

today to call attention to the results of a new public opinion survey about higher education and workforce development recently released by Northeastern University.

There's a great deal of public concern about whether colleges and universities are preparing students for employment—as well as how best to prepare them. To ensure hard data is part of this discussion, Mr. Speaker, Northeastern University has released a new, timely national public opinion poll about the future of higher education.

Last year, Northeastern released a poll focused on innovation in higher education, including public attitudes about the online revolution that is currently underway. This year, Northeastern has taken it one step further by not only asking the public for its views, but also asking hiring decision makers at a cross-section of employers nationwide what they expect from our higher education system.

The results, which challenge the conventional wisdom, provide an important window into how well our colleges and universities are doing in preparing graduates to be competitive in the 21st century global workforce. In particular, the poll finds that—nearly two-thirds of Americans (65 percent) and almost three-quarters of hiring decision makers (73 percent) believe that having employees who are well-rounded with a range of knowledge is more important than possessing industry-specific skills.

While almost two-thirds (62 percent) of those surveyed say that the higher education system is doing a “fair” or “poor” job of preparing recent college graduates for the workforce, Americans continue to believe higher education is critical to achieving career success. A large majority (70 percent) say that a person's level of education is the most important factor in a job candidate's success in the employment market. Nearly three in four Americans (74 percent) believe that a college degree is more important today than it was for their parents' generation, by far exceeding other factors such as current economic conditions, socioeconomic status, nationality, and race.

Mr. Speaker, Northeastern's poll results show that Americans also see a shared responsibility when it comes to preparing recent graduates for success. They believe the number one reason for employers struggling to find qualified job candidates is that companies do not invest enough in training new hires. However, hiring decision-makers say that colleges and universities are not in tune with industry needs and not preparing graduates accordingly. In fact, 55 percent of business leaders surveyed say their firms have trained recent college graduates on skills they should have learned at an academic institution.

Consistent with the findings of last year's Northeastern survey, Americans strongly support experiential learning in which a student's classroom education is integrated with professional work experience. Nearly nine in 10 Americans (89 percent) believe that students with work experience related to their field of study are more successful employees—and nearly three in four hiring decision-makers (74 percent) agree. Among those that gained work experience during college, a large majority (82 percent) says it was valuable for their personal and professional development.

Mr. Speaker, other important findings from Northeastern's survey include:

A strong majority of hiring decision-makers (87 percent) believe teaching students about entrepreneurship, including how to start their own businesses, is important to prepare students for the workforce;

A majority of Americans (64 percent) believe the federal government should grant visas to international students who graduate college in the U.S. so they can remain in the country and work, while only 41 percent of hiring decision-makers agree; and

Although only a small percentage of Americans surveyed have studied or worked abroad in college, the majority of them (66 percent) believe that global experience was valuable for their personal and professional development. While most Americans (58 percent) believe that students with global experience are generally more successful employees, only 39 percent of hiring decision-makers agree.

These important results were released on September 17, 2013 at The National Press Club here in Washington, DC, where Northeastern hosted its second annual summit on issues facing higher education. The summit, entitled *Innovation Imperative: Enhancing Higher Education Outcomes*, featured a high-profile panel of experts and a keynote address by Northeastern President Joseph Aoun. Moderated by Catherine Rampell of The New York Times, the panel included Mitchell E. Daniels, president of Purdue University; James Kvaal, deputy director of the White House Domestic Policy Council; Jeff Wilcox, corporate vice president for engineering at Lockheed Martin Corporation; and Deborah L. Wince-Smith, president and CEO of the Council on Competitiveness.

Mr. Speaker, I commend Northeastern University, under the strong leadership of President Aoun, for undertaking this important work. As discussions get underway in the House about renewing the Higher Education Act, it's important that we focus on approaches that generate value and produce excellent outcomes for students. As policy-makers, understanding what the American people, education consumers, and employers want and need from our higher education institutions is vital. Northeastern's work in this area is a great contribution to the public dialogue. I urge all of my colleagues to take the time to review Northeastern's important effort.

#### HONORING INTERNATIONAL DAY OF THE GIRL CHILD

**HON. HENRY A. WAXMAN**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Friday, October 11, 2013*

Mr. WAXMAN. Mr. Speaker, I rise today to honor the second International Day of the Girl Child, which takes place on October 11. This day was designated by the United Nations General Assembly to promote girls' rights and shine light upon the discrimination and inequalities that girls suffer to this day.

In December 2011, the UN General Assembly adopted a resolution to declare October 11 as the International Day of the Girl Child to “recognize girls' rights and the unique challenges girls face around the world.”

The theme this year is “Innovating for Girls' Education” because education is the key to ensuring women's social and economic em-

powerment in this world. It leads to lower poverty, lower mortality rates, democratization, and fewer child marriages.

This is not just a far-away problem. American youth can take action now working to ensure that women's rights and girls' rights are a priority in our foreign policy and by advocating for educational opportunities for girls at home and around the world. Annie Gersh from Marlborough High School in Los Angeles is doing that now. She is on my Youth Advisory Board and was a teen advisor for Girl Up, a project of the UN Foundation. I am proud that Annie is a constituent, and I hope that she and other young people like her will continue their fight for girls' rights in America and around the globe.

#### IN RECOGNITION OF CHIEF GLENN OLSON

**HON. WILLIAM R. KEATING**

OF MASSACHUSETTS

IN THE HOUSE OF REPRESENTATIVES

*Friday, October 11, 2013*

Mr. KEATING. Mr. Speaker, I rise today to recognize the distinguished career of Fire Chief Glenn Olson upon the occasion of his retirement from the Eastham Fire Department.

Chief Olson has given over 3 decades of invaluable service to his community. I know I speak for many when I say that his outstanding achievements are evident in his distinguished career as a Firefighter and Paramedic in both the Hyannis and Eastham Fire Departments. The Eastham department recognized his skill and value when they appointed him to Shift Lieutenant in 1987. Chief Olson continued to honorably protect the people of both Hyannis and Eastham for 13 years until he was chosen as Fire Chief of the Eastham Department. On November 1st of this year, Chief Olson will retire having spent thirteen years as Fire Chief.

Mr. Speaker, I am proud to honor Fire Chief Glenn Olson upon his retirement from Eastham Fire Department after thirty-three years and eleven months of invaluable service. I ask that my colleagues join me in congratulating him on this important occasion and in thanking him for all that he has done for his community.

#### IN RECOGNITION OF LOU CIAMPI, SR. FOR BEING THE 2013 ITALIAN AMERICAN ASSOCIATION OF LUZERNE COUNTY'S “PERSON OF THE YEAR”

**HON. MATT CARTWRIGHT**

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

*Friday, October 11, 2013*

Mr. CARTWRIGHT. Mr. Speaker, I rise today in honor of Lou Ciampi, Sr., who was selected “Person of the Year” by the Italian American Association of Luzerne County. Lou started his printing career over fifty years ago as a teenage apprentice in Pagnotti Coal's in-house print shop. After serving in the military and working in several shops in both Luzerne and Lackawanna counties, Lou joined the PA Hutchinson company in Scranton as a folder operator in the late 1960s. He quickly rose

from bindery foreman to plant superintendent and was soon on the road as a salesman. His experience as a salesman fueled his entrepreneurial spirit, so he opened Lou's Bike Shop in the mid-seventies.

In January 1980, Lou and his partner Ted Heoffner founded Independent Graphics, Inc. At first, Lou did everything for Independent Graphics—he printed flyers, forms, stationery, and policies for Mr. Heoffner's American Independent Insurance Company. In 1984, Lou purchased the company from Mr. Heoffner.

Lou quickly made an impact on the Wilkes-Barre community by founding the Craftsman's Club. The club included printing owners and laborers, and provided a place where vendors could share cutting edge ideas to improve the industry. Business blossomed and the company moved to a new facility in Port Blanchard, PA. By the turn of the millennium, Independent Graphics, Inc. offered everything from black ink on post cards to full color digital printing and wide format.

In 2002, Independent Graphics was named the Wilkes-Barre Chamber of Commerce's small business of the year. When the New York Yankees moved their Triple A franchise to Scranton, Independent Graphics became their "play ball" printer, producing program books on third shift for the next day's game. Independent Graphics also sponsors the Scranton Chamber of Commerce's Momentum Magazine. "Our Impression Will Sharpen Your Image" is the company's motto, and Lou's company has improved the Scranton-Wilkes-Barre community's image for three decades. The company Lou built from the ground up now employs 27 people full time, working round the clock providing imaging services. In May 2013, Lou was inducted into the Junior Achievement Business Hall of Fame.

Over the last four decades, Lou has generously supported many local charities. He has donated services to numerous local little leagues, youth football teams, high school teams, cheerleading squads, and many others. In the 1970s, Lou was the president of the West Pittston Rams and the general manager of Greater Pittston Legion baseball. The American Heart Association and Garden Village Youth racing have also benefited from his generosity.

Lou is a graduate of West Pittston High School. He and his wife Marianne have been married for 51 years. They have four children: Louis, Jr., Michelle Reilly, Joseph and Jimmy. They are also blessed with six grandchildren. I convey my congratulations to Lou for being honored by his community.

#### RESOLUTION TO COMMEMORATE INTERNATIONAL PLASMA AWARENESS WEEK

**HON. LYNN JENKINS**

OF KANSAS

IN THE HOUSE OF REPRESENTATIVES

*Friday, October 11, 2013*

Ms. JENKINS. Mr. Speaker:

Whereas October 13–20, 2013 marks International Plasma Awareness Week with observances throughout the United States and Europe designed to raise global awareness of the need for plasma to create lifesaving therapies, recognize the value that plasma donors contribute in saving and improving lives, and

increase understanding of rare diseases and plasma protein therapies;

Whereas, plasma-derived therapies and recombinant blood clotting factors, collectively known as plasma protein therapies, are unique, biological products for which no substitutes or alternative treatments exist save and improve lives of individuals throughout the world;

Whereas, plasma protein therapies are used to treat bleeding disorders, primary immune deficiency diseases, alpha-1 antitrypsin deficiency and certain rare, neurological disorders;

Whereas, these therapies are also used in emergency and surgical medicine to save and improve lives;

Whereas, plasma protein therapies have significantly improved the quality of life, markedly improved patient outcomes, and extended life expectancy for individuals with rare, chronic diseases and conditions;

Whereas healthy committed donors provide plasma essential to manufacture these lifesaving therapies;

Whereas, there are over 400 plasma collection centers in the U.S. that have demonstrated their commitment to plasma donor and patient safety and quality by earning International Quality Plasma Program (IQPP) certification; now, therefore, be it

*Resolved by the 113th Congress that October 13–20, 2013 is recognized as "International Plasma Awareness Week" in the United States of America.*

#### INAUGURATION OF CHRIS EISGRUBER AS PRESIDENT OF PRINCETON UNIVERSITY

**HON. RUSH HOLT**

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

*Friday, October 11, 2013*

Mr. HOLT. Mr. Speaker, I am pleased to bring to the attention of the House the wise remarks of Dr. Hunter Rawlings, President of the Association of American Universities, delivered at the ceremony installing Dr. Christopher Eisgruber as President of Princeton University, September 22, 2013.

REMARKS OF DR. HUNTER RAWLINGS, PRESIDENT, ASSOCIATION OF AMERICAN UNIVERSITIES, FOR THE INAUGURATION OF CHRIS EISGRUBER AS PRESIDENT OF PRINCETON UNIVERSITY, SEPTEMBER 22, 2013.

It is a great pleasure and privilege to be here for Chris's inauguration.

As a graduate alumnus, and longtime colleague of Bob Goheen, Bill Bowen, Harold Shapiro and Shirley Tilghman, and now Chris, I feel closely connected to this university, which has a unique place in higher education globally.

Let me begin my brief remarks with my favorite Princetonian, James Madison. When Madison finished his degree here in 1771, like many humanities majors today he did not know what to do with himself, so he asked President Witherspoon if he could spend an additional year studying Hebrew and theology with the president. Witherspoon said yes (Chris, I hope you will be open to such invitations from Princeton seniors), and Madison devoted a postgraduate year to pursuing more of the "useless knowledge" he had acquired previously. When that year was over, still at a loss for something to pursue, Madison committed what Americans today consider the ultimate sin: he went home to

live with his parents. And he stayed there for four years, jobless and clueless about his future.

Today, the young Madison would be counted a failure, and his education would be condemned as worthless by many Governors and other public leaders. His post-graduation salary of zero would in turn count against Princeton's ledger when it comes to rating universities by the now-fashionable measure of the average salaries of their alumni shortly after graduation.

The current rage for reductionist metrics depends in turn upon a purely instrumentalist view of the purpose of higher education. Society wants universities to be instruments of its short-term will, and to abandon or at least to curtail their traditional role of giving students a broad and deep education that will last a lifetime.

This preoccupation with utilitarianism is a product of our success: America's research universities are so strong now, and so dominant globally, that governments, corporations and families are demanding many quick fixes from them: fast and cheap degrees and certificates, patents and jobs and economic development, mass education through online lectures, mass entertainment through intercollegiate sporting events, not to mention the current Beltway preoccupation, a fix for cyber security, and, that perennial Congressional fantasy, a biomedical cure for death.

To accede wholeheartedly to all these demands is to convert our universities fully into that most American of objects, a commodity. Many states are already proceeding in this direction by tying funding for their public universities to the average salaries of alumni 18 months after graduation, and our President has recently made such metrics a feature of his new plan for evaluating universities.

Accountability rules the day, but as Stanley Fish reminds us (the New York Times last month), metrics measure only what can be quantitatively valued and push everything else aside as irrelevant. "Everything else" comprises intellectual stimulation, moral and ethical insight, critical acumen, deep thinking about complex problems, sharpened intuition, immersion in human cultures, the urge to challenge received opinion, and similar intangible, ineffable, uncountable qualities. In other words, the qualities you need to be an educated person and an informed citizen capable and desirous of contributing to a democracy, the qualities you gain and hone at a great university.

I want to add one more item to the list of qualities engendered by great universities pursuing their fundamental mission: pleasure. We are so busy being utilitarians today that we derogate pleasure as an end in itself. And yet intellectual and aesthetic pleasure is an essential goal of higher education, one we omit at great cost and peril. Let me give two examples of what I mean. In 1870 Henry Cabot Lodge took a course at Harvard from Henry Adams. Here is what Lodge has to say about the difference that course made in his life:

In all my four years, I never really studied anything, never had my mind roused to any exertion or to anything resembling active thought until in my senior year I stumbled into the course in medieval history given by Henry Adams, who had then just come to Harvard. . . . [Adams] had the power not only of exciting interest, but he awakened opposition to his own views, and this is one great secret of success in teaching . . . I worked hard in that course because it gave me pleasure. I took the highest marks, for which I cared, as I found, singularly little, because marks were not my object, and for