Parker Palmer, in his classic text *The Courage to Teach*, talks about the importance of the “live encounter” in education:

Academic institutions offer myriad ways to protect ourselves from the threat of the live encounter. To avoid a live encounter with teachers, students can hide behind their notebooks and their silence. To avoid a live encounter with students, teachers can hide behind their podiums, their credentials, their power... students can say, “Don’t ask me to think about this stuff—just give me the facts,” and faculty can say, “Here are the facts—don’t think about them, just get them straight” (1998, p. 38).

A truly transformative education is just the opposite of this—it doesn’t shrink back from the threat of the live encounter—it embraces all of its messiness, complexity, and possibility. Live encounters are unscripted and unpredictable and, importantly in this increasingly distracted and screen-heavy world, they cannot happen alone—they require the active presence of others and a sense of shared enterprise.

As it turns out, the world outside of academic institutions is filled with examples of live encounters—whether our students leave Earlham for graduate school or the work world, it is virtually assured that they will have to collaborate in teams, wrestle with problems with no easy answers, understand and value diversity in all its forms and adapt to unpredictable and dynamic contexts. And this is why we believe at Earlham that a liberal arts education is the best possible preparation for an unpredictable world.

We have a saying in the CIL: “The world is a complex, unscripted place where the answers are not readily known and the consequences matter—your education should look like that, too.” As you’ll see in the following report, through a variety of learning opportunities orchestrated through the Center for Integrated Learning, Earlham students are experiencing the transformative potential of the live encounter. And, rather than the narrow utilitarianism of today’s drive for “career training” in our colleges and universities, these experiences are exemplars of the new liberal arts—an education simultaneously practical and intellectual; individualized and civic-minded; critical and hopeful.

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**NEW GRANT FOR INTERNATIONAL INTERNSHIPS** / The CIL, working collaboratively with the office of Institutional Advancement, applied for and received a grant from the Freeman Foundation for $57,000 to support 10 new funded internships in Japan, Korea, Singapore, Malaysia and Thailand for the summer of 2015. The internships will be in the areas of business, social entrepreneurship, biotechnology, and sustainability.

**NEW GRANT FOR COMMUNITY ENGAGEMENT** / The CIL received $10,000 from the C. Charles Jackson Foundation for student leadership development through service. Grant funds will be used to support the establishment of a digital platform for collecting and advertising service and community-based research opportunities to students, to extend the reach of the Clifton StrengthsFinder assessment to all incoming students and faculty, and to carry out the C. Charles Jackson Leadership Summit at Earlham.

**WHERE DO EARLHAM GRADUATES GO?**

**2014 FIRST DESTINATION SURVEY RESULTS** / This fall, Earlham completed the first comprehensive annual post-graduate career survey for the graduating class. The survey uses NACE standards and Earlham achieved a response rate of 82 percent. From that data, we learned that 87 percent of 2014 graduates were either in graduate school or employed 6 months after graduation. For more information on this survey, please visit: [http://tinyurl.com/pf8ys2n](http://tinyurl.com/pf8ys2n)

**DIGITAL LIBERAL ARTS** / Through grant funding from the Andrew Mellon Foundation, Earlham faculty have been exploring a variety of projects and initiatives connecting digital tools and technologies with teaching, learning, and research across the disciplines. Highlights this year include an introductory digital humanities workshop with Dr. Jen Giuliano in November, and a planned faculty development workshop in August to train faculty in digital humanities tools and teaching techniques in support of bringing online a set of digital humanities designated courses for every humanities major in 2016.

**GROWING INTERNSHIP PROGRAM** / The CIL has now nearly doubled the number of internships (from approximately 30 in 2013-14 to over 50 in 2014-15). We have also established 12 international internships. New internship partners include: Friends Committee on National Legislation, Washington, DC; BIOTEC, Thailand; World Kitchen, Singapore; and Northern Alaska Environmental Center, Fairbanks.

**EARLHAM FIRST YEAR SEMINAR COLLABORATIONS** / The CIL partnered with 11 Earlham Seminars in the fall. Utilizing StrengthsFinder, an innovative tool for determining both individual and team strengths, students were able to examine their aptitudes and how those fit into possible areas of vocational interest.
KORU CAREER READINESS PROGRAM
FOR THE LIBERAL ARTS / Joining colleges such as Williams, Bates, Brown and Vassar, Earlham has become one of only 15 officially partnered schools with Koru—an organization that combines training in business fundamentals and an internship with hiring companies in the Boston, Seattle and San Francisco areas. With support from a grant managed by Earlham’s Center for Integrated Learning, Earlhamites can attend Koru’s four-week training program and network with hiring managers at high-tech, high-growth companies. Students who participate in Koru’s program are guaranteed at least one interview and they have a 98 percent job-placement rate. Sokhna Var ’15 recently completed Koru’s program in Boston and worked extensively with executives at Care.com, a company helping families find childcare, senior care, special needs care, tutoring and housekeeping. An Economics and International Studies major, Var is seeking a career in market research or international trade. Find out more about Koru at www.joinkoru.com.

MPH PREFERRED PATHWAY ESTABLISHED / Working through the new Integrated Program in Health Sciences, Earlham has now established an official preferred pathway with the IU Fairbanks School of Public Health. This pathway makes it much easier for qualifying students to transition from Earlham into a top-notch master of public health program.

SOCIAL ENTREPRENEURSHIP EXPANDS / Working with the Integrated Program in Business and Entrepreneurship and the Business and Non-Profit Management Program faculty, the CIL helped support two student-led social entrepreneurship initiatives. The AYNAH student chapter successfully raised money for a community development project trip in Costa Rica this January. In addition, seven student groups competed for the Hult Prize this fall to build creative solutions for a problem of global significance. The competition in 2015 centered around providing early childhood education to children in urban slums. The winning Earlham team headed to Boston for the regional competition in March.

DIRECTOR PUBLISHES NEW BOOK, EXPERIENTIAL EDUCATION IN THE COLLEGE CONTEXT / Jay Roberts, director of the Center for Integrated Learning, has published a new book with Routledge Press titled Experiential Education in the College Context: What is it, How it Works, and Why it Matters. The book features several initiatives at Earlham and offers examples from across the disciplines to illustrate principles and best practices for designing and implementing experiential curriculum in the college and university setting.

ADVISESTREAM DIGITAL PORTFOLIO SYSTEM IMPLEMENTATION / The Psychology and Chemistry departments are beta-testing the AdviseStream digital portfolio system alongside the Integrated Program in Health Sciences. The system creates a 21st-century advising interface, helping students connect in-class and out-of-class learning with academic and career goals. Earlham joins Duke University and the University of Chicago as early adopters of this system. Full implementation across the college is targeted for the 2015-2016 academic year.

INTERNSHIPFEST 2014 / 150 students, 17 employers and 16 faculty gathered for this event in the fall. Thirty students presented on their internships from the summer of 2013 alongside many of their internship supervisors. Attending students and faculty learned about Earlham’s internship program and opportunities to become involved.

MILLER FARM 2.0 / Following the closure of Miller Farm on Abington Pike in fall 2013, a group of students, staff, and alumni worked together to develop a proposal for a new farm program. Implementation of a new Miller Farm began in fall 2014. Miller Farm will be relocated to the field adjacent to the Suzanne Heeneman Equestrian Center. Within the approximately 11 acres of space, about 2.5 acres will be placed in gardens, 1-2 will be developed as an orchard and the remainder will be planted in hay. Miller Farm has partnered with Amigos, the Richmond Latino Center, to provide space for a community garden. Students look forward to the opportunity to learn traditional cultivation techniques from experienced Latino gardeners.

A DOZEN HUNGRY QUAKERS ALUMNI NETWORKING PROGRAM LAUNCHED / A Dozen Hungry Quakers is a partnership between the Center for Integrated Learning and Alumni Relations designed to give Earlham students and alumni an opportunity to make meaningful connections. The program gives Earlham students a bite-sized mentoring opportunity to talk face-to-face with an Earlham graduate about their career interests. The program takes a group of 10-12 students to a restaurant and pairs three students with an Earlham grad over an informal lunch or dinner. The alumni share information about their jobs, industries or organization while students gain inside information and inspiration from someone who has been in their shoes.

FRIENDS COMMITTEE ON NATIONAL LEGISLATION LOBBY WEEKEND / Over spring break, 14 students and the assistant director of sustainability attended the Friends Committee on National Legislation’s Annual Spring Lobby Weekend. This year the theme was climate change. The group worked to gain support for the Preparedness and Risk Management for Extreme Weather Patterns Act in the House of Representatives and the Energy Saving and Industrial Competitiveness Act in the Senate. Students attended talks and panel sessions with congressional staffers and experts in climate policy. They also participated in workshops about making an impact once their lobbying experience had ended by using tools such as letters to the editor and campus organizing. Students learned how to engage in an effective lobbying visit and spent the last day of the trip meeting their members of Congress.

CONSENSUS U EVENT / In collaboration with the Offices of Religious Life and Student Life, the CIL hosted a series of Consensus U workshops. These offered students, faculty and staff practical orientation and training for consensus-based decision-making. The four sessions were facilitated by Len Clark. Approximately 30 people participated.

COMMUNITY CONNECTIONS EVENT / More than 75 faculty and community partners braved the winter wind to get acquainted and discuss potential collaboration at the Innovation Center in downtown Richmond in February. The event, hosted by the office of Community Engagement, brought Earlham faculty and Richmond community partners together to explore ways of increasing collaboration between Earlham and the community through designing new community-based learning and community-based research projects.
EARLHAM PARTNERSHIP WITH KORU

Earlham has joined 12 other colleges and universities across the nation as partners of Koru, a new career immersion program.

With support from a grant managed by Earlham’s Center for Integrated Learning, Earlhamites can attend Koru’s four-week training programs and network with hiring managers at high-tech, high-growth companies in Boston, Seattle and San Francisco.

Sokhna Vor ’15 recently completed Koru’s program in Boston and worked extensively with executives at Care.com, a company helping families find childcare, senior care, special needs care, tutoring and housekeeping. An Economics and International Studies major, Vor is seeking a career in market research or international trade.

“Getting a job is the end goal, but I gained valuable networking and personal branding skills in Boston that will help me in the future,” Vor says. “I also learned a lot about working in the United States. I previously did an internship in China, so it was helpful to get a sense for how employers view applicants in the U.S. as well.”

“Koru is serious about working with students from top-notch liberal arts colleges and offers them training and mentorship that will make them ideal candidates for jobs at growing companies,” says Associate Director of the Center for Integrated Learning Mark Gaines. “Students who participate in Koru’s training program are guaranteed at least one interview. They have an 85 percent job-placement rate, which is attractive to us.”

Earlham emphasizes the importance of planning, couples with the power of a liberal arts education to enhance the likelihood for post-graduate success. Based on a survey of graduates, Forbes magazine lists Earlham among the top 100 colleges and universities in the U.S. for return on investment. Payscale.com ranks the College as a leader in the percentage of graduates who find their work “very meaningful.”

“We are so happy to partner with Earlham to help their students and grads land great jobs,” says Koru CEO and Co-founder Kristen Hamilton. “By working together with colleges, we help their graduates become workplace-ready by placing them inside work environments at great companies. They gain the skills, experience and connections to get hired and, most importantly to choose a job that’s right for them and make a meaningful impact from day one.”

SUCCESS STORY

TYRIAN ROBERTSON ’17 SEEKS HOW THE BROADER WORLD IS AT WORK IN HER LIFE AND IS INSPIRED TO USE HER SKILLS AND ABILITIES TO BENEFIT OTHERS.

After graduation, Robertson hopes to start a nonprofit that helps areas recover from natural disasters.

“I want to have a team move into an area and work in that area for three to six years after the natural disaster,” she says. “The three core elements I want my team to address are the physical rebuild, community involvement and helping youth with social justice and leadership skills.”

Robertson, who is considering a double major in Peace and Global Studies and Business and Nonprofit Management, says community service always has been important to her, but the idea for her nonprofit began taking shape after she arrived at Earlham and began her involvement as a Bonner Scholar.

“This all came together after I started in Bonner,” she says.

Earlham is one of 24 colleges and universities that hosts a Bonner Scholar Program, and each year 15 incoming first-year students are selected to participate in the four-year program. Bonner Scholars commit to complete 140 hours of service per semester, about 10 hours per week, and two summers of service.

“Being involved in the program has helped me shape and form my ideas,” she says. “I have already started networking and making contacts with people who are willing to work with me to see this through.”

Some of those contacts she made in June and July during her first Bonner summer of service at the New Orleans Area Habitat for Humanity. Robertson was born in New Orleans, where she spent her first 10 years before relocating to Dallas after Hurricane Katrina in 2005.

“Working for Habitat is a learn-as-you-go situation, but you pick it up easily and quickly,” she says. “It was amazing getting to spend time with family members in New Orleans, and I loved the hands-on element of Habitat construction and the constant hustle and bustle of Habitat’s ReStore.” After completing 280 hours of installing plywood, siding, trim, insulation, roof trusses and working in Habitat’s Restore, Robertson was motivated to start small building projects of her own.

Construction skills may have been new to Robertson, but community service is second-nature. When Robertson graduated from Irma Lerma Rangel Young Women’s Leadership School, she had logged more than 500 hours of community service — 400 more than was required.

“When you experience disaster first-hand, it opens your eyes. I see that a lot more could have been done in New Orleans. The amount that gets done has to do with resources and involvement. Why do we rely on so few resources when there is such an abundance? Similarly we rely on a few people to get things done. Why not use everyone and all their attributes? If we did, we could get so much more done.”
LEARNING TO LOBBY ON CAPITOL HILL

Lobbying is a conversation used to initiate a relationship.

That’s what 14 Earlham students learned when they participated in a four-day lobbying course facilitated by the Friends Committee on National Legislation, the oldest and largest peace-lobbying organization in Washington, D.C., and Earlham’s Quaker connection on Capitol Hill.

The one-credit course ran March 14-17 in Washington, D.C. The first two days were filled with workshops, panels and speakers. During the final two days, students lobbied either in the offices of their hometown senators and representatives, or in the offices of representatives or senators of their school’s hometown.

“The course focused on teaching us lobbying and how to be more effective on Capitol Hill,” says Sonia Norton ’18. “I liked the opportunity to see more of the inside of how Washington, D.C., works.”

Treston Owens ’18 says he was drawn to the program because of its political aspects. The focus of the lobbying was climate change, in particular the PREPARE Act, or the Preparedness and Risk management for Extreme Weather Patterns Assuring Resilience.

“We were instructed on how to build a conversation about climate change,” Norton explains. “We were encouraged to build a relationship with them so that they would listen.”

Owens, who is from near Miami, Florida, says he learned to incorporate personal stories into his discussions. He talked specifically about saltwater intrusions destroying natural habitats and cited a report that says Miami will be underwater in 50 years because of the rising sea level.

Most of the students met with staffers or legislative assistants, but Owens was fortunate enough to meet face-to-face with Ileana Ros-Lehtinen, the U.S. Representative for Florida’s 27th congressional district, and Treston Owens ’18.

“I asked her what part of the district I lived in and how I ended up in Indiana. I told her it was because of Earlham College,” he says. “She seemed pretty receptive. She asked me what part of the district I lived in and how I ended up in Indiana. I told her it was because of Earlham College.”

Norton joined other students from California and was able to lobby seven times during the experience. “Lobbying was really intense, but once you started the conversation, it was not nearly as frightening as I thought it would be,” she says. “And, there are lots of ways to lobby. You can go and actually talk like we did, you can call or email, or you can write a letter to the editor. The important thing is to let your voice be heard about the issues that you are passionate about.”

Earlham has established a preferred pathway with the Indiana University Richard M. Fairbanks School of Public Health in Indianapolis that provides a recommended track for graduates to apply to the Master of Public Health program. The development of this pathway is one of the goals of Earlham’s Indiana Pathways program.

“This preferred pathway allows Earlham to raise the profile of public health as a career option on campus,” Professor of Chemistry Mike Deibel says. “Our students will benefit from earlier admissions decisions so they can better plan for their future.”

Public health is an emerging career of choice for Earlham students and workers with advanced credentials are in demand across the United States. Students at Earlham who are interested in Public Health often major in Neuroscience, Biology, Biochemistry and Psychology. But public health workers also have degrees in Politics, Economics, Peace and Global Studies and Statistics.

“We tend to draw and attract students who have a strong interest in health but also want to make a larger impact on the world,” he says. “While one way to do that is through one-on-one healthcare, one other way is by shaping and promoting public policy.”

To prepare students, Earlham’s Indiana Pathways Grant is supporting two paid undergraduate internships with the IU Richard M. Fairbanks School of Public Health and two internships with the Environmental Protection Agency in Washington, D.C. Additional support and career mentorship is available through Earlham’s Integrated Program in Health Sciences.

“This pathway takes a lot of the stress out of the application process,” says SoeYu Naing ’16. “I think this partnership is really meaningful and will be a great fit for any student who has a desire to make some positive impact on the health of the community, nation and world.”

Naing already is making a difference in the Richmond community as a convener of Earlham’s Public Health Club, which offers students the opportunity to discuss pressing health issues. Naing also organizes the club’s campus blood drives, which has received the Life Saving Ambassadors plaque from the Richmond Community Blood Center for meeting its goals the last five years.

Dr. Carole Kacius, the associate dean of education and training for the Richard M. Fairbanks School of Public Health, says Earlham’s students make strong candidates for admission into the MPH program. “The values that Earlham students have are aligned with the values of successful public health professionals.”
SUCCESS STORY

SOCIAL ENTREPRENEURSHIP THRIVING AT EARLHAM

Earlamites are using social entrepreneurship to propose solutions related to poverty in east Africa, conflict resolution in India and Pakistan and access to education in the Republic of the Congo.

Catherine Ballali ’17, Rohma Zubair ’17 and Leslie Ossete ’16 joined about 2,000 students from around the world at this spring’s Clinton Global Initiative University conference to network and pitch their innovations to investors. The students will learn if their projects will be funded at a later date.

“The experience was amazing,” Ballali says of the event at the University of Miami that is led annually by former President Bill Clinton and his daughter, Chelsea Clinton. “I met with experts who provided ideas that will expand the reach of my project.”

Ballali is collaborating with Earlham’s Office of Sustainability and applied working groups in Computer Science to design an anaerobic digester capable of producing biogas from organic waste on campus. “Boarding schools in Tanzania that do not have electricity can take this model and power LED light bulbs so classes can also be held at night. A long-term goal of the project would be to use biogas as a means to power cooking stoves and train women to be renewable energy entrepreneurs.”

Zubair and Sonia Kabra ’16 have established a Sisterhood Peace Project, which would offer a one-week peace camp for teenage girls in Mumbai, India and Karachi, Pakistan. “We are targeting women because we know there are a lot of cultural similarities in women of both the countries,” Zubair says. “This camp will help young girls to learn conflict resolution skills, build confidence, communication and leadership skills – to give them a brilliant self-sustainable and to find and incorporate alternative and renewable energy sources,” she explains.

Ossete has designed an early childhood education curriculum to ensure that learning is accessible and affordable for the poor in Brazzaville, Republic of the Congo. Her curriculum focuses on motor, sensory, critical thinking and language stimulation, along with complementary books and toys made from upcycled materials. She plans to partner with a local certified educator to train people to be effective teachers. She will measure success by evaluating feedback from the teachers and parents on the children’s development.

ABOVE PHOTO: Leslie Ossete ’16, Rohma Zubair ’17 and Catherine Ballali ’17 at the Clinton Global Initiative University conference in Miami, Florida.

SUCCESS STORY

MIXING AGRICULTURE, BUSINESS AND SUSTAINABILITY

Helping out was implicit when Nicol Chinchilla Cordero ’16 was growing up in La Ribera, a village in Costa Rica.

As a junior at Earlham, Chinchilla is an Environmental Studies and Business and Nonprofit Management double major who is busy with campus clubs and activities, while still helping out with her family’s 135-acre organic farm and a women’s organization back home.

“Everyone, from the smallest to the oldest, we all took an active part in helping our community,” she says. Community members fix and clean streets, prepare and care for the soccer field, help at schools and fundraise.

“It was never that we were forced to do these things,” she says. “It was implicit that everyone in the village worked to improve the community. If you are in a place, you have to work to make that place better. I really believe in this reciprocity as a way of living.”

She feels a similar sense of community at Earlham. Her academic training thus far has helped her to increase her involvement with and planning of her family’s farm, which produces cattle, fruit, coffee, and various other crops and domestic animals, accepts five volunteers per day, which is only a fraction of the applicants. The farm offers experiential learning opportunities where volunteers learn about permaculture. Chinchilla spends about four hours each week screening the applicants.

Her coursework, she says, is readily applicable to her work on the family farm.

Chinchilla spent much of the summer preparing a strategic plan. “The idea is to make the farm more self-sustainable and to find and incorporate alternative and renewable energy sources,” she explains.

“When I was younger I thought I would become a lawyer because I wanted to help everyone in my family and in my village to resolve their problems,” she says. “Later I wanted to start my own business, and now I want to help grow my family’s farm.”

She plans to take a gap year between junior and senior year to participate in Semester at Sea, an independent travel experience that journeys across the globe beginning in San Diego and ending in London. The program offers two courses that she is especially interested in, “The Sociology of Tourism” and “The Politics of Developing Areas”.

After graduating from Earlham, Chinchilla hopes to seek a master’s degree in natural resources and sustainable development from the United Nations University of Peace in Costa Rica. She may also pursue a law degree.
TEACHING FACULTY COLLABORATIONS

During the 2014-15 academic school year, the CIL worked with 48 faculty members from 23 different departments on a wide variety of public events, applied student-faculty research opportunities, curriculum development workshops, and student programs. Our faculty partners and the type of collaboration(s) are listed below in alphabetical order:

**Neal Baker, Libraries** — Career Education collaboration

**Kat Barlow, Neuroscience** — “Brain Awareness at the Joseph Moore Museum” (Experiential Learning Fund Grant)

**Julie Beier, Mathematics** — Career Education collaboration

**Nelson Bingham, Psychology** — First Year Seminar (Community-Based Learning)

**Marya Bower, Philosophy** — Community-Based Learning Faculty Development Seminar

**Bill Culverhouse, Music** — Career Education collaboration

**Eric Cunningham, Japanese Studies** — “Ecologies of Tourism in the Pacific” (Sustainability and Environmental Education Development grant)

**Corinne Deibel, Chemistry** — “Whitewater Wastewater Treatment Plant phosphorous project” (Community-Based Research project) and “Research Skills for the 21st Century workforce: X-ray Fluorescence (XRF) spectrometer” (Indiana Pathways Initiative Grant)

**Mike Deibel, Chemistry** — “Whitewater Wastewater Treatment Plant Phosphorous Project” (community-based research project) and “Research Skills for the 21st Century Workforce: X-ray Fluorescence (XRF) Spectrometer” (Indiana Pathways Initiative grant)

**Jonathan Diskin, Economics** — “Urban Political Economy: Blighted Property Study” (community-based research project)

**Nate Eastman, English** — “Digital Liberal Arts Initiative” (Mellon Collaborative Inquiry Grant), “Richmond Shakespeare Festival” (community-based learning project), “Career Education Collaboration,” and “Community Based Learning Faculty Development Seminar”

**Trish Eckert, Newlin Center for Quaker Thought and Practice** — “Friends Council on National Legislation and Quaker Voluntary Service workshops,” and “NetVUE Conference on Vocational Discernment”

**Welling Hall, Politics** — FCNL Lobbying Weekend in Washington, DC (Experiential Learning Fund grant), and “Career Education collaboration”

**Gene Hambrick, Business and Non-Profit Management** — “Career Education collaboration”

**Stan Hill, Master of Arts in Teaching** — Career Education collaboration

**Thor Hogan, Politics and Environmental Studies** — “Urban Density, Renewable Energy, and Climate Policy In Morocco” (Sustainability and Environmental Education Development grant)

**Tom Horan, Theatre** — “The Duplicates — A Devising Theater Course” (Experiential Learning Fund grant)

**Michael Jackson, Psychology** — “Community Psychology course” (community-based learning project)

**Junfei Jiang, Computer Science** — Career Education collaboration

**Rajaram Krishnan, Economics** — Issues in Sustainability course development (Sustainability and Environmental Education Development grant)

**Kaitlin Leach, Athletics** — Career Education collaboration

**Sarah Lee, Biology** — Issues in Sustainability course development (Sustainability and Environmental Education Development grant)

**Welling Hall, Politics** — “Career Education collaboration”

**Anand Pardhanani, Mathematics** — Career Education collaboration

**Jamey Pavey, Environmental Studies** — “Richmond Neighborhood Stabilization Study” (community-based research project) and PLACE — Perspectives on Living And Community Engagement — a first-year pre-orientation program (Lilly Indiana Pathways grant)

**Elana Passman, History** — Fulbright Fellowship information session

**Charlie Peck, Computer Science** — “Preferred Pathways in Information Sciences” and “Disaster Planning in Local Communities Research” (community-based research project)

**Laura Pegram, Chemistry** — Career Education collaboration
BY THE NUMBERS

50+ Funded Internships
(13 of which are international)

3,700+ student attendance at CIL events

140+ Programs & Events
(75+ were collaborations with other departments and programs)

481 one-on-one career advising contacts with students

48 teaching faculty collaborators

Lyn Perkins-Socey, Theatre — Faculty Immersion Internship at the Indiana Repertory Theater (Lilly Indiana Pathways grant)

Rachael Reavis, Psychology — Service Learning in Psychology Courses (community-based learning)

Demian Riccardi, Chemistry — “Whitewater Wastewater Treatment Plant phosphorous project” (community-based research project)

Bob Rosenberg, Biology — “Great Lakes Undergraduate Research Symposium in Neuroscience” (Lilly Indiana Pathways Grant)

Betsy Schlabach, History — Career Education Collaboration

Jennifer Seeley, Politics — “Senior Research on Wayne County Data Clearinghouse” (community based research), Watson Fellowship information session, and Career Education collaboration

Mia Slayton, Theater — Career Education collaboration

Brent Smith, Biology — Career Education collaboration

Wayne Soon, History — Career Education Collaboration

Danielle Steele, Music — Indiana Biking May Term and Great Lakes Climate Ride (Sustainability and Environmental Education Development grant)

Chris Swafford, Spanish — “Barrios de Richmond” (Experiential Learning Fund grant) and Career Education collaboration

Forrest Tobey, Music — Career Education collaboration

Mark Van-Buskirk, Art — August Wilderness faculty leader

Lori Watson, Chemistry — Earlham First Year Seminar collaboration

Judy Wojcik, Art — “Ceramics and Sustainability” (Sustainability and Environmental Education Development grant)