



A DECADE *of* ACHIEVEMENT
at CONNECTICUT COLLEGE

CONTENTS

INTRODUCTION	1
I. EXECUTIVE SUMMARY	3
II. FIRST, SECOND & THIRD PLANS	5
III. A RECORD-BREAKING CAMPAIGN	10
IV. PEDAGOGICAL SUPPORT	13
V. RECRUITING & RETAINING TOP STUDENTS	22
VI. BRICKS & MORTAR	23
VII. PRACTICING WHAT WE TEACH: CC & THE COMMUNITY	26
VIII. STUDENT LIFE	30
IX. FINANCE	30
X. SCHOLARSHIPS	31
XI. VISIBILITY & RECOGNITION	33

*“During the last decade
we learned to embrace
the role of planning...
and that not only made
us better at planning,
it made us much better
at dreaming.”*

Claire L. Gaudiani, '66, President



INTRODUCTION

*Over the past ten years,
I have watched with pride*

as the hard work of the entire community — faculty, staff, students, parents, alumni, trustees, and other friends of the College — has made Connecticut College one of the most selective and highly regarded liberal arts colleges in the country.

The dramatic success of the recent *A Time to Lead* fund-raising campaign underscores the deep commitment of so many people to the education we offer. So many people contributed — donors are listed in the college's *Honor Roll of Giving* — that we surpassed not only our monetary goals but also our participation goals. All of the words in this document reflect our great appreciation to the donors who made these achievements possible.

We have created superb academic programs, established a leading position in science education, successfully blended libraries and information services, founded four innovative interdisciplinary centers, quadrupled our endowment, and established 35 fully endowed chairs. It is clearly no accident that we have moved into the top 15 of the most selective liberal arts colleges in the country. Today we are attracting the best and brightest, not just of students, but also of faculty, and staff.

We have achieved this great success because we have never lost sight of the robust tradition of liberal arts in which outstanding thinkers combine deep intellectual study with active and thoughtful engagement in the world around them. Our first two strategic plans created a solid platform of innovative learning opportunities. Now we are completing a new comprehensive strategic plan that will convert this foundation into a springboard to a whole new level of academic excellence.



*Claire L. Gaudiani '66
President of the College*

Our vision of education is one in which students are fundamentally transformed by the study and practice of liberal arts. We have discovered that this transformation happens sooner and more profoundly when students are encouraged to augment their academic exploration with practical discovery and to vary the time and place where learning takes place. As we have intensified the College's involvement in New London, for example, students are working in the community to craft solutions to deep-rooted social justice problems. Five years ago, we created Study Away/Teach Away (SATA), a program in which a pair of faculty members and a small group of students spend a semester living and working together in a foreign environment. We also added off-site research trips to conventional courses so that, for example, a class studying the phenomenon of transnational identity spent ten days in Japan interviewing Brazilian-born Japanese — and then documented their research by creating a web site.

Our plan for the next five years is organized around six strategic academic initiatives. The Integral Internship promises every student an opportunity to do a fully-funded summer internship linked to his or her field of study. The Traveling Research and Immersion Program (TRIP) will expand the number and locations of SATAs and short expeditionary courses. Local/global citizenship and the liberal arts will give students an opportunity to apply their liberal arts education to problems of economic prosperity and social justice. Multiculturalism and diversity will transform the campus community to more closely resemble the real world in which students will live and work after graduation. New majors and emerging fields will identify emerging fields of study and important new majors. Visiting scholars, artists and other distinguished professionals will expand the range of people on campus with whom students can interact, thus introducing new perspectives and stimulating intellectual discourse.

At the beginning of each of our previous strategic plans, we realized that we would have to stretch mightily to achieve our goals. Looking back over this decade of great achievements, there are many accomplishments to celebrate. But perhaps the greatest accomplishment is that in we have created a foundation from which we can reach even higher in the next decade, and beyond.

– *Claire L. Gaudiani '66*
President of Connecticut College

I. EXECUTIVE SUMMARY

A Decade of Achievement

In 1988, the bright light that is Connecticut College was under a bushel. Those of us close to the college knew the education it offered was first-rank, but in a few key areas, notably financial resources, the college lagged behind its peer institutions.

A decade later, Connecticut's place among the best colleges of its type is irrefutable. As this report dramatically chronicles, once quiet CC by the sea has confidently arrived, and others are taking note. Its overall ranking among 162 national liberal arts colleges by *U.S. News and World Report* leapt from 41 in 1989 to 25 in 1999, while individual programs created during the past 10 years rose to national prominence: In his *1999 Guide to Colleges* former *New York Times* education editor Ted Fiske called The Toor-Cummings Center for International Studies and the Liberal Arts "arguably the best-conceived undergraduate study-abroad program of its kind anywhere," and *Newsweek* called the Goodwin-Niering Center for Conservation Biology and Environmental Studies "one of the best environmental studies programs in the United States."

MOUNTAINS CAN, INDEED, BE MOVED. This document tells in detail the story of how superb planning and sustained effort, even at an institution the size of a college, can stimulate dreams, change cultures and yield head-turning results. Highlights of the Decade of Achievement include:

STRENGTHENED FINANCIAL RESOURCES. The college quadrupled its endowment, from \$32 million in 1988 to about \$145 million in 1999. Annual giving, a key measure of alumni satisfaction, nearly doubled during the decade, reaching 50 percent alumni participation.

IMPROVED FACILITIES. Since 1988, the college completed or has underway \$49 million worth of new buildings and renovations, on time and within budget.

GREATER SELECTIVITY. The Class of 2003, 493 students, represents the largest applicant pool, largest early decision contingent, and the most selective year in the college's history. Our selectivity now ranks 15th among national liberal arts colleges. Thirty-five percent of the Class of 2003 enrolled under the Early Decision program. Coupled with a nearly full retention in the current freshman and sophomore classes and a robust transfer contingent, Connecticut College is nearly bursting with the best and brightest the world has to offer.



*Duncan Dayton '81
Chair of the Board of Trustees*

“There no longer can be
any question that Connecticut College
is one of the nation’s
premier liberal arts colleges.”

– Duncan Dayton '81, Chair, Connecticut College Board of Trustees

I. EXECUTIVE SUMMARY

STRENGTHENED ACADEMIC PROGRAMS. Fulfilling President Gaudiani's vision of encouraging interdisciplinary work within a liberal arts framework, four new academic centers were created. The Program for General Education was completely revamped, more opportunities for study away, individual honors study and student-faculty research were created, and modifications to the curriculum, including applications of emerging teaching technologies, were applied in every area.

EXPANDED COMMITMENT TO COMMUNITY. Moving to remove the ivy-covered walls that many thought stood between the college and its host city, CC renewed its efforts to participate in community development. President Gaudiani revived the dormant New London Development Corporation, and, as its president, brokered in four short months a deal among the state, the city and pharmaceutical giant Pfizer Inc, to build a \$222 million clinical research facility in New London, which has long been seeking a solution to its economic challenges. The facility is the centerpiece of a comprehensive development plan for the city's downtown and waterfront supported by federal, private and state funding.

A VOICE ON CIVIL SOCIETY. President Gaudiani's conviction that all citizens have a responsibility to contribute to the common good has served as the cornerstone of her presidency and as the foundation for her academic and civic initiatives. Notably, they include:

- The Connecticut College Institute for a Civil Society, founded in November 1996 with Connecticut Secretary of the State Miles Rapoport, brings together representatives of non-profits, business and government to encourage civic participation.
- Publication by the college of two volumes of *Democracy Is a Discussion*, a collection of essays on democracy by renowned international leaders designed to foster civic discussions in communities and countries in transition worldwide. The workbooks were translated from English into 11 languages by the United States Information Agency for use at its overseas posts.

MOST AMBITIOUS AND SUCCESSFUL FUND-RAISING CAMPAIGN EVER. *A Time To Lead: The Campaign for Connecticut College* released the power to drive the Decade of Achievement. Over a period of nine years, 22,691 donors expressed their faith in the mission of the college by committing \$138 million for programs and facilities, exceeded the campaign goal of \$125 million by 10 percent. 232 new endowed funds were created, which included 24 new professorships and 66 new scholarships. Alumni gave the largest share of the campaign total, followed by foundations, parents, friends, corporations and faculty/staff, in that order. Alumni contributions to the campaign totaled \$101 million, while the college trustees contributed an astounding \$32.7 million, or 24 percent of the total.

Many of these advances took place during the time that my predecessor, John C. Evans P '83 & '86, was chair of the board. I am, indeed, grateful to him for his solid and forward-looking leaderships.

As satisfying as it is to relate these achievements, we cannot rest. The value of a Connecticut College degree depends upon our ability to foresee the future and act aggressively to meet it. The college is already working to solidify its gains and reach farther still. I look forward to having a role in that continued development. Meanwhile, I hope you will find A Decade of Achievement interesting and informative reading.

– Duncan Dayton '81
Chair, Connecticut College Board of Trustees

II. FIRST, SECOND & THIRD PLANS

When the Board of Trustees recruited Claire L. Gaudiani '66 in 1988, they made it clear that her first job was to put college operations in a state of continuous re-evaluation and improvement. Her charge was to implement a long-range strategic plan that would propel Connecticut to the forefront of American liberal arts colleges.

It was a tall order. At the time, strategic administration was new for colleges and universities, and no models existed. If the College was going to create a strategic plan, it first had to invent the process — and do it in a way that reflected the core values of the community. The plan had to be comprehensive, dynamic, inclusive and open to constant review and consultation.

Beyond that, and perhaps more important, Gaudiani wanted to make plan-building an enterprise of flight; to raise it up out of the realm of bottom lines and comparison charts. To her, colleges and universities, because of the privileged place they occupy in democratic society, have a responsibility to lead the pursuit of moral and civic good. The plan, therefore, had to not only facilitate the building of things but the building of spirits and ways of being.

THE FIRST PLAN, 1989-1994

With those ideals to guide them, 300 people from every segment of the college community, including students, set to work in eight operational and four thematic planning teams. Eighteen months later, they launched one of the first five-year strategic plans among liberal arts colleges, *A Time To Lead*. Its goals were ambitious, yet everyone agreed they were important, even essential, in the face of the daunting ethical, social and economic challenges of the early '90s. Here was something worthy of a “stretch” effort. When the plan reached the end of its five-year life, the accomplishments were impressive:

Academic Strength

- Six new faculty positions were added.
- The General Education plan was approved (see “General Education”)
- The first three of four centers were created: the Toor Cummings Center for International Studies and the Liberal Arts (CISLA); the Goodwin-Niering Center for Conservation Biology and Environmental Studies; and Center for Arts and Technology. A fourth center was added during the next five-year plan. (See “The Centers”)
- The college made significant progress toward increasing role of science in the curriculum (see “The Science Initiative” on page 11).



For decades, Connecticut College has been a leader in the environmental sciences. Students and faculty conduct ongoing research on salt marsh ecology.

II. F I R S T , S E C O N D & T H I R D P L A N S

Faculty Support

- Faculty were offered an improved teaching load of three courses in one semester and two in the other, as opposed to the previous 3/3 load. This put Connecticut College on equal footing with its peers and helped attract and retain top faculty candidates.
- Salary gap-closing yielded a 47 percent increase in the average faculty salary.
- The college provided computers for all faculty members.
- A new communications system provided global access to scholarship and information sources
- Research and travel funds increased by nearly 40 percent.
- Full-year sabbatical support was raised to 80 percent.
- An Intellectual Venture Capital Fund was established to support innovative teaching initiatives.
- There was a significant increase in faculty grant applications and awards.

Student Life

- The college's Honor Code was strengthened. An Honor Code question was added to the admissions application. Students convicted on Academic Honor Code violations were denied the right to unproctored final examinations.
- Unity House was relocated to a new home and programs expanded.
- The college improved the coordination of its health and counseling services.
- The renovation of the College Center at Crozier-Williams was fully funded (see "Bricks and Mortar")
- Athletic Center additions included a new swimming pool, field house, rowing tanks, and climbing wall (see "Bricks and Mortar").
- Financial aid was approved for Study Away students beginning with the Class of 1998.
 - Internships and research opportunities for students increased.
 - The number of Honors and Independent Study projects grew in number.
 - Extracurricular opportunities reflected increased diversity of student body.
 - Dean's Term was created for January break, offering intensive training in skills such as negotiation and public speaking.
 - Students participated in developing 28 multicultural courses or course units through the MIMIC grant.



The Christoffers Rowing and Training Center in the Athletic Center was dedicated in 1992, providing a year-round training facility.

II. FIRST, SECOND & THIRD PLANS

Community Life

- Faculty diversity (racial/ethnic and international) increased from 3 percent in 1989-90 to 8 percent in 1994-95.
- Staff diversity (racial/ethnic and international) increased from 12 percent in 1989 to 16 percent in 1993.
- There were 20 percent students of color in Class of 1998.
- The college's fringe benefits package was made congruent with college's reference groups.
- An equitable higher education benefits plan for full-time faculty and staff was developed
- The college launched major initiatives to improve relations with the New London community. In partnership with Pfizer Inc, the City Council, the State and fellow citizens, it took a leadership role in transforming the future of New London.

Visibility and Finance

- During this period, the college improved its public relations efforts. *Connecticut College Magazine* was launched in 1991, and the college saw steady gains in media coverage and national reputation.
- The college endowment more than doubled — growing from \$30.9 to \$62.7 million — between 1988 and 1993.

THE SECOND PLAN, 1994-1999

Three pillars undergird all learning at the college and support the way faculty, staff and students work together:

- An 85-year-old Honor Code, one of a handful of its kind in the nation
- A vigorous tradition of volunteer service
- And a history of shared governance.

The second five-year strategic plan, *A Time To Lead II*, built on this historic emphasis but reshaped it in light of changes sweeping the world. Having proved its ability to meet “stretch” goals, the college set even more ambitious objectives:

- Intensify and improve the undergraduate experience
- Enhance technological support for instruction and research
- Strengthen the breadth of perspective in the liberal arts curriculum
- Increase and recognize diversity in the college community
- Strengthen institutional ties among alumni, parents and students, and
- Build financial strength and increase endowment.



Professor of Zoology Steve Loomis uses technology and multimedia to make science more accessible.

II. F I R S T , S E C O N D & T H I R D P L A N S



The College opened a facility for Connecticut College Downtown in May of 1997 with a street party and ceremony.

Again the college community rose to the challenge. Accomplishments under the second plan included:

- A modified need-blind admissions policy to promote goals of academic quality and diversity in the student body was put into effect
- A new program of General Education was approved
- Student-life programming increased
- Study Abroad/Teach Abroad program was created
- CISLA received endowment funding
- The faculty approved the Holleran Center for Community Action and Public Policy and endowment funding for it was received
- Twelve endowed internships were funded
- Connecticut College Downtown was established
- Established a T-1 connection to the Internet
- Established academic Technology Laboratory
- Received endowment funding for a professorship in Gender and Women's Studies

THE THIRD PLAN, 1999-2004

In the spring of 1999, the college passed another exciting milestone: the launching of initiatives for its third strategic plan.

The first two five-year plans were designed to provide structure, but the latest plan sets the college free to “think out of the box.” The planning process has evolved to the point where it is fully part of the institutional fabric.

“During the last decade we learned to embrace the role of planning and intentional, purposeful activity in specific areas to specific ends,” said President Gaudiani. “And that not only made us better at planning, it made us much better at dreaming. With the most recent plan we were able to say, here, think about what will make a transforming learning environment for your students or your office. How can it be the best in the universe? By freeing ourselves from the constraints that oppress optimal thinking, we slipped into a pair of eagle wings and flew.”

II. F I R S T , S E C O N D & T H I R D P L A N S

As the Strategic Planning Steering Committee continues to refine the plan — driven by more than 50 proposals submitted by faculty, staff and students — it is relying on feedback from six committees. Each of these focuses on an important theme that has emerged from the proposals themselves:

- National and international expeditionary opportunities
- Visiting scholars and artists
- Student internships
- The community
- Emerging technology and new fields of study, and
- Multiculturalism and diversity.

The themes have helped the college identify areas of strength and provide an opportunity for transforming educational ideas. They also are encouraging teachers to find new ways to engage students in their education, even, for example, sharing their research with the next generation of students who will follow them. While this concept has already been applied in many science disciplines, using technology such as a Web site to retrieve work that has gone before can give upcoming students a tremendous advantage by allowing them to build on the research of their predecessors.

The college's successful planning process has not gone unnoticed by others in academia. In 1997 the Harvard Graduate School of Education's Institute for Education Management wrote a case study on CC's planning formula. The authors of the report were impressed by how all segments of the college community have a voice in the planning process, and especially by the active, advisory role of the Board of Trustees. The case study was made available to other college administrators throughout the country and used as a teaching resource at Harvard.

*"We slipped into
a pair of eagle wings and flew."*

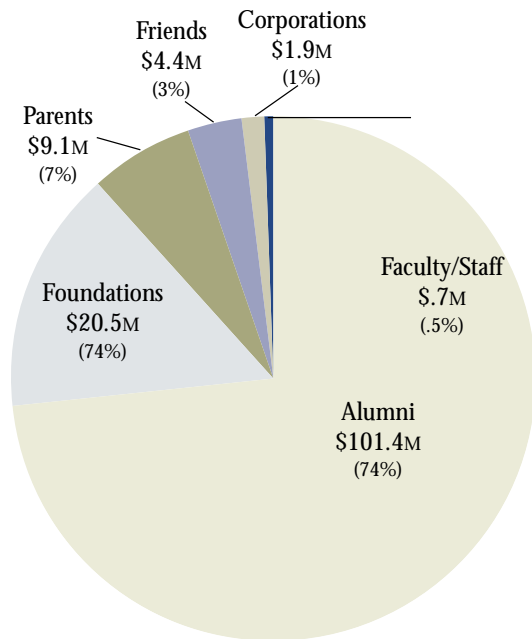
Claire L. Gaudiani, President

III. A RECORD - BREAKING CAMPAIGN

III. A RECORD-BREAKING CAMPAIGN

A Time to Lead: The Campaign for Connecticut College

More than any other single factor, the five-year plans gave donors confidence in their investment in the college during the *Time To Lead* campaign, which surpassed a goal four times larger than any other sustained fund-raising effort in the college's 88-year history. The college's trustees led the campaign to a triumphant finish, exceeding monetary goals by an impressive amount and setting an all-time record for alumni participation.



*A Time To Lead: The Campaign
for Connecticut College*

CAMPAIGN TOTAL BY SOURCE

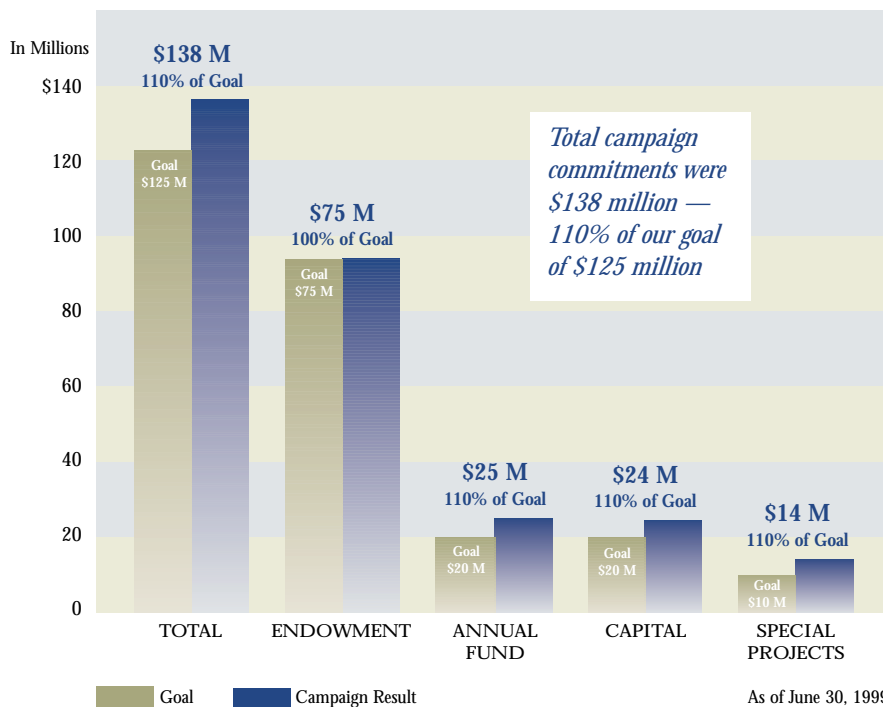
1990 - 1999

- By June 30, 1999, close, the campaign had soared past the original goal of \$125 million to reach a grand total of \$138 million.
- Donors gave \$75 million in new endowment during the campaign.
- A campaign goal of 50 percent alumni participation in the Annual Fund was reached with a dramatic jump of four percentage points in 1998-99. Since 1988, there has been a 100 percent increase in Annual Fund participation by alumni. This is a key measure of alumni satisfaction with the academic programs of the college.
- During the campaign the Annual Fund grew from \$1.6 million in 1988-89 to \$4 million in 1998-99. The Annual Fund underwrites a part of each student's education and will continue to be an important emphasis in years to come.
- Parents of current students contributing to the Annual Fund reached 45 percent at the close of the campaign, an incredible show of satisfaction for the education their sons and daughters are receiving.
- The number of fully endowed professorships grew from four at the start of the campaign to 35 at its close. Having endowed chairs in a variety of disciplines helps the college recruit and retain outstanding faculty.

III. A RECORD - BREAKING CAMPAIGN

- Million-dollar individual donors more than tripled, from 11 in the history of the college to 39 at the end of the campaign.
- The Ad Astra Society was established to honor donors who make lifetime gifts or commitments of \$1 million or more. The Ad Astra Garden, dedicated in 1997, has become a campus landmark, offering a quiet place for reflection and a breathtaking view from the top of the green to Long Island Sound. Names of Ad Astra members are engraved on stone benches that surround a sundial fountain designed by sculptor David Smalley, Henry B. Plant Professor of Art.
- Trustees contributed nearly \$33 million during the campaign and led the effort to spread the word to others about the campaign and what it could do for the college.
- Students joined the campaign effort as seniors, by encouraging classmates to make pledges toward the class gift. Last year, a full 66 percent of the senior class pledged more than \$13,000.

(See Appendix VI for more campaign summary details.)



*A Time To Lead: The Campaign
for Connecticut College*

**TOTAL CAMPAIGN
COMMITMENTS
1990 – 1999**

III. A RECORD - BREAKING CAMPAIGN

OUTCOMES OF THE PLANS

The Science Initiative

The college's successful science initiative provides an excellent example of how focused effort, broad participation and a creative outlook all bring results.

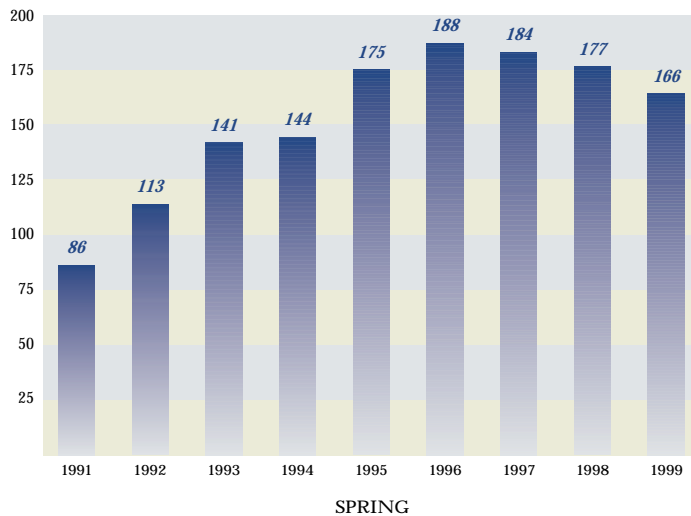
First, several introductory courses were modified to include a more research-oriented "discovery approach" for laboratory work, and lectures were organized by themes that emphasize science processes. A grant from the W.M. Keck Foundation created campus research internships for science majors. These fellowships are designed to increase undergraduate scholarship and promote independent or honors study in the senior year.

The college also strengthened its recruiting materials and methods to bring more potential science majors to campus.

The trustees committed to building new science facilities. In recognition of coordinated planning by the science departments, the F.W. Olin Foundation awarded \$7 million for a new science center that opened in early 1995. The college received grants and gifts from individual donors toward a \$1.6 million renovation to Hale Laboratory.

As a result of these initiatives, the percentage of graduates with science majors increased from 8 percent in 1989 to 14 percent in 1998, and 25 percent of students in the Class of 2003 indicate they plan to major in science.

DECLARED MAJORS IN SCIENCE



IV. PEDAGOGICAL SUPPORT

THE CENTERS

For many students, the word “interdisciplinary” epitomizes a Connecticut College education. Responding to academic needs, the college launched four distinctive interdisciplinary learning centers and a fledgling certificate program during the decade of A Time To Lead:

The Toor Cummings Center for International Studies and the Liberal Arts

The idea for CISLA originally grew out of President Gaudiani’s concern that most international education in the U.S. was occurring at the graduate level as sharply focused pre-professional training. “Such training forms specialists,” she said. “As the world increasingly becomes a smaller place, Americans will need to bring broader cultural knowledge and foreign language proficiency to their work.”

Students apply for the highly competitive CISLA program in the middle of the sophomore year. They write an application essay, take an oral proficiency test in a foreign language and must have a minimum 3.0 grade point average. Once in the program, they pursue a series of courses outside the major: a sophomore colloquium, a senior seminar and four core courses of their choosing. The students also select research projects that tie in with a funded internship abroad during the summer between the junior and senior year and write a research paper based on their experience, their major and their language. Students receive \$3,000 stipends for internships.

At the on-campus public launch of the *Time To Lead* campaign in the fall of 1996, a standing ovation greeted President Gaudiani’s announcement of what was then one of the largest gifts in Connecticut College history: a \$4 million bequest that helped endow the Toor Cummings Center for International Studies and the Liberal Arts. The endowment helped the center rise rapidly to national prominence.



In addition to choosing from 850 courses in 27 academic departments, students may apply for the specialized studies offered by one of the College’s four academic centers.

“Arguably the *best-conceived*
undergraduate study-abroad
program of its kind anywhere.”

– Ted Fiske, writing about the Toor Cummings Center for International Studies and Liberal Arts in his 1999 Guide to Colleges

IV. PEDAGOGICAL SUPPORT



Students learn computer animation in a course offered by the Center for Arts & Technology during the January break.

The Center for Arts and Technology

The Center for Arts and Technology (CAT), builds on both the college's traditional prominence in the arts and its reputation as one of the most technologically advanced liberal arts institutions. The college has taken a leadership role in a burgeoning field in which kinetics are programmed into sculpture, music is celebrated as the union of math and art, and choreographers test and stretch physical limits on-line.

Launched in April 1991, the Center for Arts and Technology (CAT) officially became a certificate program on October 28, 1995, at an announcement ceremony that featured a speech from the father of artificial intelligence, MIT professor Marvin Minsky.

"Today the world is dominated by technologies that include images and sound," said Professor of Music Noel Zahler, who, with Henry B. Plant Professor of Art David Smalley, was founding co-director of CAT. "This new program answers the need for graduates who not only are comfortable traversing the boundaries of art and technology, but who also have the solid base of a liberal arts education."

The center was established to encourage scientists to use art as a means to visualize data, to show artists how to use technology for expressive purposes, and to facilitate student and faculty research the uses of computer and information technology to change humanity's vision of the future.

An important focus of the Center is the biennial Arts and Technology Symposium. A four-day extravaganza of innovation, the symposium has become a respected international showcase for musicians, composers, choreographers, artists, educators, video producers and computer scientists.

The Goodwin-Niering Center for Conservation Biology and Environmental Studies

Since 1972, a mark of Connecticut College's distinctiveness has been its environmental studies/human ecology major, taught by such renowned environmental faculty experts as Richard Goodwin, Katharine Blunt Emeritus Professor of Botany and the late William Niering, Lucretia L. Allyn Professor of Botany.

The Goodwin-Niering Center for Conservation Biology and Environmental Studies, endowed and named by donors who are grateful for the work of these beloved scholars, draws on the expertise and interests of faculty and students in the liberal arts to address contemporary ecological challenges. The center integrates many areas of learning to deal with the issues of sustainability and the natural environment. Building on a scientific understanding of the natural world, the center invites the social sciences, the humanities and the arts to help understand and solve difficult environmental issues.

The Holleran Center for Community Action and Public Policy

Approved by the faculty in May 1996, the college's fourth center, the Holleran Center for Community Action and Public Policy is a resource for service-learning courses, community activities and volunteer programs.

The Certificate Program in Community Action (PICA) guides students through an intensive academic program that helps them turn idealism into realistic action. Through seminars, workshops, a funded summer internship, and a culminating senior project, students become prepared to assume vital roles in their communities upon graduation from college.

PICA helps students develop a multidisciplinary understanding of how communities work, teaches skills and technologies to enhance communication in communities, cultivates an appreciation of difference and diversity, and transfers the skills and knowledge obtained in academic and community work into a lifetime of community leadership and activism.

While the center's beginning generated great enthusiasm on campus and in the community, it might have been difficult to fund through foundation or corporate resources while still in its formative stages. But a campaign gift made it possible to begin with a solid funding base by providing an endowment for the center.

Certificate in Museum Studies

The recently established Museum Studies Certificate Program introduces students to careers in all types of museums, cultural arts centers, historical sites and houses, science centers, environmental education centers, exhibit design firms, auction houses, planetariums, aquaria, zoos and botanical gardens.

OUTCOMES OF THE CENTERS

"You're like our daughter. You're one of us."

Sarah Schoelkopf '97 treasures the memory of those words and the women who spoke them. Working during the summer of 1996 in Buenos Aires with Las Madres de la Plaza de Mayo (also known as The Mothers of the Disappeared) was a "privilege," she said of the internationally known human rights group.

A double major in Hispanic studies and sociology who participated in the college's Toor Cummings Center for International Studies and the Liberal Arts program, Schoelkopf admits that her interest in Argentina was first piqued many years ago by the musical *Evita*. Encouraged by Associate Professor Julia Kushigian, she wanted to study the complex, often tragic history of the South American republic.



Connecticut College students are making a difference by helping local elementary school students prepare for the Mastery Tests in reading.



*"The Mothers of the Disappeared"
brought their human rights message
to campus from Argentina.*

She learned, among other things, how a military junta seized power from the weakened civilian government in 1976 and launched an era of brutal dictatorship. An estimated 10,000 to 20,000 Argentines vanished without a trace during the 1970s; they were believed to have been tortured and killed. During this period, Las Madres, who were mostly housewives with no political experience, took to the streets in protest, staging nonviolent demonstrations in front of the presidential palace in the Plaza de Mayo at the risk of their own lives. They also raised a collective voice that upheld democratic values. And, according to Schoelkopf's thesis, they used their gender to gain international support and recognition.

The Madres, whose motto is "We will never forget. We will never forgive," have new goals now. Knowing that they will never find their abducted children, today they serve as a more universal human rights group that is making connections with organizations in other countries, such as the former Yugoslavia, explains Schoelkopf. She plans to return to Buenos Aires to continue her education and to pursue a doctoral degree in Latin American literature.

THE CURRICULUM

General Education

Business leaders tell us that successful workers in our increasingly interdependent world must be broadly educated and adaptable. Liberal arts colleges, of course, have always offered the best preparation for a lifetime of learning. But Connecticut College moved to the forefront in 1995-96 when, after five years of intense study and faculty debate, a completely new Program for General Education came into being.

The changes were designed to provide new course distribution requirements, exposure to a wide range of campus community-based learning, and intense, personal interaction with a faculty mentor during the freshman year. The new initiatives included:

- An annual theme that invites discussion from a variety of perspectives
- Foundation courses designed to provide an introduction to seven areas, ensuring a familiarity with a variety of forms of inquiry. These courses must be taken in seven different departments, providing students with early exposure to all the liberal arts
- Required foreign language study at the intermediate level or higher
- Required two courses designed to be writing intensive or writing enhanced from writing across the curriculum courses
- General Education tutorials for freshmen with pre-major advisers. These are small-group discussions of shared readings, beginning with the Summer Reading books

In addition, students attend at least six General Education Events during their first three semesters. These events relate to an annual theme, which in 1995-96, for example, was "Human Difference and Diversity." (The Summer Reading books are also selected to address the theme.) A Friday afternoon common hour — during which no other college activities are planned — was established, and many GE Events take place during this time slot. Among the more than 50 events in 1995-96 were a lecture by Professor of Religious Studies Eugene Gallagher, "From Waco to Oklahoma City and Beyond"; a theater department performance of Euripides' *Iphigenia in Tauris*, the film *Dark Habits* and a follow-up discussion presented by the Hispanic studies department.

STUDY ABROAD/TEACH ABROAD

The innovative Study Abroad Teach Abroad program has, since 1991, sent teams of 10-to-30 students and one or two faculty members to less-developed countries (so far, Egypt, Ghana, Greece, India, Mexico, South Africa, Tanzania and Vietnam). These programs provide Connecticut College students with the unique opportunity to join their professors in an educational enterprise designed to enhance their knowledge and appreciation of political, economic and social systems significantly different from their own.

SATA brings people face to face with the landscapes and cultures of a divergent world. During their study away, students carry a regular course load by taking courses offered by the Connecticut College professor(s) and faculty at a host institution. Students are housed either in dormitories with students from the host university or in private homes.

In an age when many students are seeking the most modern educational resources and technology, why study a in country that offers neither? Don Peppard, professor of economics, writing in the fall 1999 edition of *Connecticut College Magazine*, offered one explanation:

“Our SATA trip to Vietnam was a delight for a variety of reasons. I was able to spend time with 13 excited, interesting, intrepid, easy-to-get-along-with students. I got to know faculty friends better. The country was absolutely gorgeous. Hanoi had charm. The food was great. And curiosity and discovery were the watchwords of the trip.

“Faculty members don’t often get to spend more time with students outside the classroom than in it, but during this trip we did — probably three times as many hours outside of class as in. We ate, traveled, ran in the morning and explored new villages and cities together. I think all of us — students and faculty alike — were changed by the experience. I know it was hard for me to return to the much less personal life on campus, where my first name is Professor, not Don. I missed dinners with small numbers of students and the sense of shared discovery that permeated those nine weeks.

Last, and certainly not least, my seminar with four students was the best teaching experience of my career. The five of us had long conversations about the books we read, and we talked about ideas and issues in ways that are hard to duplicate back in New London. Students came to class with visible enthusiasm, and my impression is that the weekly writing assignments seemed less burdensome in Hanoi than they might be at the college. It was certainly that way for me: grading the assignments was quite pleasant because the students’ work was so good.”

Professors William Frasure and Rolf Jenson also planned and led the Vietnam semester.



Thirteen Connecticut College students studied in Vietnam for a semester in 1999.

*“Curiosity and discovery
were the watchwords of the trip”*

– Don Peppard, professor of economics, Connecticut College

IV. PEDAGOGICAL SUPPORT

NEW WAYS TO LEARN

Through the Mellon Initiative for Multiculturalism in the Curriculum, funded primarily by the Andrew W. Mellon Foundation, faculty members worked with students during the early part of the decade to develop and revise courses to address issues involving groups traditionally under-represented in the college curricula.

Two curriculum enhancements for first-year students were added:

- Freshman Focus, a year-long interdisciplinary, integrated program of four specially designed courses, focuses on how different cultures and academic disciplines establish varied perspectives in society, and
- Living and Learning Seminars allow first-year students to study a topic in depth, emphasizing class participation, group learning and writing.

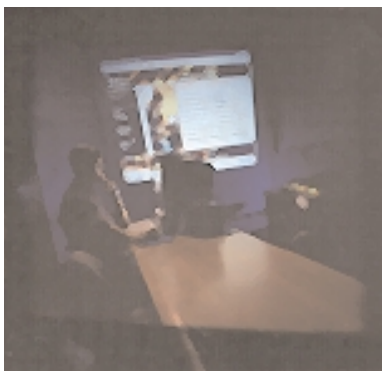
Students in both programs live in one dormitory, which facilitates impromptu group discussion and collaboration.

TECHNOLOGY AND TEACHING

Cyberculture is often accused of weakening personal ties, but CC faculty are finding that, if applied sensitively, technology can pave the way for a more intense and personalized learning experience.

Among highlights of the last decade, the college:

- Became the first liberal arts college in the nation to be designated a Campus of the Future by AT&T in July 1990. The distinction came after the college installed a campus-wide telecommunications infrastructure capable of handling voice, data and video communications on copper, co-axial and fiber-optic cables. The \$3 million project provided every dormitory room, classroom and office with a wide range of telephone services, computing services and systems, the on-line library catalog of the CTW Consortium (linking the libraries of Connecticut College, Trinity and Wesleyan), voicemail and network services. The network also provided the basis for an entry access system that made dorms more secure.
- Created an Advanced Technology Laboratory in the Charles E. Shain Library which includes, among other equipment, tools for video editing.
- Moved its Internet connection to a new, high-speed T-1 line.
- Added on-line the J-STOR collection of back issues of 40 learned journals dating back to the 19th century. The collection, based at the University of Michigan, includes 750,000 pages and plans to expand to include 100 journals.
- With a \$200,000 award from the Charles E. Culpeper Foundation established in 1996 the innovative Information Fellows Program, which provides technology specialists to help faculty members incorporate new technology into the curriculum. At the same time, the fellows gain experience that strengthens the pool of professionals who offer technology support to all colleges and universities. Geared toward recent recipients of master's degrees in computer or library science, the program gives the fellows two years of training that will create the new generation of information specialists who can pull together the worlds of computing and library science.



The Davis Electronic Classroom helped students integrate technology and their classwork.

IV. PEDAGOGICAL SUPPORT

- Created a course in “Advanced Computer Modeling and Animation” through a grant from Alias/Wavefront, the company that helped create *Jurassic Park*.
- Through a grant from the Davis Educational Foundation, established an electronic classroom where college librarians train entire classes of students to use emerging reference-related technology.

The same foundation also enabled Connecticut College to take the lead in a project that is helping 13 prestigious colleges in the Northeast exchange information about emerging technologies. Provost and Dean of the Faculty David K. Lewis noted, “There have been some marvelous applications of technology developed here by our faculty. They are transforming courses and engaging students in new ways of learning. This grant gives us the opportunity to exchange information about these advances in new and productive ways with our peer colleges.”

ENDOWED PROFESSORSHIPS

Connecticut College is relatively young compared to its peers, and it entered the Decade of Achievement with nine distinguished chairs, only four of which were fully endowed. Distinguished chairs or professorships are awarded to faculty for exceptional scholarship and teaching or may be used to hire new faculty to strengthen an existing or emerging curricular area. When these “chairs” are endowed, they pay all or part of a professor’s salary and benefits, in addition to research stipends, they relieve the operating budget and allow the college to apply the savings to other strategic goals. One of the college’s primary campaign initiatives was to add 18 endowed chairs. In fact, it added 24 and completed the endowment of the existing chairs, for a total of 35 endowed professorships and directorships.

THE ARTS INITIATIVE

A few hours following links on the Internet, an evening watching the Discovery Channel, or a walk through New York’s American Museum of Natural History will show rather conclusively that societies are remembered more for their art than their politics or wars.

“It is surprising, therefore, that in the past few years the very priority of the arts in America has been a topic of debate,” noted Professor of Art History Barbara Zabel in a talk she delivered in May 1998. Her presentation was part of the announcement that the renovation of a performance space in Cummings Arts Center would be funded by a grant from the Henry Luce Foundation and named for retiring Chair of the Board of Trustees John C. Evans. “Without our arts, past and present, we would be a breed of mere economic animals. The arts justify our labors in fields, factories and office buildings, not the other way around,” she said. John C. Evans Hall opened in spring 1999.



*John C. Evans P '83'86 retired as
Chair of the Board of Trustees after
a decade of outstanding service.*

*“Without arts, past and present,
we would be a breed of mere economic animals.”*

– Barbara Zabel, professor of art history,
Connecticut College

IV. PEDAGOGICAL SUPPORT

Responding to societal imperatives such as this is a repeated theme at Connecticut College: If one of the primary goals of a liberal arts education is to awaken in students a moral imagination, then institutions must take a visible stand for the common good. The college is strengthening its already highly regarded arts programs, increasing their breadth and rigor for students, while making a greater impact in the community. The Arts Initiative put into effect:



Visiting artists, the Charleston String Quartet, in rehearsal in Harkness Chapel.

- A renewed 20-year partnership with the acclaimed National Theater Institute, including expanded course offerings and a new, joint program in theater, film and media. Associate Professor of Theater David Jaffe '77 was named director of NTI
- Courses, art space and community outreach mini theater presentations at Connecticut College Downtown
- The triumphant return of an international dance festival to campus in the summer of 1998
- A collaboration with the Garde Arts Center on the popular OnStage series and the international dance festival
- In February of 1999, the completion the Tansill Black Box Theater, which transformed Hillyer Hall, the original campus auditorium, into a multiform space suitable for the presentation of new and experimental productions
- Artists-in residence, such as the three-year residency of the Charleston String Quartet, are bringing great benefits to students, faculty and the community.
- The development of interdisciplinary arts courses, including a certificate program in museum studies with the Lyman Allyn Museum of Art at Connecticut College (the college assumed management of the museum in July 1996). The museum has embarked on an ambitious, five-year plan for growth, which includes sharpening the museum's curatorial mission, improving facilities, raising funds and strengthening the education program.
- Endowed internships for students to study with professionals in New York and other arts centers
- Two endowed professorships for distinguished faculty in the arts.

The Arts Initiative, launched in 1997, has done much to encourage collaboration between the arts and other academic disciplines and between the college and the community.

This outward thinking attracted the Kresge Foundation, which offered a challenge grant: If the college could raise \$6.2 million for the arts, the foundation would contribute an additional \$1 million. Campaign donors responded handsomely, and the goal was met and exceeded before the December 31, 1998, deadline.

ARTS INITIATIVE OUTCOMES

During the summer of 1998, the campus embraced a world of cultures — with visiting choreographers, faculty, students and dance companies from Washington, D.C., Brazil, West Africa, Malaysia, Japan, Mexico, New Zealand, the Philippines, Russia and China. The event marked a rebirth of an international dance festival in New London.

From 1948 to 1977, CC was home to the American Dance Festival, which, under the direction of Henry B. Plant Professor of Dance Martha Myers, now emeritus, premiered 173 dances by such renowned artists as Martha Graham, José Limón, Doris Humphrey, Alvin Ailey, Paul Taylor and many others.

Now a new generation of nationally recognized artists returned to share their expertise with about 50 students and fellow dancers. In addition to extensive instruction, there were workshops, demonstrations, 10 on-campus performances and three, free mini-preview performances held in downtown New London in collaboration with the city and the Garde Arts Center.

As Tibetan music filtered through the hallways of the College Center, colliding with Afro-Brazilian rhythms and drumbeats, discussions of purpose formed a counterpoint to the music. In post-performance discussions — in lunchrooms, dance studios and at evening get-togethers — questions and answers flowed as eagerly and seriously as the movements in studios and on stage.

Lan-Lan Wang, William Meredith Professor of Dance and director of the festival, set out to create these connections when she launched the idea of the festival several years ago. A former dancer with the London Contemporary Dance Company who came to the college in 1994 from the University of California-Los Angeles, Wang explained:

“When politics don’t mingle, cultural exchanges will. Through creative energy, we can have the chance to examine each other’s differences. In the past several decades, these exchanges have given modern dance a heightened status — the creation of a world institution. As we prepare to enter the next millennium, the need to develop global communication in the arts becomes more urgent.”



Dancers from Beijing were among the dancers from around the world who captivated audiences on campus and in the community.

“As we prepare to enter the next millennium,
the need to develop *global communication*
in the arts becomes more urgent.”

– Lan-Lan Wang, William Meredith Professor of Dance
Connecticut College

V. RECRUITING & RETAINING TOP STUDENTS

Numbers tell the story of the college's recent remarkable string of admissions successes.

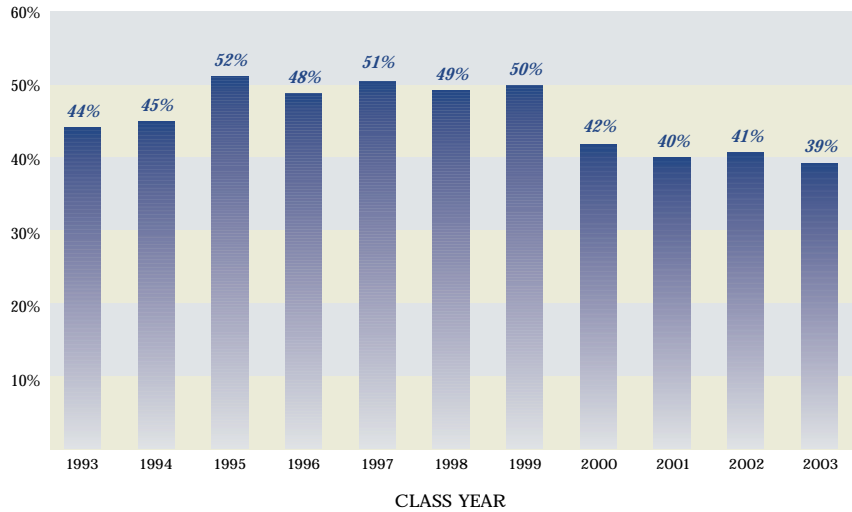
In 1993, at the end of the first strategic planning cycle, the college attracted 3,035 applications for a first-year class of 450. The acceptance rate was 51 percent and yield on admissions offers was 28 percent. (In other words, a little over one fourth of the students who were admitted accepted the offer.)

Six years of innovative academic programming later, Connecticut's admissions profile is among the best in the nation. Applications increased 22 percent and Early Decision applications rose 46 percent. This past year, 3,700 students filed for admission in the Class of 2003, marking the second time in three years that the college set or tied its application record. With an acceptance rate of 39 percent (a 12-point improvement since 1993) Connecticut's selectivity now ranks among the top 15 national liberal arts colleges. Thirty-four percent of the Class of 2003 enrolled under the Early Decision program, yield jumped five points to 33 percent, and the class enrolled 478 freshmen, exceeding the goal by 27 students. By the fall of 1999, it appeared the class of 2004 would also be a record-breaker.

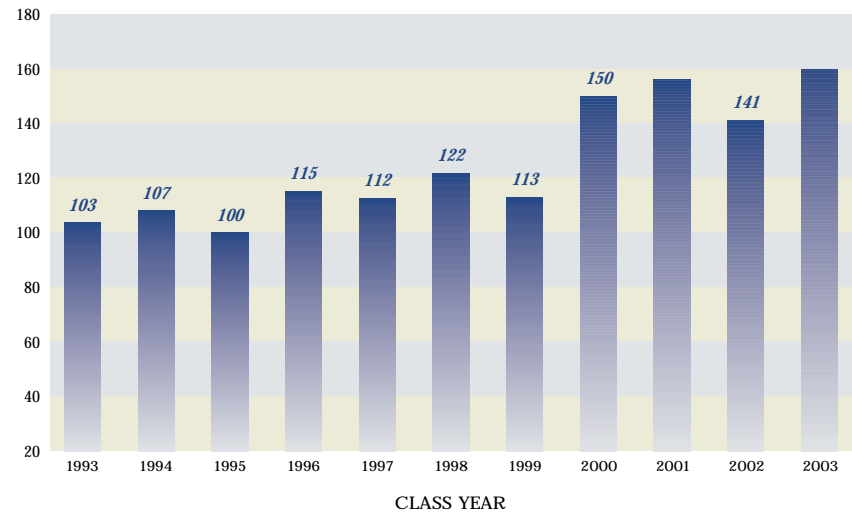


Applications to Connecticut College were at a record high in 1999 with an acceptance rate of 39 percent.

ACCEPTANCE RATE
Percentage of applications accepted by the College
(lower percentage is more desirable)



NUMBER OF STUDENTS ENROLLED THROUGH EARLY DECISION



VI. BRICKS & MORTAR

A new campus map, published in the fall of 1997, provides, at a glance, a panorama of historic changes. Since 1988, the college has undertaken \$49 million in new construction and renovation projects, on time and within budget. Not since the building boom of Katharine Blunt's administration (1929-43, 1945-46) has such a tremendous series of works projects so profoundly altered the campus landscape and affected campus life. Among others, these projects include:

- The \$7.5 million F.W. Olin Science Center (1995). The four-story, 34,000 square foot “synergy building,” as President Gaudiani calls it, provides teaching laboratories, lecture rooms, research labs, faculty office space and an astronomical observatory. A 150-seat lecture hall with audio-visual facilities serves all of the academic disciplines. The building's outstanding feature is that first-year laboratories for all of the sciences are grouped in one building, encouraging a “culture of science” as students begin their academic careers.

Construction of the building, part of a long-range plan for a “science park,” was completed in the summer of 1994. Its site, near the college's main entrance, is an important symbol of the unity of knowledge.

Certainly a pivotal point in the campaign and for the college came with the F.W. Olin Foundation award in the fall of 1992. At the time CC was only the 49th school in the nation to have received a major grant from this foundation. When announcing the award, Lawrence W. Milas, president of the foundation, said: “Many have described the grants of the F.W. Olin Foundation as a kind of Pulitzer Prize for colleges. But unlike the Pulitzer and other such awards, our grants bring recognition not only for what you have already accomplished but also for what we expect you to accomplish in the years ahead. Our grants are only made to those institutions that we believe are on the move. We have sensed that this college is at a historic point in its development and that it has the leadership and enthusiastic support of its alumni and friends to move it to a new level of excellence. As it achieves its goals, we believe the college will serve as an important model for other colleges across the country.”

Milas went on to name the following as strengths the foundation had identified in the college:

- 1) Outstanding administrative and financial management
- 2) Strong enrollments of academically superior students
- 3) An exceptional faculty
- 4) Strong institutional planning
- 5) Strong alumni support and loyalty
- 6) The willingness to undertake a major capital campaign
- 7) And the need for important new facilities to support strategic goals.

“We have sensed that this college is at a
historic point in its development”

– Lawrence W. Milas, president of the F. W. Olin Foundation



The 1960s-era North Complex dormitories are undergoing a \$27.5 million metamorphosis in new construction.

- Renovation of Hale Chemistry Laboratories was begun and completed in the fall of 1996. The improvements transformed the building, originally constructed in 1953, into a state-of-the-art facility for advanced chemistry courses and faculty-student research. Five laboratories were renovated, and three new teaching labs were created. Other improvements included the installation of new ventilation systems and fume hoods, as well as modifications that improve handicapped accessibility.
- The \$8.6 million College Center Projects (Becker House, 1991; The College Center at Crozier-Williams, 1993; additions to the Athletic Center, 1991).

The College Center Projects transformed Crozier-Williams into a true campus hub by adding much-needed space for social gatherings and student-organization office space, and by relocating the post office and the bookshop to the center. New dance studios and an updated snack shop also were part of the upgrade at Cro. A swimming pool with movable bulkhead was constructed at the Athletic Center to replace the old Cro pool, and the Christoffers rowing tanks and two wooden-floor gymnasiums also were added. Thames Hall was razed, and Becker House grew on its footprint to house the alumni office, development and communications staff.

Sally Pithouse Becker '27 clipped a ribbon of Connecticut College blue to officially open Becker House on September 21, 1991. Dean Emeritus Gertrude Noyes '25 told the 200 assembled alumni, faculty, staff and well-wishers about a September gathering on the same spot in 1915, when students and faculty gathered on the very first day the college was open and President Frederick H. Sykes himself poured the cocoa.

- The \$2.2 million Tansill Black Box Theater (1999). Hillyer Hall, the college's original gymnasium/meeting hall, which for decades had housed the post office and bookshop, was transformed into a facility designed for smaller and experimental theater productions.
- Construction of the \$1.5 million Lyn and David Silfen Track and Field in 1996 meant that CC athletes no longer had to travel to borrowed facilities for practice and meets. The grassy center of the track provides an additional practice field for soccer and field hockey, and the entire facility has a spectacular view of the Thames River.

V. BRICKS & MORTAR

- A \$27.5 million renovation of the North Complex dormitories (The Plex) is nearing completion. The renovation includes halls that admit natural light, a facade that is more in harmony with other campus buildings and rooms that are better designed for student comfort. Alumni, parents and friends had the opportunity to contribute to the Annual Fund and buy a named “brick” that was added to a decorative frieze in the dormitory atrium.
- A redesigned Route 32 entrance to the campus, a project that included a new sign, better lighting and construction of a granite gatehouse. The realignment of the driveway makes it safer for both pedestrians and drivers and provides a more attractive entrance.

Other construction projects during the last decade include:

- The College Center snack shop received an updated look, a new photography lab was created in Cummings, the gallery space and foyer of the Cummings Arts Center was renovated, the anthropology lab was relocated to renovated space in Winthrop Hall and a neuroscience lab was constructed in Bill Hall.

A master plan for the campus is underway to address problems of vehicle and pedestrian flow on campus and propose land-use programs, uniform signage and comprehensive landscaping.



Connecticut College athletes now compete on the \$1.5 million Lyn and David Silfen Track and Field.

VII. PRACTICING WHAT WE TEACH: CC AND THE COMMUNITY

Connecticut College has done much, through action and words, to articulate the importance of a liberal arts education not only for students, but for society. As Jaroslav Pelikan observed recently in his book *The Idea of a University: A Reexamination*, institutions like Connecticut College “may serve as the most impressive exhibit available to prove that civility is in fact the best means that human reason has devised, over centuries of warfare and aggression for coping with fundamental difference.”

COMMUNITY INVOLVEMENT — PLANNING A RENAISSANCE

A few years ago, the great national economic recovery seemed to have passed over New London. Wave after wave of layoffs at Electric Boat had left the once giant shipyard working at a fraction of its former capacity. The Navy had announced it was closing its research center, and high-technology jobs at companies relying on Navy contracts were fleeing the city by the hundreds. But the February 1998 announcement by Pfizer Inc that it would expand its Groton, Conn., Central Research operation with a new, \$280 million, 790,000-square-foot Global Research Development facility along a once-vacant stretch of New London waterfront changed that outlook considerably. Now, the city is seeing the start of a renaissance, with \$715 million overall in planned investments.

Taking to heart its responsibility to be a model of democratic civil society, Connecticut College was a key player in helping to broker the Pfizer deal, and it invested \$2.6 million in other revitalization efforts in the downtown area.

Peter Ellef, who was at the time commissioner of the Department of Economic and Community Development, had spent time in New London to hear a request for state support for the college's Arts Initiative. He also heard about Gaudiani's management and the college's success. He told her, “I want the state to support New London, and I want you to manage it.”

At the request of Governor John Rowland, and with the help of other town leaders, Gaudiani resurrected the New London Development Corporation (NLDC), agreed to serve as its president and recruited its first board of directors. Using “community-centered” planning/management approach that was so successful at CC, Gaudiani focused energies and resources toward downtown re-development. The Pfizer announcement was the NLDC's cornerstone for an economic recovery for the city.

George M. Milne Jr., head of Pfizer Central Research and a Connecticut College trustee and parent, said that initially the new research center will employ 1,300 people and have a payroll of about \$129 million, but employment will increase to 3,500 within five years. And according to Christopher Cooper '77 P'99'00, a spokesman for the state Department of Economic and Community Development (DECD), the value of the project and spinoffs will total \$4 billion over the next 20 years, adding an additional three percent to the Gross State Product.

VII. PRACTICING WHAT WE TEACH

After Pfizer's announcement, the City Council appointed NLDC to develop the entire New London waterfront, from the Thames Shipyard near the Coast Guard Academy to Ocean Beach, including the now-closed Naval Undersea Warfare Center.

"My vision is that over a five-year period we'll see a dramatic improvement in our tax base, a dramatic improvement in the number of jobs at all levels, and a dramatic improvement in the quality of life for citizens of New London and those who visit," Gaudiani said. Under Gaudiani's leadership, the NLDC is committed to three goals:

- to increase the tax base
- to expand job opportunities
- to enhance the quality of life for all citizens

"Team New London," operates with the philosophy of providing for the common good, under the principle that economic development must be advanced concurrently with the involvement of citizens of all socio-economic levels.

In addition to providing leadership through the time and efforts of the college president, the college has taken action to revitalize New London in many ways.

- Invested \$2.6 million to help boost economic redevelopment projects on New London's State Street
- Opened Connecticut College Downtown, a 2,000 sq.-ft. renovated storefront in the historic Mercer Building at Meridian and State streets, where it began offering classes, hosting community meetings and offering free cultural events to the public
- Created a new position: Vice President of Community and Public Affairs
- Teamed up with the New London Public Schools on LEAP (Leadership, Education and Athletics in Partnership), which links middle-school students with high school and college-age mentors
- Established links with local business groups, and it is working to develop the arts to drive economic development in the region
- Started the Citizens Forum for Achieving Results in New London Schools whose board meets regularly in the Connecticut College Downtown space, as do the boards of the local Multi-Cultural Organization and the Garde Arts Center
- Every few weeks the Downtown office hosts a lunch-time lecture, and once a month it has a one-hour theater presentation, "Play With Your Food," which attracts dozens of people from nearby offices. It has hosted concerts and published "A Student's Guide to Downtown New London," providing information by category and street on retail businesses, and
- To link the liberal arts with New London's revitalization, the college created the Holleran Center for Community Action and Public Policy, an innovative academic center that fosters service-learning and community action.



College President Claire Gaudiani announces the College's first of several investments in downtown revitalization efforts, commitments totalling \$2.6 million.

VII. PRACTICING WHAT WE TEACH

- It teamed up with Alpha Development Group, a private nonprofit small-business development organization, and the Connecticut branch of Citizens Bank to form the Micro-Economic Lending Institute, or MELI, which is helping small businesses take hold in the downtown area
- Through the Office of Volunteers for Community Service, 515 students yearly contribute nearly 28,000 hours of volunteer service to dozens of organizations in the region
- The Holleran Center for Community Action and Public Policy offered a new certificate program in the spring of 1998. The Program in Community Action (PICA) course of study offers students the opportunity to combine academic work with community service and be awarded a certificate in Community Action in addition to the B.A. upon graduation

DEMOCRACY IS A DISCUSSION

Connecticut College is unique in the fusion of academic excellence with a commitment to civic responsibility. When Sondra Gelb Myers '55, former special assistant to Sheldon Hackney, chairman of the National Endowment for the Humanities, was named first senior fellow of the Toor Cummings Center for International Studies and the Liberal Arts, she immediately started working with students and faculty on *Democracy is a Discussion: Civic Engagement in Old and New Democracies*. The book, published by the college in 1996, contains essays and excerpts of essays by theorists and political leaders, including Benjamin Barber, Vaclav Havel and William Sullivan. To date, more than 40,000 copies have been distributed by the U.S. Information Agency. It has been translated into 11 languages, including Armenian, Czech, French, Russian, Spanish, Slovak and Uzbek. The extraordinary interest in the handbook has reaffirmed its premise that a commitment to civic discussion undergirds successful democracies. A second handbook, *Democracy is a Discussion II: The Challenge and Promise of a New Democratic Era* was published by the college in 1998.

SERVICE LEARNING

In 1994 issue of *Connecticut College Magazine*, Kim Conniff '95 wrote an account of a new course she was taking: "Ten of us sit around a table, pencils poised as we await the professor's instructions. 'How does what you just read relate to what you are doing in the community?' she asks.

"Relate? Connect what's in books to what we experienced as volunteers? This is going to be a whole new kind of class."

And so it was. The course, Community Service 215, Literature, Service and Social Reflection, was taught by CC President Gaudiani and met several mornings a week in her dining room. It was part of a national effort to combine learning and personal human engagement that was piloted by Campus Compact, a coalition of more than 475 college and universities.

A leader on Campus Compact, Gaudiani was the group's national chair from 1994 to 1996. She developed CS 215 to incorporate the ideals of service learning, drawing on a model conceived by Harvard social psychologist Robert Coles H'95. In the course, students read contemporary novels dealing with a wide range of social issues, and then make connections with both the characters in the books and the people in the community with whom they were working.

In 1999, there were 37 service learning courses taught in 16 of the academic departments.

SUMMER READING: A COMMUNITY UNITED IN WORDS

In 1990, the college began its Summer Reading program, which provided an opportunity for students, their parents, faculty and administrators to engage in shared reading and discussion related to a theme. Each year since, a campus committee solicits ideas for books and chooses three. Authors are invited to speak on campus and related activities, such as theater performances, take place.

The choices have not been without controversy. In 1992 Camille Paglia's *Sexual Personae: Art and Decadence from Nefertiti to Emily Dickinson*, evoked charges that the book was abstruse, offensive, just plain too long. But that wasn't how a lot of people on campus saw it. Wrote English Professor John Gordon in *The College Voice*: "[Paglia's] is the first voice heard in these parts for some time that does not fall within the left-of-center to far-left-of-center ambit of permissible opinion. For those of you who have been hearing about something called political correctness and wondering what it means and how it works: this is it."

Among authors of summer reading books who have talked on campus since the program's inception were John McPhee (*The Control of Nature*), Mario Vargas Llosa (*The Story Teller*), Cornel West (*Race Matters*) and Toni Morrison (*Song of Solomon*) to name only a few.



Nobel Prize-winning author Toni Morrison was among the "Summer Reading" authors who came to campus to meet students.

VIII. STUDENT LIFE

On a residential campus, the life of the mind is all pervasive: classroom learning is just a more formal manifestation of a continuous process that also takes place in faculty offices, dormitory rooms, community service activities and at athletic events. The college implemented many new initiatives in recent years to make out-of-class experiences as rich and satisfying as those in class. Among them were:

- Relocating the post office and bookshop to the College Center at Crozier-Williams. This created more opportunity for informal gatherings at the heart of the campus
- Increasing and improving meeting space for student organizations in the College Center
- More venues for students to meet informally with professors, such as dinners and Dessert and Dialogue with faculty and administrators
- Responding to student demand, more substance-free dormitory space, more “quiet” floors and more alcohol-free campus events
- A renovation of the “Plex” with an architectural layout that improved opportunities for student collaboration and interaction (see “Bricks and Mortar”).

IX. FINANCE

During a decade when we heard more and more about the bottom line taking precedence over people, Connecticut College increased its efforts to make sure community values were a major factor in financial decision-making. This careful, people-focused, from-the-ground-up process of resource management was applied in three broad areas: endowment management, planning and control.

The college endowment grew from \$32 million in 1988 to \$145 million in 1999. This was possible because the college:

- Established an investment subcommittee of the Board of Trustees made up of top-level people in the investment field. The committee advises the board and its financial managers.
- Employed a fiscal policy of conservatism coupled with proven portfolio-management techniques.
- Tightened the “spend rule” to build assets. That is, the percentage of the endowment applied to the operating budget is 5 percent or less of a three-year average of the endowment’s market value.

The strategic planning process birthed a culture of collective decision-making, involving students, faculty and staff, and governed by the college’s Planning, Priorities and Budget Committee. This grass-roots connection allowed everyone to understand the financial underpinnings of the college. The result? Better decisions and a process that became institutionalized. The college also:

- Raised contingencies in the budget from \$25,000 to \$1 million
- Rejected the “cost-plus” method of setting the comprehensive fee. In establishing their budgets, many colleges decide the amount they want to spend, then adjust tuition upward to meet that figure. Connecticut College established a more responsible approach. Tuition increases are determined first. The college then established priorities and structures to create a budget.

X. SCHOLARSHIPS: KEEPING A CC EDUCATION ACCESSIBLE TO ALL

Wise management alone does not meet all the college's fiscal responsibilities: It must also strive to keep the kind of hand-crafted education it offers available to all qualified students. In recent years, Connecticut College has resisted a national trend toward so-called "merit" scholarships (designed to attract only certain groups of students) and reaffirmed its commitment to need-based financial aid.

The college applied two strategies to keep its education available to all:

- First, by increasing the amount of financial aid available. Looking at the last decade, only very recently has per capita disposable income and median family income begun to rise (in 1999 dollars). At the same time, government support for higher education has been on the decline: In 1988, 78 percent of grants to students came directly from Connecticut College. And, while in 1989 the college was distributing \$6.5 million in financial aid, last year it made \$11 million available.

Because of the highly selective nature of admissions at Connecticut College, all admitted students are meritorious, and the college remains committed to providing financial aid to those who might not otherwise have the resources to attend. Need-based aid, says President Claire Gaudiani '66, who herself was a scholarship student at CC, is crucial to the continuation of the American Dream. Alumni and friends of the college overwhelmingly agreed during the Decade of Achievement, adding 66 new endowed scholarships totalling \$20 million.

- Second, the college steadily reduced tuition increases — from 8.3 percent in 1990-91 to 3.5 percent in 1998-99, even as college costs — library journals, the booming field of information technology and employee health care, for example, — increase more rapidly than inflation. Employees identified and helped eliminate \$4 million in costs and redirected those savings toward strategic initiatives, but again, it would have been very difficult to keep tuition increases in check without the campaign.



*Andrew Ketterer '71,
Attorney General, State of Maine
and Connecticut College Trustee*

OUTCOMES OF SCHOLARSHIPS

Attorney General of the State of Maine since 1994, Andrew Ketterer '71 considers his scholarship to Connecticut College as a turning point in his life. Born in Trenton, N.J., Ketterer was an orphan by age 13. His mother died when he was 5. Eight years later his father, a school teacher who had raised four children on his own, suffered a heart attack and died in Ketterer's arms. (An ambulance dispatcher thought Ketterer's call for help was a prank and didn't send assistance.) Ketterer and his brother, Ricky, lived with their sister Barbara and her husband through high school. "I got \$75 in inheritance when my mother died," Ketterer said. "When Dad died, Ricky and I each got \$90 a month in social security benefits. That was it."

His family was much too poor to afford a private college, Ketterer says, but he was admitted to Fairfield University on the strength of his grades and football ability. Two years later, encouraged by Ricky — who was attending Wesleyan — Ketterer decided to transfer to Connecticut College.

Problem was, he applied for admission months after the deadline and was told by then-Assistant Director of Admissions Jane Bredeson that he could not be considered for the upcoming academic year. But the future trial attorney couldn't give up without making his case. "I asked Jane to give me 45 minutes of her time, and if at the end of that 45 minutes she didn't think Connecticut College could use someone like me, so be it," Ketterer said. He got his 45 minutes, Bredeson was won over, and Ketterer joined the Class of '71 as a scholarship student. He went on to become one of Connecticut College's first three male graduates, finishing sixth in his class of 316.

When Ketterer returned to New London for his 25th reunion in June 1996 he was awarded the College Medal, the highest honor the college can confer on one of its alumni. In his acceptance speech, he recalled his unorthodox admission to his alma mater, including the personal interview granted by Bredeson. "When I said that if it hadn't been for the courage of Jane Bredeson and Jan Hersey (former dean of admissions) I would not be here, there was thunderous applause," Ketterer said. "I had no idea they were in the audience. After the ceremony they came forward with tears in their eyes. It was very emotional for them and for me as well."

He also received a burst of applause when he produced a gift he'd brought for the college: He had retyped the honors thesis he submitted 25 years ago to fix the 13 typographical errors it contained.

XI. VISIBILITY & RECOGNITION

The achievements of Connecticut College people, programs and policies drew significant media attention during the past 10 years, burnishing the college's reputation. Examples of good ink include:

- During the Decade of Achievement, Connecticut College's place in *U.S. News and World Report's* rankings of 162 national liberal arts colleges rose from 41 to 25. In 1998, U.S. News also ranked CC 15th among 20 top national liberal arts colleges with the greatest percentage of international students enrolled that year and 13th among those offering the "best value"
- Two network news programs, CBS Sunday Morning with Charles Kuralt and ABC World News Tonight with Peter Jennings brought their cameras to campus to feature the college's innovative strategy to increase the pool of minority students who go on to college, the High School Students Advancement Program
- In 1995 Connecticut College was featured in a *Forbes Magazine* article on overseas internship programs that help young people "skip rungs on the career ladder." The Toor Cummings Center for International Studies and the Liberal Arts (CISLA) was the program most fully described. The magazine cited the case of Kevin Dodge, a 1992 graduate whose undergraduate internship placed him at Salomon Brothers AG in Frankfurt. After graduation, he worked on private placements at Barclays Bank. "When his boss moved to UBS Securities," the magazine reports, "Dodge was one of the few he took along."
- Former *New York Times* education editor Ted Fiske in his *1999 Guide to Colleges* referred to Connecticut College as "an academic powerhouse."
- Meanwhile *Newsweek* called the Goodwin-Niering Center for Conservation Biology and Environmental Studies "one of the best environmental studies programs in the United States."
- The college won national recognition for its emphasis on civil society and community involvement when it was named a recipient of a Templeton Award, an honor that singles out character-building colleges.
- In its May 1999 issue, *Yahoo! Internet Life* named Connecticut College number 52 in its rankings of the nation's 100 most wired colleges. The ratings were based on four criteria: student services, hardware and wiring, academic use of the Internet, and recreational use of the Internet.
- Each year, more than 1,300 newspapers throughout the country cite the achievements of students, ranging from arts presentations to World Wide Web design awards, like the "Best of Campus" award MDLink gave to Brian Bieluch '00 for his Harry Chapin Web site.

"One of the *best environmental studies*
program in the United States."

– *Newsweek* magazine reference to the Goodwin-Niering Center
for Conservation Biology and Environmental Studies



CONNECTICUT COLLEGE

270 Mohegan Avenue
New London, CT 06320-4196
www.conncoll.edu