





“We are a college that encourages men to take themselves and their studies very seriously – really, to take their lives very seriously – and we instill in them the courage to step up and find out how good they can be. As a men’s college, we are expert at drawing excellence out of our students. We ask a lot of our young men and they respond. This is very rare in American culture!”

Patrick E. White, President of Wabash College



The Core of Relationships

Wabash College is an institution like no other in the world. A private liberal arts college for men, it remains firmly grounded in three deep and enduring relationships:

- The relationship between teacher and student, the platform for developing mature thinkers and successful graduates;
- The relationship between teachers and their scholarship and creative activity, the inspiration for student inquiry and engagement; and
- The bonds of friendship and shared endeavor that tie alumni, students, and teachers to Wabash and each other.

These relationships remain vibrant today and are matched by a steadfast commitment to the mission and core values of a Wabash liberal arts education.

This document describes a set of investments, selected with alumni input, that will strengthen these relationships and secure the College's leadership in educating men for lives of achievement, responsibility, and leadership in American society.





“There is a spirit about the place. It comes from a sense of shared accomplishment and it’s contagious. It’s why Wabash alums are great recruiters for the College. I had wonderful professors at Wabash, across the board, and my son, Class of ’99, would tell you the same thing.”

*Stephen S. Bowen '68,
Chairman of the
Board of Trustees*



Wabash College Today

Wabash College is moving forward, despite the challenges affecting all of higher education, with comprehensive strategic planning and financial modeling aimed at strengthening the College's core attributes and educational competencies in today's competitive climate.

Today Wabash is determined to provide as never before:

- Financial aid for deserving students;
- Support for faculty and faculty excellence in teaching, scholarship, and creative activity;
- Resources for global education through immersion learning and study abroad; and
- Enhanced business education and career development.

As always, qualified young men want a Wabash education; exceptional scholars want to teach in the rigorous, student-focused academic climate Wabash fosters; and leading graduate and professional schools, businesses, and other organizations want to recruit Wabash graduates. Ours is a society that needs young men who embody the leadership, intellect, creativity, initiative, and ethical behavior imparted by a Wabash education.

THE CHALLENGE OF *Excellence*, a new major gifts initiative, will enable Wabash to achieve its ambitious goals.





“There is a student culture here where the majority of students are deeply involved; where the presenting attitude in the classroom is, ‘I’ve prepared myself, I want to contribute, I’m engaged with this material.’ This is not true everywhere. It is essential we retain this culture.”

*David M. Timmerman,
Professor of Rhetoric
and Chair of the
Division of Humanities
and Fine Arts*

The Essential Investments

Our task is straightforward — to increase the College’s capacity to provide an educational experience inside and outside the classroom that honors the proven practices of the past as it prepares students for a rapidly changing world.



Jacob Surface '11 was an outstanding high school student who wanted badly to attend Wabash but whose "parents did not have the chance to attend college and certainly did not have the resources to pay full tuition for me," Surface says. A combination of academic merit and need-based scholarships made enrollment at Wabash possible. He has made the most of his opportunities, serving as president of Theta Delta Chi fraternity when it won a national community service award, running cross country and track, traveling to Spain with an interdisciplinary Immersion Learning Course, and interning last summer in a New York City financial services firm. He has also maintained a nearly perfect grade point average.

For hundreds of current students and thousands of alumni, financial aid and scholarships from the College made a life-changing difference.



I. Providing Opportunity and Access: Financial Aid

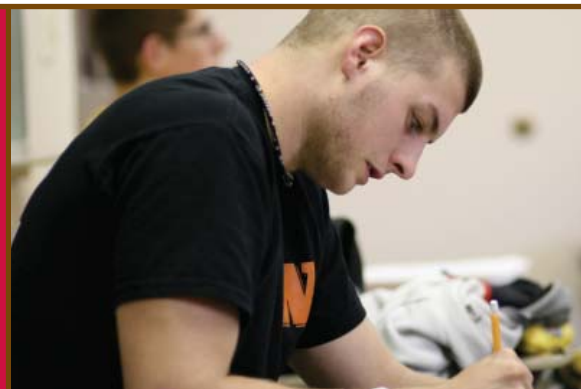
Since the late 1800s, Wabash has awarded merit-based Honor Scholarships to qualified applicants, who often become leaders in the classroom, on campus, and beyond. Historically, the College has also maintained another tradition — attracting and supporting young men with character and potential to succeed at Wabash, but unable to meet the financial requirements of a private liberal arts education. These students have imbued Wabash with singular qualities: a willingness to work hard, adherence to good values, and an uncommon appreciation for the opportunity Wabash affords them. They, too, become leaders and role models.

Financial support is a major factor in a prospective student's decision to enroll at Wabash, especially today in the face of rising competition for qualified male applicants, a competition fueled by a significant drop in male enrollment — at some colleges as low as 40% — at many leading liberal arts colleges.

Wabash College seeks, as its first priority, philanthropic investments to sustain its ability to attract and enroll men suited for the challenge it offers. Needed are additional permanently endowed scholarship funds and expendable gift support over five years for Honors, Top Ten, and Fine Arts scholarships, plus full or partial funding for need-based and merit-based scholarships.

“Wabash isn’t for everybody, and that’s OK. But what I love about the place is we’ll take a kid with that spark in him and when Wabash College is done with him he’ll go to graduate school at Johns Hopkins.”

*Ted R. Grossnickle ’73,
Trustee*





II. Maintaining Teaching Excellence: Support for Faculty

Wabash College faculty — like Wabash alumni — repeat a common refrain: “I fell in love with the place.”

It’s an affection that arises from teaching students who are serious about their studies and themselves, and mature in their approach to subject matter.

The demands on faculty have increased. Although as a first priority, faculty spend extraordinary time, energy, and creativity engaging students, they also pursue a commitment to scholarship that is reflected in contributions of knowledge and research to leading peer-reviewed journals and major roles in their disciplines with colleagues around the nation.

Recruiting, developing, and retaining faculty who carry forward the legacy of professors like Ed Haenisch, Willis Johnson, Ben Rogge, Vic Powell, Eric Dean, Tom Cole, Aus Brooks, Walt Fertig, Jim Barnes, David Phillips, John Fischer, Bill Placher, and many others is essential to Wabash’s future. Equally important are resources that enhance the full range of faculty activity and support good teaching and student engagement.





Given the breadth of faculty activities, the range of investments required to support their work is substantial, such as:

- Offering competitive salary and benefit packages that allow Wabash to continue to recruit and retain exceptional teachers and scholars;
- Enabling professors to sustain and expand their scholarship and research activities and to engage students in this work;
- Giving the faculty the necessary resources of time, classroom and laboratory support, and other assistance so they may focus on teaching and scholarship; and
- Allowing faculty members to develop interdisciplinary courses, explore innovative pedagogy, and acquire the necessary laboratory and classroom equipment.

Accordingly, Wabash seeks investments in endowed faculty chairs and professorships, complemented by expendable funds to support tenure-track faculty, student-faculty research, equipment purchases, and course development.





“We’re not demonstrating things for students at Wabash. We put our students in the labs with the equipment and have them do science, then get them into research projects with faculty and internships with industry. It’s one of the best things we do, and it’s why Wabash is one of the top originators of undergraduates who eventually get Ph.D.s in the sciences, and why 85% of our applicants to medical school are accepted. It’s an intensive way to teach, in both time and money.”

“We also need enough resources that we can be confident we can attract the best faculty. We’re not used to losing anyone. We’ve never failed to get our first choice of a job candidate in the Chemistry Department. I want that to continue! We are drawing from the very best, so salary and staff support are critical.”

*Scott E. Feller,
Professor of Chemistry
and Chair of the Division of Natural Science and Mathematics*



III. Encountering the Global Community:

Immersion Learning & Study Abroad

The world is increasingly global and America faces smart, aggressive competitors in almost every field. Our graduates must be prepared to work effectively with people from many nations and cultures.

With characteristic ingenuity, Wabash has developed a program that exposes students to issues and communities outside our nation's borders. These Immersion Learning Courses, inaugurated in the late 1990's, are unique in involving groups of students and faculty on trips that combine travel with on-site activities that hone critical thinking skills and build competence in operating in new, unfamiliar settings. Because these immersion trips grow out of coursework — and are subsequently made an integral part of classroom learning back on campus — they are of lasting impact and value.

Students and faculty in Immersion Learning Courses have traveled to Paris, Brussels, and London, to Ecuador and Ireland, and even to the Galapagos, where advanced biology students retraced the footsteps (and the discoveries) of Charles Darwin.

Immersion Learning Courses are thoroughly interdisciplinary, involving students and faculty from the sciences, foreign languages, history, political science, literature, art, economics, and even religion. Outside his comfort zone, a student's learning and personal growth accelerates, and the lessons learned on campus in Crawfordsville take on a new dimension.



"Alumni sometimes ask me, 'Why is the place so different?' Well, if you look at the total generated revenue of the S&P 500 last year, 48% was derived from outside the United States. Forty eight percent! If we are not teaching our kids to compete in that world, we're in trouble. Our mission is bold and it's unique. We've refined the priorities to the critical few. Look at the slate of incredible things Wabash grads are doing. This is the exciting part, trying to accomplish the same thing for this generation of students!"

*Kevin G. Clifford '77,
Trustee*



“The real payoff in the Summer Study in Ecuador Program — and all the immersion courses — comes in the relationships that students form: relationships with each other, their professors, host families, and the people with whom they interact. Students transcend linguistic and cultural boundaries and learn about their subject in ways that are impossible in the classroom. Students go way beyond what they ever thought themselves capable of doing. The longer I’ve been at Wabash, the more convinced I am that we are at our best when we give students these kinds of exceptional opportunities. And they are an effective, low-cost way to enhance the education we offer our students.”

*V. Daniel Rogers,
Associate Professor of Modern Languages*



The same benefits result from the College's long-running support of the Study Abroad programs. The Center of Inquiry in the Liberal Arts at Wabash College found, in a detailed study, that these study abroad experiences have "a powerful impact on [student] development and foster high impact educational practices." Invaluable as the program is for students, it is vulnerable in difficult economic times.

Funds are needed to support — and ideally to endow — the Immersion Learning and Study Abroad programs. Crucially, these funds will also allow the College to maintain its traditional commitment to access and opportunity, ensuring that students can participate in these programs regardless of their financial circumstances.



I cannot even begin to describe how beautiful and unique the city of Florence is, let alone the whole Tuscan countryside. I would have to say the most awe-inspiring part of the trip so far was when we stood on top of the arch in Siena and viewed the green, rolling hills that seemed to go on forever. Not only that, but every time I enter a church or cathedral I get goose bumps and become amazed by all the wonderful art and architecture. Such an experience is not possible while living in the States, and without Dr. [Bill] Cook most of the art would make absolutely no sense to me.

*Nick Ramsey '11,
blogging while on an immersion
learning trip to Florence to
study the Italian Renaissance*





*“Wabash College – Number Three,
Best Career/Job Placement Services”*

The Princeton Review – Best 361 Colleges, 2009 Edition

IV. Enriching Education for Career Success: **Enhanced Business Education & Career Development**

Wabash College offers abundant evidence that a liberal arts education is sound preparation for business success. The long list of alumni who have succeeded in national and international enterprises is compelling testimony.

Nevertheless, first chances in business are hard to come by for graduates of any institution.

Utilizing resources raised in the last capital campaign, Wabash responded by improving its Schroeder Center for Career Development, eventually achieving a top national ranking for the program. Today, both career development and business education are demonstrably stronger because of the Center's broad range of programs and opportunities.

Initiated with start-up funds from a Lilly Endowment Inc. grant, the Business Leaders Program was developed to offer students in any major a way to gain broad knowledge of business basics within the liberal arts curriculum. The program creatively combines a sequence of business-critical courses — including economics and accounting, public speaking, and business and technical writing — with intensive summer immersion experiences, internships, business seminars (often with visiting alumni), campus and community involvement — even a Job Search Boot Camp.

“When we started WP Global Partners in 2005, we needed more firepower but didn’t have the cash flow to hire staff. Small Business interns from Wabash gave us access to the hard-working, high-integrity talent of Wabash students. Interns are included in all our meetings and review sessions and work on existing portfolios and new investments. It’s a great way to expose a student to international private equity investing. I also try to introduce them to other Wabash alumni in Chicago to broaden their network. Fortunately, we can now afford the full cost of a Wabash intern and Small Business Internship funds can be used to help support Wabash students at other growing businesses.”

*Gregory J. Jania, '93,
WP Global Partners, Chicago*

“We were able to fund a lot of unpaid internships over the years, and these have been critical in expanding Wabash students’ experiences and providing them with valuable networking opportunities. Right now we’re funding only the Business Leaders Program and Small Business Internships. Alumni investment will let us offer these essential internship opportunities to more of our students.”

Scott Crawford, Director of the Schroeder Center for Career Development



The Business Leaders offerings generate tremendous student interest and participation; corollary programs — the Business Seminars, for example — are open to all students. The net effect has been to produce graduates better equipped to hit the ground running in any business field, from finance to arts management.

Funds are sought to support — and ideally endow — career internships and the Business Leaders Program. Needs here are especially pressing, as internships carry a stipend for students which the College often provides, and the proven and established Business Leaders program is transitioning away from start-up grant funding.



“The model we’ve developed — delivering business content in a co-curricular fashion — is typical of Wabash education. It’s case-based, problem-based, and it lets students understand business realities and gives them exposure to what people do in the real world of business and entrepreneurship.”

*Professor Kealoha L. “Kay” Widdows,
John H. Schroeder
Interdisciplinary Chair in
Economics*



Ensuring Excellence at Wabash College

All Wabash men know the value of a Wabash education. We experienced it firsthand; we see it in Wabash students and graduates. Wabash College is a special place, and it makes a large and very important difference in the world.

Collectively we treasure the things that make Wabash unique: the scholarships that allow us to enroll students from across the spectrum; the professors whose prodding leads to unexpected achievement; the creativity and drive to launch model liberal arts programs in numerous disciplines.

It is vitally important to the mission and future of Wabash College that we continue on our upward trajectory. We must assist young men who can do the work Wabash College demands and seize the opportunities it offers. We must offer students the global experience and education required to live and lead in the 21st century. Above all, we must enable the College to attract and retain the finest teachers and scholars.

We can achieve these important things only by working together, mindful of our relationship to this wonderful College, thankful for the opportunity Wabash gave us, and committed to its continued success at this pivotal time.

Your generous support of THE CHALLENGE OF *Excellence* initiative, and your continued support of the Wabash College Annual Fund, will advance the core business of the College — the students, faculty, and excellence at the heart of liberal arts learning — and ensure that we will remain proud of Wabash College, and proud of all it represents for this nation and the world, for years to come.

Allan J. Anderson '65, Trustee and Chairman of THE CHALLENGE OF *Excellence* Steering Committee



“This is a place unlike any place I know in this country. We can’t lose momentum. We have to secure the things we have been doing that improve the curriculum and improve the student experience. We can’t stand still for five years because we will lose a generation of students, and a generation of faculty. Every dollar that comes to us will be more precious than ever, because we have to get stronger every day.”

Gary A. Phillips, Dean of the College

