



ACI Reporter

Summer 2015

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ACI Leadership

Leadership for ACI's Future: ACI installs new leadership team

Associated Colleges of Illinois has a new leadership team to move the organization toward success this year. In May 2015, ACI's Board of Directors approved a new, streamlined Executive Committee, which includes ACI's three elected officers, together with key committee chairs, and three members-at-large. Meet our new Executive Committee:

Chair: Jim Wylie – Wylie is Managing Director of Wells Fargo Insurance Services' Chicago operations. This is his second term as ACI Board Chair. He also serves on the Board of Directors of the Midwest Insurance Industry Charitable Foundation.

President: Barbara Farley – Farley is the 14th President of Illinois College, with more than 25 years at a range of liberal arts colleges and universities, most recently as Vice President of Academic Affairs and Dean of the College at Augsburg College in Minneapolis, Minnesota.

Secretary-Treasurer: Clif Fenton – A retired investment banker who specialized in creating financial products that helped low and moderate income people secure housing, Clif Fenton has served on the Associated Colleges of Illinois board for the past 12 years. In addition to his role as treasurer, he also chairs ACI's Audit and Investment Committee.

Advancement Committee Chair: Bill Powell – Powell is an accomplished professional insurance broker at Arthur J. Gallagher & Co, an international insurance brokerage and risk management services firm. Currently, his work focuses on higher education and non-profit entities.

Audit and Investment Committee Chair: Clif Fenton – ACI Secretary-Treasurer Clif Fenton also serves as Chair of the Audit and Investment Committee.

Program Committee Chair: Lyn Bulman – Bulman is Executive Vice President of Global Human Resources at Fellowes, Inc., the global manufacturer and marketer of business machines, records storage, and office accessories. Previously, she was Senior Vice President of Human Resources and Corporate Relations at Galileo International, where she held several HR positions in Europe and the United States over 11 years.

Trusteeship Committee Chair: Jerry Murphy – Murphy is retired from DeVry Education Group where, as Senior VP/Operations for DeVry University, he was responsible for all North American campus and center operations, including

leading more than 2,500 employees at 80+ locations enrolling 40,000 students. Currently, he is a consultant with engagements that include work in the Middle East and South Africa. Murphy is a current trustee and past board chair at Quincy University.

John Comerford, Member-at-Large – Comerford became Blackburn’s 16th President in 2013. Previously, he was Vice President and Dean of Student Life at University of North Carolina-Chapel Hill.

Chipo C. Nyambuya, Member-at-Large – Nyambuya is an Independent Legal Consultant developing a Corporate Social Responsibility practice. She currently works for the British Consulate General in Chicago, while also working on short term rule of law and governance projects with international development organizations. Nyambuya serves on the boards of Survivors’ Truths, One Globe Kids and Associated Colleges of Illinois and has volunteered for several organizations, including the Constitutional Rights Foundation Chicago.

David Lee Parkyn, Member-at-Large – Parkyn became president of North Park University in 2006, culminating a 30+ year career as a professional educator, including serving his alma mater, Messiah College, for 23 years, in progressively more responsible positions.

[Learn more about our Executive Committee members here.](#)

Funding Student Achievement

More than fifty “friends and family” attended ACI’s Summer Garden Party on Saturday, June 6, 2015, at a beautiful lakeside estate, in Lake Forest, Illinois. The event featured participants in ACI’s *Peer Mentoring Program*, with student speakers from Dominican University and North Park University.

The event’s theme, *Close the Gap*, called attention to a painful reality for thousands of low-to-moderate-income students: the “sophomore tuition gap.” Even after benefiting from significant tuition discounts, low-income families facing unemployment, illness, or other emergencies, many students find themselves unable to continue paying for higher education after freshman year. In fact, financial problems are the most common cause of freshman to sophomore attrition at ACI member colleges and universities.

ACI has applied for a \$25,000 matching grant to help *Close the Gap*. To meet that match, we have set a goal to raise \$25,000 over the summer 2015. If you wish to learn more about ACI’s *Close the Gap* fund or discuss a gift, please contact Mick Weltman, Executive Director at (312) 263-2391 ext. 523 or mweltman@acifund.org.



Upcoming Events

ACI Professional Development Conferences – Fall schedule includes “firsts” for presidents, student engagement, and marketing & PR professionals.

Presidents – ACI will offer its first Presidents Forum on November 3, 2015. The forum will provide ACI member presidents with an opportunity to explore critical issues facing private liberal arts institutions. Forum location and agenda are under development.

Save the Date: Presidents Forum – November 3, 2015

Location TBD

Open only to ACI member presidents.

Student Engagement – ACI faculty and staff who work hands-on with low-income, minority and first-generation students at ACI member colleges and universities will meet together for the first time on October 22-23, 2015 at North Central College (Naperville). The conference, now under development, will include both special interest tracks by discipline (Deans of Students, Financial Aid Officers, Career Services Professionals, Multicultural Officers and others), as well as plenary sessions designed to benefit all attendees. More information to come.

Save the Date: Student Engagement Conference – October 22-23, 2015

North Central College (Naperville)

Marketing, Public Relations & Media Relations – ACI is launching a new professional development and outreach program for marketing, public relations, media relations, and other communications professionals on ACI campuses. The program, which begins with a needs assessment this summer, will include both teleconferences and in-person conferences that respond to the needs of these critical professionals. Additional information to come.

Advancement Professionals – Forty-four advancement professionals from 15 ACI member institutions participated in the Spring 2015 Advancement Conference, Monday, April 13 and Tuesday, April 14, 2015, at University of St. Francis (Joliet). The conference addressed Building an Alumni Volunteer Program, Creating Larger Reunion Gifts, Trends in Advancement Metrics, Telling Your Story with Pictures, Alumni Board Strategies, Collaborative Fundraising with Athletics, Young Alumni Engagement, Creating a Successful Student Alumni Mentoring Program, Who Said that Special Events Can't Work?, Data Analytics, and Establishing Affinity Groups. Ninety percent of attendees said they had been able to network with colleagues from other institutions and that they had learned something new they could implement on their campuses. ACI expresses its appreciation to Aubrey Knight Director of Alumni and Family Relations at University of St. Francis for organizing and hosting the conference.

Save the Date: Fall Advancement Conference – October 26-27, 2015

McKendree University (Lebanon)

Chief Financial Officers – Thirteen Chief Financial Officers from 12 ACI member campuses attended the Spring 2015 Financial Officers Conference on Thursday, April 23 and Friday, April 24, 2015, at Quincy University (Quincy). The small but enthusiastic group learned about FASB Financial Statements for Not-for-Profit Entities, Trends in Higher Education Benefits & New 2015 ACA IRS Reporting Requirements, Cyber Security, and Strategies and Trends in the Higher Education Industry. They rated the conference as one of the best and most relevant of the past few years, especially the presentation on ACA reporting requirements, and they strongly agreed that they would attend next conference and recommend it to colleagues. Special thanks to who Tim Weis, Vice President for Business and Finance and his team at Quincy University for organizing and hosting the conference. A big thanks to Michelle Mahoney, Controller from University of St. Francis, who co-hosted the event!

Save the Date: Fall Chief Financial Officers Conference -- November 12-13, 2015

Location TBD

ACI's Director of Conferences, Tina Redmond, will be working with campus hosts to plan and organize the upcoming conferences. Beginning in mid-August, she will be accepting proposals for conference topics and presentations. For additional information, contact aredmond@acifund.org.

Featured ACI Program

ACI's Center for Success in High-Need Schools puts member colleges and universities at the cutting edge of school reform.

How can higher education affect positive change in Pre-K-12 education? ACI's Center for Success in High-Need Schools convenes ACI member colleges and universities around preparing talented and diverse teachers and leaders for Pre-K-12 schools and classrooms, especially those serving Illinois low-income and minority students. The Center hopes that providing these schools with excellent teachers and leaders can help close the achievement gap between low-income students and their more affluent peers.

Established in 2004, ACI's Center for Success in High-Need Schools emerged from strategic discussions among deans and directors of teacher education programs at ACI colleges and universities. These discussions encompassed the challenges faced by high-need schools in recruiting and retaining talented teachers – and the negative impact of teacher vacancies and teacher attrition on teaching and learning in those schools. “I remember a district superintendent telling us: ‘I just can't face starting another year with so many open positions,’” recalls Jan Fitzsimmons, Director of ACI's Center for Success in High-Need Schools. “So we began considering how ACI members could collaborate to develop teacher education programs that were really intentional about preparing teachers ready and willing to serve in high-need schools and to commit to those schools for the long haul.”

During its first few years, ACI's Center captured federal, state, and foundation grants totaling more than \$17 million dedicated to transforming teacher preparation programs. By launching creative teacher and leader preparation programs that respond to changing socioeconomics, demographics, and education policies, ACI colleges and universities have built authentic partnerships with more than 38 high-need Illinois districts and 106 high-poverty Pre-K-12 schools. These partnerships have engaged more than 8,500 teacher candidates, teachers, school leaders, and faculty and touched the lives of more than 77,000 children.

“The Center is quite unique in terms of convening colleges that are competing for the same students to share best practices,” observes Fitzsimmons. “Through ACI's Center, we're all working together to address all the different aspects of recruiting, preparing, and retaining candidates for high-need schools. We all share resources and learn from one another, and we all share a mission -- to increase educational opportunities for all children. It's that common vision and spirit of collaboration that keeps our programs improving and strong in the face of the constantly shifting environment of K-12 education reform.”

Today, ACI's Center for Success in High-Need Schools continues to convene teacher and leader preparation programs and partner them with Pre-K-12 schools. Monthly webinars convene more than 40 deans, directors, and faculty of ACI teacher and leader preparation programs and other interested partners to explore key issues in preparation and practice with educational leaders from across the nation. Discussion encompasses redesigning preparation programs, assessing performance, and integrating the Common Core into preparation programs. The Center's current agenda advances: 1) higher standards for teacher and leader preparation and licensure; 2) selective recruitment and admission to teacher and leader preparation programs; 3) rigorous clinical preparation (classroom experience) for teacher and leader candidates; and 4) increased accountability of teacher and leader preparation programs for the quality of the candidates they prepare. Projects in progress range from task forces that focus on specific aspects of education reform (such as recruiting more diverse teacher candidates) to ACI's Professional Development Network (PDN), which promotes teacher retention in high-need schools through quarterly webinars hosted online by ACI colleges and universities and a full-day Summer Institute for Educators. The Center's online journal showcases the work of ACI member institutions and nationwide faculty and provides professional development for practicing teachers, leaders and teacher educators. To learn more about ACI's Center for Success in High-Need Schools, contact Jan Fitzsimmons, PhD, Director, (847) 707-1673 or at jfitzsimmons@acifund.org.

Did You Know?

- Since 2004, ACI colleges and universities have increased the number of candidates they license by more than 110%.
- ACI members graduate more than 27% of all teachers licensed annually in Illinois.
- 55% of new ACI teachers take jobs in high-need schools, compared to 35% in 2002.
- Principals give high marks to new teachers prepared by ACI colleges and universities, and independent studies show they are making a significant difference in their school communities.
- Alumni of ACI member teacher and leader preparation programs report high levels of confidence in the quality of their preparation and clinical experiences.
- Nine Illinois K-12 schools were named “Spotlight Schools” by the State Board of Education after partnering with ACI member colleges and universities.

Building ACI Business Partnerships

Legat Architects focuses on the challenges of higher education

Legat Architects is a planning, architecture, and interior design firm that became an ACI Business Partner in 2015. Legat’s practice groups focus on higher education, as well as K-12 education, health care, corporate/commercial, and government facilities -- all guided by principles of sustainability and by a performance-based approach that enriches occupant experience, while ensuring economic and environmental success.

The Higher Education Practice is Legat’s largest and fastest growing, with a portfolio that encompasses work for ACI member Lewis University and diverse projects for more than 60 colleges and universities in Illinois and beyond. By staying active in the Society for College and University Planning and other relevant organizations, Legat Architects monitors current issues that affect its practice and help inform collaborative dialogue between client colleges and the design team. This dialogue generates meaningful and responsive solutions that address the key challenges they now face. Here are a few of those challenges and how Legat Architects is helping ACI members and other higher education institutions identify and implement new strategies.

Combatting rising facilities costs and shrinking capital funding: Institutions generally understand that existing facilities have tremendous value and that new construction can be more costly than remodeling. Legat Architects helps colleges maximize use of existing facilities using two key planning approaches: Space Utilization Studies and Sustainable Master Planning. Legat’s Space Utilization Studies help colleges analyze space/seat utilization, so as to evaluate how much existing space can be re-purposed, minimize the amount new space ultimately needed, and achieve significant savings. Further, Master Planning conducted in a sustainability context helps colleges act as responsible stewards of the environment, while they reduce operational costs for existing and new facilities.

Attracting new students: Colleges are looking for new ways to boost enrollment and tuition revenue. One new strategy, the “multi-university” model allows multiple institutions to share a facility, often in a geographic locale accessible to students who might not be able/willing to attend an institution’s home campus. Legat Architects designed the University Center of Lake County, Illinois’ first multi-university campus, where 20 institutions, including ACI members Concordia University, Dominican University, Elmhurst College, North Park University, and Olivet Nazarene University, offer programs. Instruction is delivered onsite by faculty visiting from participating institutions, as well as by using distance learning technology integrated into the facility design.

Promoting student retention and degree completion: To help first-generation college students and those less academically ready for college persist and succeed, many institutions are considering “one-stop” student service centers that cater to these special student populations. While every institution interprets the one-stop model somewhat differently, in general, these centers co-locate enrollment-related functions (recruitment, admissions, financial aid, registration, records, and bursar) in order to maximize access and simplify the process for first-time college students. Legat Architects has helped design and program these centers for a variety of colleges, offering thoughtful solutions that support four fundamentals of the one-stop enrollment model: cross-training staff; flexible space; shared space; and online services. And because Legat recognizes the inter-relationship between enrollment services and student success services, the one-stop centers they design also may include counseling, advising, testing, and career services, as well as services for students with special needs and international students.

Shifting from “content consumption” to “content creation:” This trend has inspired new educational models known as incubators, hatcheries, maker-spaces, and innovation centers – and it has completely transformed the academic library. Legat Architects has completed many academic library projects and is currently helping one college redevelop an existing, three-story, 90,000 square foot library at the heart of its campus. In the process, every aspect of library service is being re-examined, including the number of book stacks, use of technology and online resources, the mix of active and quiet spaces, adjacency to academic support, and access to food and coffee.

“Flipping” the classroom: First popularized by Salman Khan’s Khan Academy, the “flipped” model of teaching and learning positions the traditional classroom lecture as homework, focusing classroom time on collaboration, interaction, and active learning. Legat Architects has helped several colleges experiment with contrasting versions of a flipped classroom (each with different furnishings). By allowing students and faculty to “kick the tires” to determine which version best accommodated a given curriculum, Legat was then able to proceed with data-driven, campus-wide programs that modernized classrooms in response to these findings, equipping them with flexible furnishings and technologies to accommodate varying classroom arrangements.

Ensuring campus safety and security: Recent incidents of “active shooters” -- individuals actively engaged in killing or attempting to kill people in a confined and populated area -- across the nation have raised awareness of the need for enhanced campus safety and security. Legat Architects recently completed a retrofit on one institution’s three campuses, replacing hundreds of interior and exterior doors with a combination of Wi-Fi and hard-wired door hardware. The retrofit incorporated card access and integrated the college’s room scheduling software for centralized access and control, as well as instituting a manual door lockdown protocol.

LEGAT ARCHITECTS

SUSTAINABILITY | PERFORMANCE | DESIGN

For more information about Legat Architects visit www.legat.com or contact: Jeffrey Sronkoski, Principal jsronkoski@legat.com (312) 505-3358.

STEAMGARD® offers cost-saving energy strategies

How can ACI colleges and universities best reduce carbon footprint? Nationwide, many campuses already are acting to shrink carbon footprint by insisting that new buildings be LEED-certified or installing energy-saving lighting. But Peter Kopsaftis, Business Development Manager for STEAMGARD® points out that some of the most dramatic savings may be hiding in outdated steam plants on ACI campuses. “Nobody really wants to go down to the boiler room,” observes Kopsaftis. “Caring for the campus steam plant is left to the maintenance staff, and no one gives any thought to how its performance fits into the institution’s efforts to go green.”

A valued ACI Business Partner since 2011, STEAMGARD® is the worldwide leader in optimizing performance of steam systems. The company’s groundbreaking technology, THE STEAMGARD SYSTEM®, is a proprietary technology that effectively removes condensate from steam systems (commonly known as “steam traps”) using a customized Venturi Nozzle and principles of two-phase flow physics. For colleges and universities pursuing “Green Initiatives” with long-term economic gains, THE STEAMGARD SYSTEM® reduces energy consumption, lowers operational costs, improves productivity, enhances safety, and offers decades of virtually maintenance-free operation.

Several ACI member colleges already have partnered with STEAMGARD to enhance their facility with STEAMGARD’s revolutionary technology – joining the hundreds of internationally-known institutions (from Princeton University, Drexel University, Thomas Jefferson University, University of Arkansas, several University of California campuses, and Austin College) who rely on STEAMGARD for high quality products and engineering services unmatched in the industry.

The U.S. Department of Energy has cited THE STEAMGARD SYSTEM® as the market’s most efficient, reliable, and safe condensate removal device in steam systems. The engineering technology is used by world-renowned industrial facilities, United States Navy aircraft carriers, hospitals, hotels, government facilities, manufacturing plants, power generation plants, and various other institutions around the globe. They prefer THE STEAMGARD SYSTEM® over traditional steam traps for these reasons:

- Permanent reductions of 10% to 35% in energy costs – plus significant savings for water, chemical treatment,

etc.

- Excellent return on investment within one-to-three-years – as well as flexible payment options and minimal service interruption during installation.
- Up to 25 years Performance/Maintenance Warranty, and with no moving parts, STEAMGARD® systems deliver long-term performance and service life.
- Proven “green” technology that significantly shrinks carbon footprint and reduces Greenhouse Gas emissions harmful to the environment.
- Enhanced safety because STEAMGARD® eliminates dangerous water hammer or condensate back-up from malfunctioning steam traps.
- Custom designed STEAMGARD® condensate removal devices are sized to meet each client system’s requirements.
- Pioneering condensate removal technology backed by an innovative heritage of engineering excellence that spans nearly four decades.
- Long-term maintenance and consultation partnerships, with a 24-hour emergency response team ready to assist clients whenever needed.
- Stress-free installation with immediate savings and tangible results.



For more information, please visit steamgard.com or contact: Peter Kopsaftis, Business Development Manager, at peterk@steamgard.com or call (847) 913-8400.

STEAMGARD® and ARAMARK – and all ACI Business Partners -- support Associated Colleges of Illinois in two important ways: first, by offering products and services designed to meet the specific challenges of higher education, and second, by making an annual commitment of \$5,000 that helps defray ACI’s operating costs and target philanthropic dollars to mission-critical programs. We encourage all ACI members to make our Business Partners their first call when they require the products or services these businesses provide. To learn more, contact ACI’s Director of Business Partnerships, Jackie Meyers-Thompson (773) 293-7166, jthompson@acifund.org

Meet ACI Members

Illinois College (Jacksonville, Illinois): A BLUEprint for acquiring the knowledge and skills for success.

In a complicated world, there’s no one sure path to success. But at Illinois College, students can rely on a BLUEprint to acquire the skills they’ll need to pursue whatever path they choose.

“We believe diversity is essential to student learning,” observes college President Barbara Farley. “Our goal is for students to graduate ready – ready to be successful in professional careers and graduate school and ready to be productive citizens in the global economy.”

Farley, who became the 14th president of the college in June 2013 and was recently elected President of Associated Colleges of Illinois, believes deeply in the value of liberal arts education in today’s job market. She points to data from Council of Independent Colleges that documents:



- One of three Fortune 500 CEOs have liberal arts degrees.
- 74% of employers believe a liberal arts education is the best preparation for success in the global economy.
- Eight of 10 employers believe that every college student should have a broad knowledge base in liberal arts and sciences, regardless of major.
- 93% of employers say the ability to think critically, communicate effectively, and solve problems is more important than an undergraduate major.

Against this backdrop, Illinois College developed its “BLUEprint” to map out courses designed to teach skills that will set students apart in the job market. “The BLUEprint complements the student’s major to prepare them to understand and manage complexity, diversity, and change – the three forces driving today’s work environment.” Specifically, the Illinois College BLUEprint promotes strong oral and written communications, understanding of diverse cultures and the ability to work with people of differing beliefs, and competence to solve problems effectively through inquiry, analysis, synthesis, creative and critical thinking, and collaboration. “The results are pretty spectacular,” says Farley. “100% of Illinois College graduates are either employed or in graduate school within one year of graduation, and 98% of our graduates believe that, when it comes to communication skills and problem-solving abilities, they are equal to or more proficient than their colleagues.”

The state’s first college to grant baccalaureate degrees, Illinois College was founded in 1829 by one of the “the Yale Bands” – Yale seminarians who devoted their lives to promoting Christian education in the west. In 1835, the college awarded its first degrees to Richard Yates, who was later governor of Illinois and a US senator and to composer and minister Jonathan Edward Spilman. Three-time candidate for US president William Jennings Bryan (’81) is the college’s best known alumnus. In addition, two graduates became U.S. senators, 20 became congressmen, six were state governors, and two currently serve as federal judges.

Civic engagement and the pursuit of social justice are woven into the Illinois College fabric. Its first president was Edward Beecher, brother to Harriet Beecher Stowe, who wrote the influential anti-slavery novel *Uncle Tom’s Cabin*. Illinois College students and faculty were outspoken abolitionists and participated in the Underground Railroad to help slaves reach freedom in the north. That history translates into Illinois College’s abiding commitment to diversity and community service. Not only is Illinois College recognized as among the nation’s top 50 liberal arts colleges by the prestigious Washington Monthly, that publication also cited Illinois College for its success in helping Pell-eligible (low-income) students persist to graduation and ranked the school third among the nation’s liberal arts colleges for the number of community service hours per student.

“We believe diversity is essential to students regardless of their background, and we are intentional about thinking about diversity and inclusion on our campus,” Farley says. “We promise an outstanding liberal arts education for students of all backgrounds and all walks of life.” Today, one-third of Illinois College students are either domestic minorities or international students; 50% are first generation; 15% are from outside Illinois. “We meet students where they are when they arrive,” observes Farley, “and we help them achieve more than they ever thought possible.”

For more information about Illinois College, visit www.ic.edu.



University of St. Francis (Joliet, Illinois): Where Franciscan values and liberal arts connect with job readiness and career success.

“Every employer says they want to hire thinkers and liberally-educated people, but they don’t want to train, they don’t have the budget to train anyone,” observes Arvid Johnson, president of University of St. Francis. “They want someone who can hit the ground running, with the technical expertise for today’s jobs, but with the ability to grow with the organization.”

As the nature of America’s workforce continues to change and the base of knowledge within each discipline evolves, observes Johnson, “the liberal arts education that students receive from University of St. Francis (USF) will enable graduates to

undertake emerging roles and occupations and remain current within their chosen profession. That's the niche where our university fits," Johnson concludes, "equipping students with this combination of knowledge for today and resilience for tomorrow."

The USF President may be the poster child for how liberal arts institutions prepare individuals both for today's in-demand STEM fields and for careers that evolve over time. Arvid Johnson's 30-year career began when he earned a bachelor's in physics from ACI member Lewis University (Romeoville), in 1985. Subsequently, he earned a master's in electrical engineering and an MBA – and along the way, Johnson enjoyed a successful career in defense aerospace before transitioning to management professor and later Dean of the Brennan School of Business at ACI member Dominican University (River Forest). In 2013, he became the ninth President of University of St. Francis. Johnson believes his liberal arts education equipped him to make dramatic transitions across the span of his career. "The reality is -- anything we teach a student about a particular job is going to be obsolete in five years," observes Johnson. "So as educators, we have to balance preparing students for today's jobs with preparing them for the jobs they ultimately will have. USF and all the ACI liberal arts institutions equip graduates with the critical and creative thinking skills, the curiosity, and the desire for lifelong learning they'll need to adapt to whatever comes at them throughout their careers."

University of St. Francis describes itself a welcoming community of learners challenged by the values of its founding Franciscan order and mindful of Franciscan reverence for creation, compassion, and peacemaking. Established in 1920, today, USF is a Catholic liberal arts university with total enrollment of 3,762, divided between roughly 1,700 undergraduate and graduate students attending classes on campus and nearly 2,100 undergraduate and graduate students enrolled in off-campus distance and online learning programs pioneered by USF. The Franciscan tradition plays a role in USF's commitment to combining the breadth of liberal arts with job readiness. "Our tradition values learning outside the formal classroom, so University of St. Francis bridges classroom learning with real-world experiences – from internships and short field trips to travel programs and study abroad opportunities," Johnson says. Best of all, Johnson observes, USF accomplishes its goals at a very affordable cost. "With scholarships and financial aid, students attending USF usually find that their cost is similar to or less than attending a public university," he says, "but at USF, students gain all the benefits of the high-touch, high-interaction environment provided by a small, private college."

"Our challenging academic programs provide students with the depth and breadth of knowledge – in their majors and in the liberal arts – that prepare them not only to hit the ground running in their first jobs, but also to succeed in the future in jobs that we have yet to identify or envision," says Johnson. Three years of data suggest that the University of St. Francis formula for career success is working: Within six months of graduation, 99% of USF alumni are employed or in graduate school, and 78% are in jobs directly related to their major field of study.

For more information about University of St. Francis, visit www.stfrancis.edu.

Campus News

ACI members bring hidden resources into public view through Consortium on Digital Resources for Teaching and Research.

ACI members Elmhurst College and Illinois College now can use state-of-the-art digital technology to make lesser known or hidden collections searchable and accessible, thanks to the Consortium on Digital Resources for Teaching and Research. The ACI schools are among 42 independent colleges and universities selected for the new consortium, which is organized by the Council of Independent Colleges and funded by Andrew W. Mellon Foundation. The consortium is dedicated to improving teaching and learning and enhancing faculty and student/faculty research by increasing institutional capacity to store, preserve, and catalogue collections of digital images, documents, audio and video files, and other types of materials. Consortium members will accomplish these objectives using a cloud-based, uniform digital platform known as Shared Shelf, which is already used by Harvard and Cornell, among other institutions. Elmhurst College will use Shared Shelf to unify disparate collections of art slides and digital images, including digitized images from purchased art history slides, images collected by art history faculty members, and images documenting Elmhurst College's Chicago Imagist Art Collection. Illinois College will digitize materials from the Khalaf Al Habtoor Archives, primarily the Jacksonville Female Academy archives and several other local archives of women's history, as well as other collections that capture the early history of women in Jacksonville, including records of the Ladies' Education Association, an unpublished novel by the college's first president, Edward Beecher (brother to Harriet Beecher Stowe), and Beecher family correspondence.

The consortium's work gets underway this summer as teams of librarians, faculty, and staff meet with Shared Shelf implementation managers to learn about the software, digitize and catalogue their materials, and share their experiences and insights with other teams through webinars that begin in mid-September.

[Read more about the Consortium.](#)

Did You Know?

Illinois College

- The work of three Illinois College (Jacksonville) students was featured at the Clinton Global Initiative University (CGIU) 2015 annual meeting at the University of Miami. Rising seniors Shane Blackley, Wesley Haertling, and Nathan Zimmerman's project seeks to help local, low-income youth develop wise saving and investing habits, and, over time, to decrease poverty in central Illinois and surrounding areas. CGIU convenes college students from institutions around the globe with innovators, thought-leaders, and civically-engaged celebrities to find ways to make a difference in education, environment and climate change, peace and human rights, poverty alleviation, and public health. Illinois College is one of 60 colleges and universities that comprise the CGIU Network, which also includes schools such as Cornell University, Duke University, New York University, and Stanford University.
- Illinois College faculty and students are engaged in a new Middle East peace initiative. Envisioned by UAE business leader Khalaf Al Habtoor and funded by his foundation, "Pathways to Peace" was launched at Illinois College in 2014 with a visit from President Jimmy Carter. This unique seminar explores modern and historic efforts at peace and seeks to resolve the issues at the heart of the conflict as a means of establishing a lasting peace. The seminar culminates with a trip to Israel and Palestine in 2015.
- Illinois College hosted the International Symposium on Science, Sustainability and Teaching, in 2014. The symposium convened faculty and students from Ritsumeikan University in Kyoto, Japan and students from Illinois College who are researching issues related to the environment and sustainability. The symposium grew out of Illinois College's 30-year partnership with the Japanese university. Recently expanded with funding from the Henry Luce Foundation, the partnership facilitate student and faculty exchanges between the two campuses and now includes interdisciplinary work in Asian studies and the environment.
- Illinois College is the only liberal arts college in Illinois to be named to the President's Higher Education Community Service Honor Roll each of the eight years the award has been conferred, and Washington Monthly ranks Illinois College third in the nation among liberal arts colleges for the scope of students' community service participation and the hours of service students complete. This recognition reflects Illinois College's mission to prepare students for a "fulfilling life of leadership and service," as well as the service component of leadership that is at the heart of the Illinois College experience.

University of St. Francis

- University of St. Francis (USF) pioneered online learning more than two decades ago and remains, today, among Illinois' top five providers of online education. USF offered its first online class to MBA students in spring 1997. By fall 1998, it was offering its entire MBA degree program online. By 2001, USF was the largest provider of online learning in Illinois, with more than 1,000 students registering for an online class each semester. Online learning remains a core commitment at University of St. Francis, which offers three adult degree completion programs entirely online, along with eight graduate programs and one doctoral program. Each semester, more than 2,500 students from more than 35 states register for an online class, and USF delivers more than 8,000 semester hours of online instruction.
- 100 percent of University of St. Francis' 31 physician assistant graduates class of 2015 achieved a first-time pass on the rigorous national Physician Assistant National Certifying Exam. "This is the second class in the history of the USF program to have a 100 percent first-time pass rate," according to Laura Grimes, program

director. "This is an amazing group of men and women, and they will be amazing health care providers." Physician assistants are health care professionals licensed to practice medicine under physician supervision. USF has graduated 13 classes of these talented professionals since 2003, helping to build a community of about 100,000 certified physician assistants nationwide. U.S. News & World Report ranks physician assistants as one of the top 10 best jobs in 2015.

- University of St. Francis professor Brien McHugh is a finalist in the screenplay competition of ReelHeart International Film Festival in Toronto, Canada. During the summer 2015 festival, McHugh's screenplay, "A Compact Death," will receive a "table read" -- professional actors sitting around a table performing the script. "It will give me a chance to hear what works and what doesn't," explains McHugh. Loosely based on McHugh's experiences in radio during the early 1980s, the screenplay explores a mystery that arises during the transition from vinyl records to compact discs. McHugh has taught public relations, advertising, and journalism in USF's Communication and Media Arts Department since 2008. His screenplay has been honored at several other film festivals, including Charleston, South Carolina, New Hope, Pennsylvania and Catalina, California.



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