are still being tossed around, including in-house dining, incorporation of an organic garden and chickens. They are even toying with the idea of having residents receive academic credit for living in the house through the ENVIS department.

“On one half [of the duplex], we hope to create a model for homeowners in the area, with changes that don’t require a lot of investment or resources. The other side of the house would be something that we would be able to spend more money on, and that might require more technology,” Medress said.

Brown added that the whole point of the experimental aspect of the house would be to “display a wider variety of options.”

The three repeatedly emphasized their hopes for the house to be an outlet for community outreach. “At this point, since we don’t know exactly how the house is going to function, we want different people to have input and see the potential of what it could be. The more people we get interested, the more people will be aware of the kind of stuff we are doing. We want to bring a lot of people in,” Keating said. Keating also explained how the house will be designed to spread the advantages of sustainable living beyond the Environmental Studies department and into the local community. “We want to expose a lot of people to lifestyle changes like conserving energy,” she said.

The house will be open to all majors. “Our philosophy is that if only ENVIS majors were to live in the house, then we wouldn’t be spreading environmentalism,” Medress said.

Brown added: “This really should be an outreach center that helps all those who would like to know more about sustainability.”



GLCA Faculty News

Faculty Recognitions

Albion College—Marcy Sacks, History, “Before Harlem: The Black Experience in New York City before World War I” published by the University of Pennsylvania Press.

DePauw University—Daniel Shannon, Philosophy, co-edited the current issue of the *American Journal of Economics and Sociology*. The edition (Vol. 66, No. 1) is entitled, “Challenges of Globalization: Rethinking Nature, Culture, and Freedom.”

Yung-chen Chiang, History, had two separate editions of Xingxing, Yueliang, Taiyang: Hu Shi de Qinggan Shijie (translates to: “The Moons, the Stars, and the Sun: the Women in Hu Shi’s Life”) published in Chinese.

Matthew Hertenstein, Psychology, was awarded a grant of \$139,719 for a project entitled, “Infant Sensitivity to Televised Emotional Displays.”

Jennifer Adams, Communication and Theatre, contributed a chapter to the “Residual Media” released by the University of Minnesota Press. The chapter is titled “Recovering a Trashed Communication Genre: Letters as Memory, Art, and Collectible.”

Robert Hershberger, Modern Languages (Spanish), authored “Rumbos” a second-year interactive Spanish textbook available through Thomson Higher Education.

Dave Berque, Computer Science, nominated for the 2007 TechPoint Mira Award. The award goes to an individual who has advanced Indiana’s economy, brought global attention to the state, and raised the quality of life for all Hoosiers.

Hope College—Kristen Deede Johnson, Political Science, “Theology, Political Theory, and Pluralism: Beyond Tolerance and Difference” published by Cambridge Univ. Press.

Scott VanderStoep, Psychology, was elected national president of Psi Chi, the National

Honor Society in Psychology.

Rob Hodson, Music, “Interaction, Improvisation, and Interplay in Jazz,” published by Routledge Press.

Kent Van Til, Religion, “Less Than Two Dollars a Day: A Christian View of World Poverty and the Free Market” published by Wm. B. Eerdmans Publishing Company.

John Krupczak, Jr., Engineering, received the “Dean’s Science Division Mentoring/Advising/Teaching Award.” Recipient is selected by students and is in recognition for going beyond the call of duty in working with students.

William Polik, Chemistry, was awarded the Dean’s Science Division Faculty Research Award.” This award is based on research accomplishments and is chosen by faculty members.

Isabelle Chapuis-Alvarez, French; Jane Finn, Education; David James, English; and several students presented at the annual meetings of the Michigan Academy of Science, Arts, and Letters held at Ferris State University March 9, 2007.

Ohio Wesleyan—Robert Olmstead, English, authored “Coal Black Horse” published by Algonquin Books, 2007.

Wooster—Nancy Grace, English, “Jack Kerouac and the Literary Imagination,” published by Palgrave Macmillan (2007).

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Your feedback, suggestions, and submissions are always appreciated.

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