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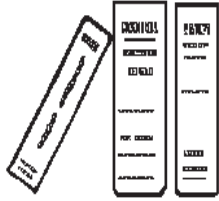
Winter 2011

FRIENDS ASSOCIATION FOR HIGHER EDUCATION

# Living our Heritage: Seeking Equality Through Education

FAHE at Bryn Mawr

June 16 – 19, 2011



Dear Friends,

On behalf of the Bryn Mawr College community, I invite you to this year’s annual conference of the Friends Association of Higher Education, which will take place from 16-19 June 2011. We are delighted to have the opportunity to host FAHE during our 125th anniversary year.

Bryn Mawr was founded to provide women with access to the rigorous undergraduate and graduate education then available only to men. This mission built upon the Quakers’ embrace of the importance of girls’ education and of the value of women’s leadership. Our 125th anniversary has provided a variety of occasions to consider how we carry forward these founding commitments to equity and excellence. The September conference “Heritage and Hope: Women’s Education in a Global Context” drew leaders and educators from colleges, universities, schools, government agencies and NGOs from around the world to consider the lessons we can draw from our experience as we expand our focus to the continuing challenges that women face worldwide. The FAHE conference in June will provide a fitting closure to the celebratory year as we gather educators from historically Quaker institutions to explore in a broader context how our campuses can work to promote equality through education.

I’ve called upon my colleagues to use the traditional Presidents panel, which will open this year’s conference, to make concrete this charge to attendees. A rich offering of sessions will carry out that charge, some standing alone and some acting as threads to draw together participants with common interests.

During Friday morning’s plenary, we will learn how ProNica combines the mission of empowering marginalized communities in Nicaragua with enhancing student and faculty learning and scholarship. That afternoon, Eboo Patel, Executive Director of the Interfaith Youth Core, will describe how the rich diversity of faith traditions that our students bring to our campuses can be harnessed for the promotion of a shared sense of mission and individual growth.

There will be a number of first-time attendees at this year’s conference, as many of our institutions have committed to sending faculty and staff who have a particular interest in international experiential learning, study abroad, and service internships. I hope that they, as well as veteran conference-goers, will feel equally at home on our campus as we share the ways in which the heritage of Quaker education informs our work today.

I look forward to welcoming you in June.

Sincerely,

Jane McAuliffe  
January 2011

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Friends Association for Higher Education  
**NEWSLETTER**

*A publication of*  
**Friends Association for  
 Higher Education**

**THE PURPOSE** of the Friends Association for Higher Education is to strengthen the Quaker mission in higher education. FAHE is devoted to:

\* Facilitating interaction and fellowship among all who share Friends' ideals of higher education;

\* Discerning the unity of spirituality, intellectual rigor, and social justice;

\* Sharing the scholarly research in the service of Friends' values; and

\* Providing resources and encouragement to Friends-connected institutions of higher education in understanding and applying Friends' values.

**Executive Committee**

*Rebecca Mays, clerk*

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<i>Jeff Dudiak</i>	<i>Don Smith</i>
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<i>Patricia Finley</i>	<i>Lonnie Valentine</i>
<i>Jessica Piekielek</i>	<i>Donn Weinholz</i>

**Clerk**

*Rebecca Mays*

*The Dialogue Institute  
 1114 W. Berks Street  
 511 Anderson Hall  
 Temple University  
 Philadelphia, PA 19122  
 Phone: (215) 204-7520  
 rebecca.mays@temple.edu*

**Office Staff**

*Kori Heavner*

*FAHE Coordinator*

*1501 Cherry Street*

*Philadelphia, PA 19102*

*Phone: 215-241-7116*

*Fax: 215-241-7278*

*Email: fahe @quaker.org*

*WEB: www. earlham.edu/~fahe*

**FAHE Newsletter Editor:**

*Ruth Dobyns*

*ruth\_dobyns@wilmington.edu*

# Partial list of anticipated conference workshops and presentations

*Partnering with Urban Magnet Schools to Promote College Readiness  
 Among All Students, Donn Weinholz*

*A Friends Business School, David Lingelbach*

*Profanity in the Classroom at Friends Colleges: To Cuss or not Cuss, Cathy Pitzer, Douglas Burks, and Mary Ellen Batiuk*

*The Practice of Discernment, Emma M. Churchman*

*Broadening Access/Challenging Hierarchies: College Staff and Students as Teachers and Learners, Jessica Vinson*

*Believing and Doubting, Anne Dalke and Alice Lesnick*

*Learning from 125 Years of Bryn Mawr, Elliott Shore*

*The Great Transition-Educating for a Sustainable Future, Mary Lee Morrison*

*The Gift of Dialogue, Rachel Stacy*

*Nurturing Quaker Leadership, Mike Moyer*

*Beyond the Reflective Practitioner, Jim Wescoat*

*Candlelight Mysteries, Laura Rediehs*

*An Educational Exchange, Joel C. Wallenberg*

*Troubling times: Lessons from Integrating Friends Schools, Donna L. McDaniel*

*An Interdisciplinary Program to Influence Health Outcomes in Rural Nicaragua, Ruth McDermott-Levy, PhD, RN*

*Gendering Knowledge: The Case of Peace Studies, Janet Gray*

*What Can Quaker Colleges Do for Quakerism? What Can Quakerism Do for Quaker Colleges? , Doug Bennett*

*Struggles for Renewal in the Non-Pastoral American Quakers , Stanford J. Searl, Jr.*

*"Primitive Christianity Revived" in the Secular Age, Jeffrey Dudiak*

*Identity and access: College students partnering with high school students, Jody Cohen*

*Getting to Peace in the Secular Classroom: an Experiment in Contemplation and Discernment, Barbara Day-Hickman*

## Featuring: ProNica, working in Nicaragua AND Eboo Patel, interfaith activist

With different missions and different audiences, ProNica and the Interfaith Youth Core both seek to promote equality – between cultures and between religions – through education and empowerment.

Eboo Patel (Executive Director and Founder of Interfaith Youth Core) will share about the IFYC's work to provide opportunities to involve students with each other, in service to others, across faith traditions. IFYC



is based on four fundamental ideas: shared values, service learning, *ubuntu* (an African notion relating to the idea that each person's humanity is bound up in the humanity of others), and the 25-15 method (where young adults work with teenagers and serve as role models). Working with these ideas, IFYC trains students on college campuses to become empowered advocates for religious pluralism. Instead of setting up service projects, IFYC encourages students to do so themselves.

Lillian Hall (Nicaragua Coordinator of ProNica) and Tim Fogarty

**PRONiCA**

(Program Director of the University of Florida in Nicaragua Program and ProNica board member) will explore ProNica's work in Nicaragua, where Friends empower the people of Nicaragua to empower themselves. This work is based on two pillars: serving Nicaraguan grassroots organizations in their work, and educating the people of the United States about Nicaragua's history, current events, and the relationship between the two countries. Part of this work is carried out by hosting delegations from colleges and universities like the University of Florida to build sustainable cross-cultural relationships.

Fogarty's consulting work with universities, colleges, monthly meetings, churches, and other organizations that wish to establish ongoing relationships with communities or organizations in the global south informs his work with ProNica. Hall's experiences in Nicaragua in the 1980s allowed her to see first-hand the conflict there, to speak truth to power about US government policies, and to help her better understand the needs of the Nicaraguan people.

### The Legacy of Howard and Anna Brinton

Friends are invited to join Doug Gwyn and Paul Lacey for an open public forum with presentations on Wednesday evening, June 15, from 7:30-9:00, in the Barn at Pendle Hill (about 8 miles from Bryn Mawr College).

Pendle Hill is hosting a symposium on June 15 and 16 with Anthony Manousos, Paul Lacey, and Doug Gwyn that examines the Brintons' achievements from a variety of critical perspectives.

Howard and Anna Brinton played an important role in the "reinvention" of Quakerism in the 20th century and were directors of Pendle Hill during its formative period (1936-1952). They made significant contributions in education, theology, and history. How should we assess their work today?

The symposium will examine the Brintons' achievements from a variety of critical perspectives. How has Howard Brinton, through his promulgation of the "Pendle Hill" idea, influenced Quaker educational thought and practice? How have his theological ideas, particularly those expressed in his classic works *Friends for 300 Years*, *Guide to Quaker Practice*, and *Quaker Journals*, impacted the Religious Society of Friends both positively and negatively? A classic scholar of distinction, Anna Brinton was a lifelong supporter of the American Friends Service Committee and served as president of the Friends Historical Association. What contribution to Quaker thought and life did she make in her writings and her work at Pendle Hill?

Registration and additional information about this symposium are available through the Pendle Hill website at [www.pendlehill.org](http://www.pendlehill.org).

## Heritage and Hope

### Women's Education in a Global Context

Educators, policy makers, activists, students and alumnae from around the world explored collaborative ways to advance opportunity for girls and women at “Heritage and Hope: Women’s Education in a Global Context,” the conference that served as the scholarly gateway to Bryn Mawr College’s 125th Anniversary, September 23 to 25.

Six moderated panel discussions addressed strategies for meeting the challenges that women continue to face as professional academics, the obstacles that have hindered the development of girls’ and women’s learning around the world, the connections between all-female secondary schools and colleges, the rise of global networks of colleges and universities, expanding access to education for underserved female populations, and potential links between women’s colleges and the international organizations that work to promote women’s rights and educational opportunities.

Facilitated working groups for each panel met three times during the conference to develop recommendations. “Justice, justice, justice—by, for and with all women and girls and our male allies and friends,” said Catharine Stimpson in summarizing the overarching themes of the conference. The working groups identified issues that need to be discussed more openly and deeply:

- the use ‘radical imagination’ in reinventing the academy; it is not just a community of scholars, but of

artists, performers and staff;

- the difficult balance of work and family life, and the need for more conversations about race, class, gender and sexual orientation;
- strategies to transform the elitism, inequality and exclusion that have characterized many universities through their histories;

- the necessity of honest conversations between U.S. colleges and universities and potential partners in other countries about their mutual goals. We don’t all bring the same values to the table but we all have the moral responsibility to stand up for what is right. These exchanges must be a two-way street, even mutually transformative;

- strategies to integrate liberal arts learning with preprofessional and vocational training; and
- the implications for gender equity if the current trend is to look at the different ways that men and women are “hard wired.”

In opening the conference, women’s education historian Helen Lefkowitz Horowitz “channeled” Bryn Mawr’s second president M. Carey Thomas, voicing her concerns about lingering medical and scientific bias against higher education for women. Thomas made her remarks 100 years ago at the anniversary of the Association of Collegiate Alumnae (now the American Association of University Women). But these subtle and not-so-subtle biases remain, particularly outside Europe and North America.



*Photograph provided by Bryn Mawr College*

New York Times columnist Nicholas Kristof closed the conference by emphasizing two points. The first is that gender equity around the world is the foremost moral challenge of the 21st century. “In any one decade, there are more females who are discriminated to death than all the people who died in all of the genocides of the 20th century,” he said.

Secondly, “practical arguments get more traction among doubters than the moral ones.” The most cost-effective way of addressing global problems such as poverty, climate change, public health, sanitation, terrorism and civil conflict is to invest in girls’ education, bring those educated women into the formal labor force, and see a virtuous spiral unfold of development, jobs, lower birth rates, education and stability. “Women and girls aren’t the problem. They’re the solution. This is the argument that resonates with finance minister.”

“These are all profound human rights’ issues, and it takes everybody to address that.”

# Celebrating 125 Years of Bryn Mawr College

When Bryn Mawr College opened its doors in 1885, it offered women a more ambitious academic program than any previously available to them in the United States. Other women's colleges existed, but Bryn Mawr was the first to offer graduate education through the Ph.D.—a signal of its founders' refusal to accept the limitations imposed on women's intellectual achievement at other institutions.

The College has organized its 125th anniversary celebration around the theme of its “Bold Vision. For Women. For the World.” These words capture both the radical ideas of its founding – as an institution that would offer women the kind of education then available only to men at the finest universities—and its sense of mission now and for the future—as a leading liberal arts institution dedicated to the education and advancement of women on campus and around the world. Bryn Mawr has marked this anniversary with a number of special events. In addition to the FAHE conference and the “Heritage and Hope” conference described elsewhere in this newsletter, these include:

- The consumption of a birthday cake replica of Bryn Mawr's iconic Thomas Library on

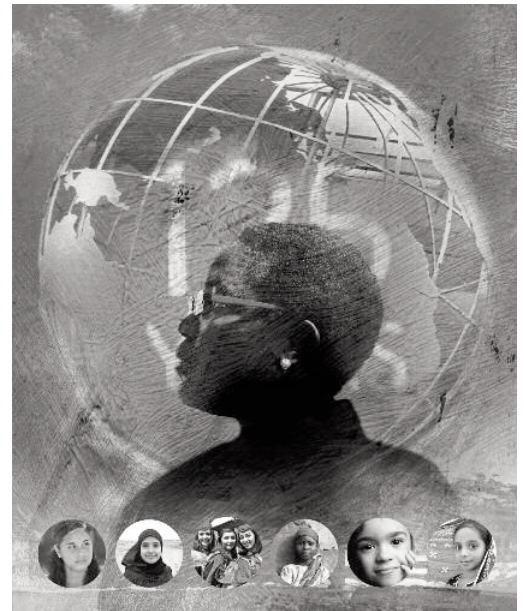
September 23.

- The creation, in partnership with the Philadelphia Mural Arts Program, of a mural in West Philadelphia highlighting advances in the education of women. The mural, which will be completed by the date of the FAHE conference, will adorn the Philadelphia District Health Center at 4400 Haverford Avenue. It is being painted by Shira Walinsky with the help of Bryn Mawr students, faculty, staff, and alumnae. Joining the Bryn Mawr community on the project are members of the surrounding community, including students from nearby Parkway West High School, where Bryn Mawr students serve as classroom assistants to teachers, tutor and mentor individual students, and engage in community-based research projects.

- The publication of an account of the College's history from the perspective of students. Offerings to Athena treats topics as richly diverse as debates about oral examinations, mandatory dress codes, and social protest. The book includes hundreds of vintage and contemporary photographs, student profiles of alumnae, *The College News* clippings, and newly uncovered manuscript material.

- The presentation of the 2011

Katharine Hepburn Medal to Helene Gayle, president and chief executive officer of the international humanitarian organization CARE, in honor of her efforts to fight global poverty and reduce the transmission of HIV/AIDS. The award is granted by the Katharine Houghton Hepburn Center, the only organization authorized by the Hepburn estate to commemorate the lives and achievements of iconic screen legend Katharine Hepburn, Bryn Mawr class of 1928, and her mother Katharine Houghton Hepburn, Bryn Mawr class of 1900, who was an activist for reproductive rights and women's suffrage.



*Image provided by Bryn Mawr College*

## Business and Nonprofit Management Program Assistant Professor, Earlham College

Please see complete job posting at <http://www.earlham.edu/jobs/management.html>. The successful candidate will teach finance and accounting as well as develop new courses appropriate for a distinctive interdisciplinary social science program in a liberal arts context and should hold a Ph.D. (or D.B.A) in an appropriate social science field.

## Positions Open

### Assistant Professor of Psychology, William Penn University

The Division of Social & Behavioral Sciences announces a tenure-track opening beginning mid-August, 2011. Psychology Ph.D. required. Student-centered teaching and careful advising are required, as well as committee work, effective use of technology, college service and continuous professional development. Additional information is available at <http://www.wmpenn.edu/Default.aspx?id=1200&terms=assistant+professor+of+psychology+>

Winter 2011



**Friends Association for  
Higher Education**

1501 Cherry Street, Philadelphia, PA 19102

**Phone: 215-241-7116**

**FAX: 215-241-7028**

**Email: FAHE@quaker.org**

**Web Page: www. earlham.edu/~fahe**

**Look for conference registration at the FAHE website  
[www. earlham.edu/~fahe]  
in March, or request it through  
the FAHE office after March 15.**

**Time To Join / Renew / Share With A Friend!**



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FAX: 215-241-7028

Email: FAHE@quaker.org

Web Page: www. earlham.edu/~fahe

**MEMBERSHIP JULY 1, 2010 -- JUNE 30, 2011**

Who should join? Friends interested in higher education, anyone connected with Friends higher education institutions, and anyone interested in furthering a Spirit-based commitment to higher education. If you have a question about whether your membership is current, email fahe@quaker.org, or send a note of inquiry to the office.

Name:

E-Mail Address:

Surface Mail Address:

Phone:

College or other affiliation:

Discipline or other college office:

Monthly/Yearly Meeting or  
other religious affiliation:

Indicate FAHE membership level:

Family: \_\_\_\_\_ (\$75) Individual: \_\_\_\_\_ (\$60) Student/Emeritus: \_\_\_\_\_ (\$15-\$50)

Scholar: \_\_\_\_\_ (\$100)

Contribution above membership dues: \_\_\_\_\_

Credit Card Number:

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Signature:

Please make check payable to: Friends Association for Higher Education

**Total payment included:** \_\_\_\_\_