



THE COUNCIL OF
INDEPENDENT COLLEGES

2010–2011 ANNUAL REPORT



**Imaginative Approaches to Sustaining
Excellence in Independent Higher Education**

ANNUAL REPORT 2010–2011

Imaginative Approaches to Sustaining Excellence in Independent Higher Education

Founded in 1956, the Council of Independent Colleges (CIC) is the major national service organization for all small and mid-sized independent liberal arts colleges and universities in the U.S. CIC's membership of nearly 700 institutions and other organizations works together to:

- support college and university leadership;
- advance institutional excellence; and
- enhance private higher education's contributions to society.

To fulfill this mission, CIC provides services to campus leaders as well as seminars, workshops, and programs that strengthen aspects of academic quality, leadership, financial management and performance, and institutional visibility. In addition, State Funds coordinate programs and generate financial support for private colleges and universities.

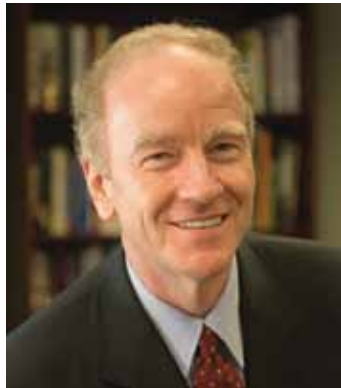
CIC member institutions featured on the front cover (*from left to right, both rows*): Bridgewater College (VA); Willamette University (OR); American University of Beirut (Lebanon); and Marian University (WI).

CIC member institutions featured on the back cover (*from left to right, both rows*): King's College (PA); Ohio Wesleyan University (OH); University of Charleston (WV); and Rockhurst University (MO).

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Message from the Chair



Over the years, independent colleges and universities have succeeded by carefully balancing their educational missions with imaginative approaches to new circumstances. The 2010–2011 academic year continued to present economic challenges, increased competition from other colleges, and ever-rising costs. These and other concerns have led independent college and university leaders to consider increasingly creative approaches to institutional management, educational delivery, and diversification of

revenues and cost structures to improve educational efficiency and increase cost-effectiveness.

Clearly, the president's role has evolved significantly and now requires understanding of everything from enrollment to endowment management and from governmental to alumni relations—not to mention athletics, fundraising, marketing, student affairs, strategic planning, and financial management. Sustaining the future viability of the small, residential model of a liberal arts education also has led private college leaders to introduce innovations and consider new business models with potential for long-term savings that preserve both access and educational quality. The 2011 Presidents Institute, with the theme of “A Dynamic Equilibrium: Essential Missions, Evolving Models,” addressed many of these issues in detail and stressed entrepreneurial approaches to college governance and management.

The demands of the president's role, as well as several factors that are calling into question whether a new generation of leaders will be ready for future presidencies in higher education, spurred the CIC Board of Directors to make leadership development programming a higher priority of the Council. As a result, a number

of new programs have now been added to CIC's roster of long-standing leadership development programs, as described in this report.

Another area of growing concern over the past few years has been the call for accountability in higher education. CIC was remarkably prescient in anticipating the need to address this issue and in 2001 was, in fact, the first national presidential association to urge its members to use the National Survey of Student Engagement as a means of gauging student learning. In addition, in 2004, well before then-Secretary of Education Margaret Spellings' Commission on the Future of Higher Education proposed to mandate the use of outcomes assessment, CIC had already established its Collegiate Learning Assessment (CLA) Consortium. CIC is continuing to encourage colleges to add assessment measures, voluntarily, to improve teaching and learning on campus.

As chair of the CIC Board of Directors, I am delighted that CIC has been so successful in anticipating and addressing the challenging issues faced by liberal arts-oriented colleges and universities.

I look forward to continuing to work with my fellow Board members, president Richard Ekman, and CIC's superb staff as we continue to strengthen both the Council and the leadership of the nation's private colleges and universities.

Sincerely,

A handwritten signature in black ink that reads "George E. Martin". The signature is written in a cursive, slightly slanted style.

George E. Martin
President, St. Edward's University
Chair, CIC Board of Directors

The President's Perspective



For CIC, 2010–2011 was a very successful year. The Presidents Institute continued to be the largest annual conference of college and university presidents among all the higher education associations, and the same was true for the CIC Institute for Chief Academic Officers. For the third time in its 39-year history, the 2010 CAO Institute included chief financial officers, reflecting the need for these two key officers of the institution to work in closer cooperation. This idea found a ready response

among CIC members, and the Institute registered a record number of participants.

Records were broken in additional metrics of CIC's organizational health. Membership grew to an all-time high of 604 Institutional Members, and CIC reached record levels of sponsorships for both Institutes. For those programs that have limitations on space, most were over-applied by a significant degree—suggesting that the faculty members, librarians, presidents, IT directors, directors of communications, CAOs, and other vice presidents and deans have found these programs and services to be of great value, even in a period of tight finances on campus.

The financial pressures that colleges faced this year produced mixed results in 2010–2011. Many imaginative programs continued to appear on the scene and a large number of CIC colleges experienced enrollment increases (some without any increase in tuition discounting). Meanwhile the firm commitment of private colleges to raising more scholarship funds so that low-income and first-generation students can continue to enroll at our colleges was a consistent source of pride. About one-third of all CIC colleges enroll 30 percent or more of students who are the first in their families to attend college. And the graduation rates for these students are, on average, much higher than they are elsewhere. Indeed, at some CIC colleges, the graduation

rates of first-generation students equal or surpass the rates for all students. CIC has tried to highlight the “best practices” of private colleges and universities in this arena and to support these successful efforts through generous funding from the Walmart Foundation.

Not able to be all things to all people, CIC has tried to help its members where the challenges are greatest. With respect to strengthening the quality and rigor of the educational experience, the CIC/CLA Consortium and several other new projects on the uses of data to diagnose and then improve teaching and learning practices have represented one strand of continuing CIC emphasis. We are grateful to the Teagle and Lumina Foundations and the Carnegie Corporation of New York for their facilitation of this set of activities.

To strengthen the teaching of selected subjects that are central to a liberal arts curriculum, several CIC seminars for faculty members who have been *(cont'd)*





nominated by their deans have focused on such strategic topics as American slavery and its legacy, new methods of teaching foreign languages, “object based” approaches to teaching Renaissance art history, and restoring the classics to the general education curriculum. Grants and in-kind contributions from the Samuel H. Kress Foundation, W.M. Keck Foundation, Gladys Krieble Delmas Foundation, Gilder Lehrman Institute of American History, and Harvard University’s Center for Hellenic Studies have made these programs possible.

Making more effective use of library resources for teaching and learning in an increasingly online era of information resources continued to be the subject of popular workshops in history and literature that were again this year generously funded by the Andrew W. Mellon Foundation.

Benchmarking a college’s institutional performance, often a challenge in colleges with small institutional research staffs, has been aided by CIC’s free service to all members of the Key Indicators Tool and Financial Indicators Tool. These popular “dashboards” are prepared each year for each CIC member president, thanks to support by TIAA-CREF. We are told by many presidents that the KIT and FIT are being used increasingly in discussions with boards of trustees and senior staff and even in self-study reports to accrediting agencies.

CIC’s important partnerships with other organizations were especially active during 2010–2011.

- The American Academic Leadership Institute, itself funded by Academic Search, Inc., provided support and staff leadership for two new leadership development programs, the Senior Leadership Academy and the Executive Leadership Academy. Both programs were launched this year by CIC to address the coming challenge in leadership succession at private colleges and universities. CIC’s leadership development programs received additional support this year from the Henry Luce Foundation.
- CIC’s Network for Vocation in Undergraduate Education (NetVUE) reached a record 154 members and markedly expanded its services. CIC received a major \$6.9 million grant from Lilly Endowment, Inc. that promises to allow further expansion of NetVUE programs.
- The merger with the Foundation for Independent Higher Education, which became effective in October 2010, has already led to administrative efficiencies and additional services for CIC’s new State Fund Members. Greater integration was achieved of the priorities of these funds and of the college presidents whose institutions the state funds serve.

We owe the record of achievement during 2010–2011 to many members and friends of CIC who provide thoughtful guidance, innovative ideas for new programs, stalwart financial support, much-needed expertise, and dedication to advancing the cause of independent higher education. Thanks are due especially to CIC’s Board of Directors for guiding CIC’s efforts to support college and university leadership, advance institutional excellence, and enhance public understanding of private higher education’s contributions to society.

Sincerely yours,

Richard Ekman

President

Council of Independent Colleges

Providing Leadership Development

The Council of Independent Colleges provides opportunities—through conferences, meetings, confidential consultations, and online networking—for campus leaders to share ideas and learn from one another and other experts. Among these programs and services are the following.

PROGRAMS FOR PRESIDENTS

Presidents Institute

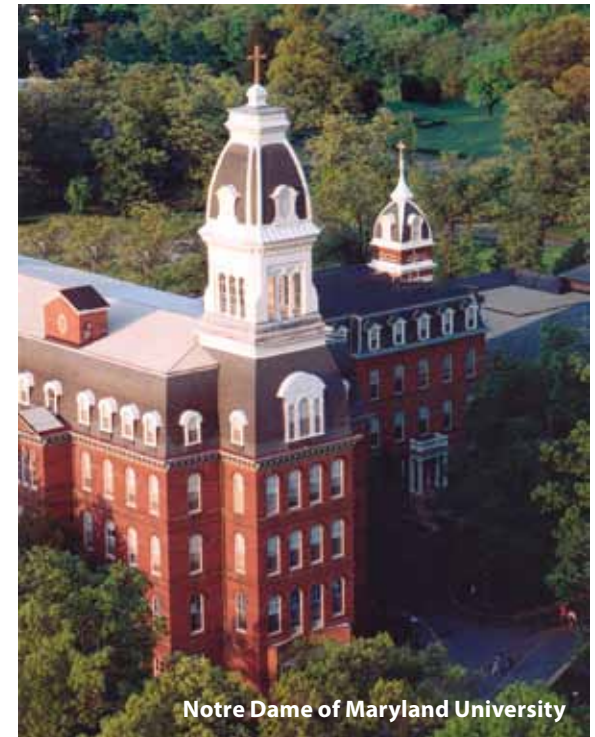
CIC's 2011 Presidents Institute, with the theme of "A Dynamic Equilibrium: Essential Missions, Evolving Models," featured presentations on how the small, residential model of a liberal arts education, with its emphasis on a high degree of student-faculty interaction, can remain sustainable in this changing economy. Sessions drew on the practical successes of presidents and on the experiences of experts who have broader perspectives on the trajectory of the higher education enterprise. The Institute, held in Palm Springs, California, attracted 345 presidents, 171 spouses, and 705 total attendees, a record for a meeting in the west. Programs for new presidents and spouses also were offered

Plenary speakers included Walter E. Massey, president, School of the Art Institute of Chicago and retired chairman, board of directors, Bank of America Corporation, and president emeritus, Morehouse College, who delivered the keynote address on "Walking the Tightrope: The Dynamic Equilibrium of Presidential Leadership" (see box on the next page); Jon Meacham, executive director/vice president, Random House and co-anchor of "Need to Know" and former editor of *Newsweek*, who delivered an address

titled "Defending the Liberal Arts: An Essential Public Mission"; Sandy Baum, independent higher education consultant and professor of economics emerita, Skidmore College, who focused her remarks on "Economic Challenges to the Future of Private Colleges and Universities"; a closing panel featuring Richard Chait, research professor at the Graduate School of Education of Harvard University, on the balance between presidential leadership and board governance with Carol A. Leary, president of Bay Path College, Joanne V. Creighton, president emerita and professor of English at Mount Holyoke College, and Kenneth P. Ruscio, president of Washington and Lee University, serving as respondents.

Presidential Vocation and Institutional Mission

This year-long program, with summer and winter seminars, assists current presidents and prospective presidents (in separate programs), along with their spouses, to reflect on their sense of calling as it relates to the missions of the institutions they each lead (or might lead). During the



Notre Dame of Maryland University

initial five years of the program, supported by Lilly Endowment Inc., nearly 50 presidents, most with spouses, participated in the presidents program, and an additional 62 senior administrators, many with their spouses, participated in the parallel program for prospective presidents. In September 2009, CIC was awarded a renewal grant by Lilly Endowment Inc. to extend the Presidential Vocation and Institutional Mission program through 2014.

The first seminar under the new grant was held July 10–13, 2011, in Napa, California. Twenty participants, 15 with spouses, were selected from a large pool of nominations to participate in the 2011–2012 Presidential Vocation and Institutional Mission program for prospective presidents, including



2011 PRESIDENTS INSTITUTE

Walking the Tightrope: The Dynamic Equilibrium of Presidential Leadership

If college presidents are to help their institutions move forward effectively and achieve “dynamic equilibrium,” they must consider “five drivers,” said **Walter E. Massey**, president of the School of the Art Institute of Chicago (SAIC), during his Presidents Institute keynote address. Those “drivers,” or key ideas, include vision and message, quality, institutional loyalty, organizational effectiveness, and creativity.

Massey drew on leadership experiences from serving as president of Morehouse College, dean of the college and professor of physics at Brown University, director of the Argonne National Laboratory, and senior provost of the University of California System as well as chairing the board of the Bank of America Corporation, to illustrate the delicate balance of preserving essential educational missions while considering evolving business models in higher education. Attempting to achieve dynamic equilibrium is like “walking a tightrope,” he said, because “external forces are always changing and presidents must constantly adjust internally to deal with external issues.” Focusing on the five drivers can help:

Vision and message—or talking and listening and encouraging constituents to consider a shared vision for the college with a strategic plan and measurable outcomes—is key to achieving dynamic equilibrium;

Quality—a focus on quality means that presidents are always concerned about continuing improvement;

Institutional loyalty—motivated by a vision and message coalescing around a common goal—is critical to getting through difficult periods of change;

Organizational effectiveness—ensuring that people know what to expect of the institution—requires a corporate commitment to deliver a high-quality product and to be caretakers and guardians of the institution’s reputation and brand; and

Creativity—encouraging playful creativity along with critical thinking and rigorous investigation—will give graduates the ability to be creative in a future that will be characterized by accelerated change and volatility.

Massey’s Powerpoint presentation and a podcast of his full address are available on CIC’s 2011 Presidents Institute website at www.cic.edu/2011PresidentsInstitute.

CONNECTING LEADERS *(cont’d)*

a follow-up seminar to be held February 27–28, 2012, in Atlanta, Georgia. In November, CIC announced another call for nominations for a second cohort of participants for the 2012–2013 class. Additional seminar series will be offered, one for prospective presidents in 2014–2015, and one for presidents in 2013–2014. In addition, Lilly has funded a program evaluation project that will assess the program’s impact through a series of interviews with participants. The results will provide the basis for a report by CIC senior advisor William V. Frame, president emeritus of Augsburg College.

Seventeen participants in the original seminars for prospective presidents have since been appointed as presidents: Robin E. Baker, provost, George Fox University, to president, George Fox University; Nancy H. Blattner, vice president and dean for academic affairs, Fontbonne University, to president, Caldwell College; Grant H. Cornwell, vice president of the university and dean of academic affairs, St. Lawrence University, to president, The College of Wooster; Tracy Fitzsimmons, vice president for academic affairs, Shenandoah University, to president, Shenandoah University; Rockwell “Rock” Jones, executive vice president and dean of advancement at Hendrix College to president, Ohio Wesleyan University; Richard Jurasek, executive vice president, Antioch College, to president, Medaille College; Christopher W. Kimball, provost and vice president for academic affairs at Augsburg College, to president, California Lutheran University; David A. King, provost, Eastern University, to president, Malone University; James P. Loftus, vice president of enrollment management and student services, St. Ambrose University, to president,

Cardinal Stritch University; Michael Looney, chief academic officer, Schreiner University, to president, University of Pikeville; Susan Pauly, vice president for academic affairs and dean of the college, Mount Mercy University, to president, Salem College; Lori Rodrigues-Fisher, provost, St. Ambrose University, to chancellor, Trinity College of Nursing and Health Science; David Rowe, vice president for advancement, LaGrange College, to president, Centenary College of Louisiana; Suzanne Shipley, vice president for academic affairs, Notre Dame of Maryland University, to president, Shepherd University; Jay K. Simmons, vice president for academic affairs and dean, LaGrange College to president, Iowa Wesleyan College; Keith Taylor, provost and vice president for academic affairs, Gannon University to president, Gannon University; and Cynthia Zane, chief academic officer and dean of the faculty, College of Mount St. Joseph, to president, Hilbert College.

The 2011–2012 participants in the Vocation and Mission program include:

Sue King, Avila University; Kelly M. Thompson and Clarke H.P. Schneider, Barton College; Marion Terenzio, Bloomfield College; Rita J. Gulstad, Central Methodist University; James S. Dlugos, Jr. and Melissa M. Jones, College of Saint Elizabeth; Sherilyn Emberton, East Texas Baptist University; David A. and Winnie King, Eastern University; Susan Traverso and Kent Taylor, Elizabethtown College; Walter C. Breau and Elizabeth L. Eriksson, Elms College; Lizbeth Martin, Holy Names University; David and Joan Livingston, Mercyhurst College; David B. and Nancy J. Rehm, Mount St. Mary's University (MD); Brian and Kristen Ralph, Queens University of Charlotte; Jeffrey A. and Mildred Smith, Shaw University; Steven J. and Danette M.

Griffith, Simpson College; Victoria Mora and Tomas Fernandez, St. John's College (NM); Daniel May and Cheryl Cape, The University of Findlay; Vivia L. and Richard Fowler, Wesleyan College; James M. and Susan Reynolds, Wilmington College (OH); Don St. Clair and Janet McIntyre, Woodbury University.

Conversation between Foundation Officers and College and University Presidents

CIC's Foundation Conversation, which took place in New York, New York, on October 12, 2010, focused on New Perspectives on Funding Independent Higher Education. The five major speakers explained why their foundations focus on certain initiatives and not on others; what they choose to fund and why; what changes they see coming to philanthropy; and the possible impact of those changes on the kinds of programs they will support in the future. Keynote speaker Richard Morrill discussed "Fundraising from Two Perspectives—College President and Foundation President" or, as he said, "moving from one side of the philanthropic desk to the other." The second session featured "Two National Perspectives on Philanthropy and Independent Colleges" with Mason Granger, director of grants for the William Randolph Hearst Foundations, and Philip E. Lewis, vice president of the Andrew W. Mellon Foundation. The third session

featured the leaders of two regional foundations, Sherry P. Magill, president of the Jessie Ball duPont Fund, and Steven G.W. Moore, executive director of M.J. Murdock Charitable Trust, on "The Role of Regional Foundations."

The final activity of the day, a new feature of the meeting, was very well received. Seven small-group discussions were led by the five speakers, who were joined by Max Marmor, president of the Samuel H. Kress Foundation, and Eugene M. Tobin, program officer of the Andrew W. Mellon Foundation.

PROGRAMS FOR CHIEF ACADEMIC OFFICERS

Institute for Chief Academic Officers

The 38th annual Institute was held November 6–9, 2010, in Williamsburg, Virginia. The overarching goal of CIC's 2010 Institute for Chief Academic Officers and Chief Financial Officers was to strengthen the



CONNECTING LEADERS *(cont'd)*

partnership between these two key campus leaders and thereby help them better understand each other's perspectives on campus priorities. Participation in the meeting set a new record, with 474 CAOs, CFOs, and other administrators, and a total participation of 534 people. Sponsorship levels were also at an all-time high. Issues such as tuition discounting as an enrollment management strategy, using assessment results to improve student learning, fundraising and the CAO, post-tenure review, and prioritizing academic programs and services were among the topics explored during the four-day meeting.

A Workshop for New Chief Academic Officers and a Workshop for CAOs in their Third or Fourth Year of Service were held again as an Institute offering. Major speakers included Andrew Delbanco (*see box*), Julian Clarence Levi Professor in the Humanities at Columbia University; Sarah E. Turner, University Professor of Economics and Education at the University of Virginia; Kent Chabotar, president and professor of political science at Guilford College; Richard L. Morrill, president of the Teagle Foundation; and John D. Walda, president of the National Association of College and University Business Officers.

Colloquium on Leadership for Chief Academic Officers: Classic and Contemporary Readings

On the premise that deliberative reflection on power, ethics, and responsibility are essential ingredients of educational leadership in the 21st century, CIC and the American Academic Leadership Institute (AALI), cosponsored a seminar for chief academic officers to foster the perspectives and skills that can lead to

success in unpredictable times. The seminar took place July 12–16, 2010, in Annapolis, Maryland, and was moderated by John Churchill, secretary of the Phi Beta Kappa Society.

Participants included William C. Deeds, Morningside College; Mary B. Breckenridge, Notre Dame College (OH); Christopher Jeffries, Talladega College; John J. Donohue, Albertus Magnus College; Susan Kupisch, University of Evansville; Augustine G. Kelly, OSB, Saint Anselm College; Katie Conboy, Stonehill College; Richard McDowell, University of Great Falls; Ken Carson, Geneva College; David Jamison, Robert Morris University; Brad S. Born, Bethel College (KS); Henry Smorynski, Midland University; Sherry Fraser, Concordia College (NY); Amy L. Knisley, Unity College; Stanley A. Clark, Simpson University; Charles A. Perkins, Point Park University; David Fitz, MacMurray College; Donald B. Taylor, Benedictine University (IL); David Chown, Upper Iowa University; David R. Finley, Trine University; John Yoder, Friends University; Dorothy A. Escribano, College of New Rochelle; William Throop, Green Mountain College; and Stephen Allred, University of Richmond.

OTHER PROGRAMS FOR CAMPUS LEADERS AND FACULTY MEMBERS

CIC/Aspen/Wye Seminars on Leadership

CIC, in collaboration with the Aspen Institute, offered a seminar for presidents and a separate seminar for chief academic officers on leadership. These programs responded to expressions by both presidents and CAOs of their desire for intellectual renewal and opportunities to engage substantive scholarly issues and ideas in conversation with one



2010 INSTITUTE FOR CHIEF ACADEMIC OFFICERS AND CHIEF FINANCIAL OFFICERS

What Is College For?

In his keynote address, **Andrew Delbanco**, Julian Clarence Levi Professor in the Humanities at Columbia University, described the challenges of campus leadership in a time of economic constraints and examined the dramatic changes taking place today that threaten the small college model.

Apocalyptic rhetoric claims that “students going to college today may be the last generation of students who actually go away to college. Colleges will be torn apart by new ways of sharing information enabled by the internet. The business model of private colleges cannot survive.” Yet, Delbanco said, “your institutions have a market niche—they offer something that for-profits, large privates, and large public institutions cannot match. Your institutions have never been more valuable than they are now, though they represent a declining share of the higher education landscape. My sense is that one challenge we face in the current environment is that there is little public understanding about what college is or aspires to be.”

A podcast of Delbanco's remarks can be found at www.cic.edu/CAO-CFOInstitute.

another. The third annual seminar for CAOs was held following the 2010 CIC Institute for Chief Academic Officers in Williamsburg, Virginia, on November 9, 2010. The third annual seminar for presidents took place following the 2011 Presidents Institute in Palm Springs, California, on January 7, 2011. Participants had the opportunity to read classical and contemporary texts that have bearing on issues of leadership, discuss ideas with colleagues, and consider fundamental issues and values as they relate to the challenges of leadership. In 2010–2011, the topic of the seminars was “Educational Leadership in a Global Context.” The discussions were guided once again by the most experienced of Aspen’s moderators, David Townsend, who is director of Wye programs for Aspen and has served as tutor at St. John’s College in Annapolis, Maryland for over 30 years.

Senior Leadership Academy

CIC and the American Academic Leadership Institute (AALI) are cosponsoring year-long leadership development programs for mid-level administrators in higher education who aspire to a senior leadership position at an independent college or university. The Senior Leadership Academy (SLA), generously subsidized by AALI and Academic Search, Inc., responds to research that indicates that a large proportion of currently serving campus leaders is nearing retirement, yet traditional pathways to senior leadership positions in higher education are less well populated than they once were. CIC member presidents and CAOs were invited to nominate talented staff working in the divisions of academic affairs, student affairs, finance and administration, enrollment management, and advancement. A major goal of the Academy is to help participants

develop perspectives beyond their current department or division and an understanding of the broader context within which their own institution operates.

The program consists of seminars, readings, and case studies on college and university leadership, experiential activities developed by the participant, and mentoring by both the nominator and the program director, Ann Die Hasselmo, president of the American Academic Leadership Institute and president emerita, Hendrix College. Following the announcement in spring 2010, 41 individuals (selected from 95 nominations) were invited to participate in the program. The first seminar took place November 5–7, 2010, deliberately overlapping with the Institute for Chief Academic Officers and Chief Financial Officers in Williamsburg, Virginia, to allow SLA participants to experience a portion of the Institute. The closing seminar was held in Arlington, Virginia, June 8–10, 2011.

Participants in the first Senior Leadership Academy were: Sessi S.F. Aboh, Fisk University; Victor Arcelus, Gettysburg College; Issac M. Carter, St. Thomas University (FL); Robin L. Cautin, Manhattanville College; Andrea Cyterski-Acosta, University of the Incarnate Word; Gary Daynes, Westminster College (UT); Mary C. Driscoll, St. Bonaventure University; Shannon Duvall, Albion



College; Brian Ernsting, University of Evansville; Larry J. Frazier, Chowan University; Michelle Gaffney, University of Mount Union; Timothy Garner, Franklin College (IN); Lisa N. Gentile, University of Richmond; Henry M. Goodgame, Jr., Morehouse College; Amy Strohmeier Gort, Augsburg College; Kristie Gover, Jacksonville University; Robert M. Halliday, Utica College; Craig Harris, Hilbert College; John Healy, Central Methodist University; Richard R. Heiser, Presbyterian College; Wendy Hirsch, Bennington College; Woodrow B. Hood, Catawba College; Hao Huang, Scripps College; Amy Jessen-Marshall, Otterbein University; Thomas E. Knothe, Viterbo University; Lily McNair, Spelman College; Thomas M. Mitzel, Trinity College (CT); Anne Oberman, College of Saint Benedict; Margaret Pomfret, Ashland University; Dean Pribbenow, Edgewood College; Karen Remmler, Mount Holyoke College; Melinda Roper, California Lutheran University; Candice Scott, Schreiner University;

CONNECTING LEADERS *(cont'd)*

Jorge E. Sousa, III, Saint Augustine's College (NC); Charles L. Stinemetz, Ohio Wesleyan University; Scott Vander Stoep, Hope College; David Strohmertz, Monmouth University (NJ); Angela B. Taylor, Georgetown College (KY); Joseph M. Thomas, Albright College; Andrew A. Workman, Mills College; and Curtis Wright, Wagner College.

Executive Leadership Academy

CIC partnered with the American Academic Leadership Institute (AALI) and the American Association of State Colleges and Universities to launch the Executive Leadership Academy (ELA) in



Montreat College (NC)

spring 2010. This year-long program helps prepare provosts and vice presidents to serve as effective college presidents and focuses on aspects of institutional leadership that are often outside the vice presidents' purview and experience. The program is directed by AALI President Ann Die Hasselmo. CIC participants include: Makola M. Abdullah, Florida Memorial University; Mary Bornheimer, McKendree University; Charlotte Borst, Whittier College; Gregg Chenoweth, Olivet Nazarene University; Ronald Chesbrough, Hastings College; John Comerford, Westminster College (MO); Darin E. Fields, Bethany College (WV); David R. Finley, Trine University; Scott Flanagan, Edgewood College; Chad Jolly, William Jewell College; Laurie Joyner, Rollins College; Lucas Lamadrid, Belmont Abbey College; Earl F. Martin, Gonzaga University; David Persky, Saint Leo University; Christine Plunkett, Burlington College; Stephen Pugliese, Immaculata University; Marc M. Roy, Goucher College; Jill F. Russell, Springfield College; Glenn Sharfman, Manchester College; Kenneth Wetstein, Defiance College; and Marylou Yam, Saint Peter's College.

Workshops for Division and Department Chairs

"Leading from the Middle: The Critical Administrative Link" was the theme of the tenth annual Workshops for Department and Division Chairs offered by CIC in the spring of 2011. Department and division chairs participated in workshops held in Milwaukee, Wisconsin (April 7–9); Baltimore, Maryland (May 17–19); Louisville, Kentucky (May 24–26); and San Diego, California (June 8–10). The 2011 workshops were sponsored by the *New York Times* and provided participants with strategies and practical tools to help them lead more

effectively and communicate clearly to colleagues how decisions made beyond the department level reflect on the work of the department or division. Topics for the workshop included understanding the department/division budget, best practices of experienced department/division chairs, using data at the department/division level, conducting difficult conversations, managing the hiring process, best practices for faculty evaluation, and working with the chief academic officer/dean.

Millennium Leadership Initiative

CIC was a cosponsor of the American Association of State Colleges and Universities' June 6–14, 2011, Millennium Leadership Initiative (MLI) program. MLI, which is in its 11th year, is a leadership development program that provides individuals from underrepresented groups with opportunities to advance to the college presidency. One member of the MLI 2011 class was nominated by a CIC institution and participated in the program: Ramon S. Torrecilha, former executive vice president and secretary to the board of trustees at Mills College, now a consultant at Academic Search, Inc.

Helping Spouses of Presidents

CIC provides special programming for spouses of presidents at its annual Institute. CIC's 2011 Presidents Institute included 171 participants in the Spouses Program.

Symposium on the Future of the Humanities

CIC cohosted a national symposium on March 29, 2011, on the value and future of the humanities with the Johns Hopkins University School of Advanced International Studies (SAIS). Nearly 200 college



More than 190 participants, including many leaders in humanities scholarship and higher education, contributed to the success of the Symposium on the Future of the Humanities. Panelists in a session on the humanities and public policy included (l-r) Dana Gioia of the University of Southern California and the Aspen Institute, Jake Schrum of Southwestern University (TX), Douglas Bennett of Earlham College, and Jean Elshtain of the University of Chicago.

presidents, deans, and faculty members, officials of federal agencies including Martha Kanter, U.S. Under Secretary of Education and Jim Leach, Chair of the National Endowment for the Humanities, heads of learned societies and educational associations, library and museum directors, and members of the press participated in the symposium. The event was supported by the Carnegie Corporation of New York and the Henry Luce Foundation, and organized by CIC president Richard Ekman and Azar Nafisi, executive director, Cultural Conversations program at SAIS.

Speakers included: Kwame Anthony Appiah, Laurance S. Rockefeller Professor of Philosophy and the University Center for Human Values, Princeton University; Douglas Bennett, president, Earlham

College; Robert Darnton, Carl H. Pforzheimer University Professor and Director of the Harvard University Library; Jean Elshtain, Laura Spelman Rockefeller Professor of Social and Political Ethics, Divinity School, University of Chicago; Thomas F. Flynn, president, Alvernia University; Dana Gioia, Judge Widney Professor of Poetry and Public Culture, University of Southern California and Harman-Eisner Senior Fellow in the Arts, Aspen Institute; Peter Givler, executive director, Association of American University Presses; Edward Hirsch, president, John Simon Guggenheim Memorial Foundation; Steven Knapp, president, George Washington University; Victoria Mora, dean of the college, St. John's College (NM); S. Georgia Nugent, president, Kenyon College;

and Neil Rudenstine, chair, ARTstor and president emeritus, Harvard University. Moderators included John Churchill, secretary, Phi Beta Kappa Society; Jake Schrum, president, Southwestern University (TX); Dorothy Kosinski, director, The Phillips Collection; Matthew Santirocco, Seryl Kushner Dean of the College of Arts and Science and associate provost for undergraduate academic affairs, New York University.

Academia@Apple

High-ranking Apple Inc. executives met with more than 180 CIC member presidents, chief academic officers, and other campus leaders of independent colleges and universities on March 30–April 1, 2011, in San Jose and Cupertino, California, to discuss key issues in technology and innovation in learning. The focus of Academia@Apple (the title of this leadership event) was on contrasting the campus perspective with Apple's experience in designing technologies that support and influence the learning styles of today's students. The meeting was generously supported and organized by Apple in consultation with CIC and the National Association of Independent Colleges and Universities. In preparation, CIC had organized a Presidents Roundtable with Apple representatives at the 2011 Presidents Institute to gather insights from college and university leaders about new directions in pedagogy, learning, and effective institutional arrangements to facilitate learning in the digital age. More than 25 participants identified both opportunities for and challenges to providing a residential liberal arts education in the 21st century context of ubiquitous Internet access, YouTube, and Twitter on a multitude of communication devices. A follow-up session will take place at the 2012 Presidents Institute. ■

Promoting High-Quality Education

CIC supports practical, sustainable, and cost-effective ways to raise the quality of higher education. CIC's variety of initiatives and programs in 2010–2011 helped foster campus programs for first-generation college and university students; brought distinguished visiting fellows to campuses; explored vocation in undergraduate education; assisted in language learning; supported graduate studies; strengthened libraries and learning spaces; improved teaching and research in critical fields of study; served campus leaders in addressing student learning; and provided professional development opportunities.

ENHANCING CAMPUS PROGRAMS FOR FIRST-GENERATION COLLEGE AND UNIVERSITY STUDENTS

CIC/Walmart College Success Awards

CIC announced in May 2010 the second cohort of winners of the CIC/Walmart College Success Awards. Through the awards program, 30 CIC member colleges and universities, selected through a highly competitive application process, received substantial grants to help strengthen exemplary programs that support the education of first-generation students. The second cohort of 30 institutions and the 20 initial College Success Award recipients (selected in June 2008) are working together as a network to assist first-generation college students, learn from one another, and serve as models for other colleges and universities.

Teams from the 50 institutions joined in online networking opportunities and participated in a conference, entitled “Bridging the Cultural Divides,” held in Washington, DC, July 17–19, 2011. This meeting brought together teams from all 50 institutions and featured speakers George Martin, president, St. Edward’s University and chair of the

CIC Board of Directors; Alejandro Portes, director of the Center of Migration and Development, Office of Population Research, and professor of sociology, Princeton University; and Patrick Terenzini, Distinguished Professor of Education and senior scientist, Center for the Study of Higher Education, Pennsylvania State University. Teams shared what they have learned about educating first-generation college students in concurrent sessions. Among the topics were: bridging the cultural divides; academic support systems; creating a supportive community; bridging high school and the academy; mentoring; curricular

innovations; bridging families and the academy; and assessing success.

CIC received a grant of \$3 million from the Walmart Foundation in 2009 to support the second cohort of award recipients. Twenty CIC member institutions with programs that showed the greatest promise of increasing retention of the largest number of first-generation students were selected to receive grants of \$100,000. Ten institutions that have established worthy projects with a smaller scope of impact or are more experimental in nature received \$50,000 awards. All award winners have an undergraduate enrollment that includes at least 30 percent first-generation students among their most recent classes of first-year students. Funding will also



Alejandro Portes, sociology professor and director of the Center for Migration and Development in the Office of Population Research at Princeton University, addressed “No Margin for Error: Determinants of Achievement among Disadvantaged Children of Immigrants” at the CIC/Walmart College Success Award conference.



Our Lady of the Lake University (TX)

BRINGING DISTINGUISHED VISITING FELLOWS TO CAMPUSES

Woodrow Wilson Visiting Fellows

For more than 35 years, the Woodrow Wilson Visiting Fellows program has brought prominent artists, diplomats, journalists, business leaders, and other nonacademic professionals to

campuses across the United States for substantive week-long dialogues with students and faculty members. Now in its fourth year of operation under CIC, the Visiting Fellows program continues to bring high-quality academic programming to campuses nationwide. In the 2010–2011 academic year, the Woodrow Wilson Visiting Fellows program arranged a record number of 75 campus visits across the country, and 59 visits have been arranged thus far for the 2011–2012 academic year.

Among the visits were Woodrow Wilson Visiting Fellow Steven Vetter, president and chief executive officer of Partners of America, who visited St. Edward's University in March 2011; Christine Todd Whitman, former governor of New Jersey and Administrator of the Environmental Protection Agency, who visited Rocky Mountain College in September 2011; and Julius Coles, retired foreign service minister and president of Africare, who visited

University of Findlay in February 2011.

Fellows recently added to the roster include Wendy Chamberlin, who served as U.S. ambassador to Pakistan and Laos and is currently president of the Middle East Institute; Representative Constance Morella of Maryland who also was ambassador to the Organization for Economic Cooperation and Development; Stephen Lang, a Tony Award-winning actor who stars in *Avatar* and *Terra Nova* and won acclaim for his one-man play about Medal of Honor winners; and John Elias Baldacci, who was Governor of Maine for two terms.

EXPLORING VOCATION IN UNDERGRADUATE EDUCATION

Network for Vocation in Undergraduate Education (NetVUE)

CIC's Network for Vocation in Undergraduate Education (NetVUE) grew to 154 member colleges and universities during 2010–2011. Established in 2009 through a generous grant from Lilly Endowment Inc., NetVUE is a nationwide, campus-supported network whose purpose is to expand and extend the exploration of vocation. Through national and regional conferences, the development and exchange of resources, and participation in online networking, institutions are deepening vocational exploration by their students. Colleges and universities with well-established programs in the theological exploration of vocation are disseminating the results of their work through this network and supporting other



support the production of a final publication on best practices from both cohorts, to be disseminated at the end of the grant period in 2013.

Walmart College Success \$100,000 awards recipients are Alma College, Alverno College, Berea College, Catawba College, Clark Atlanta University, DePaul University, Elizabethtown College, Franklin College, Guilford College, Lynchburg College, Mars Hill College, Mercyhurst College, Mills College, Notre Dame de Namur University, Notre Dame of Maryland University, Rosemont College, Stetson University, Stevenson University, Thomas College, and University of St. Francis (IL). Recipients of \$50,000 awards are Cardinal Stritch University, Chaminade University of Honolulu, Defiance College, Emmanuel College (MA), Eureka College, Heritage University, McKendree University, Saint Augustine's College (NC), Wabash College, and Woodbury University.

PROMOTING HIGH-QUALITY EDUCATION *(cont'd)*

institutions that wish to develop similar programs.

To help connect the diverse and geographically dispersed group of members, the NetVUE community has been using web-based collaboration technology. In addition, two regional gatherings hosted by NetVUE member campuses were held in fall 2010 with seven additional meetings planned for the 2011–2012 academic year. A national NetVUE Conference was held March 10–12, 2011, with the theme of “Deepening the Theological Exploration of Vocation,” bringing together 382 campus leaders from 124 institutions. Plenary speakers included Christian Smith, William R. Kenan, Jr. Professor of Sociology and director, Center for the Study of Religion and Society, University of Notre Dame; Kathleen Norris, award-winning poet, writer, and author; and Eboo Patel, founder and executive director, Interfaith Youth Core.



College of Saint Mary (NE)

The NetVUE program is generously funded by Lilly Endowment Inc. and stems from the earlier Lilly initiative, Programs for the Theological Exploration of Vocation (PTEV).

ASSISTING IN LANGUAGE LEARNING

Network for Effective Language Learning (NELL)

An outgrowth of the recently concluded Network for Effective Language Learning program, designed to help institutions explore innovative approaches to foreign language learning, was a CIC conference on Teaching World Languages: Strategies for Success. The conference was held on March 31–April 2, 2011, in Little Rock, Arkansas and was supported by the W. M. Keck Foundation.

Speakers included Lance R. Askildson, director, Center for the Study of Languages and Cultures and associate professor of the Practice of Second Language Acquisition, University of Notre Dame; Paul Burkhardt, chief academic officer, Prescott College;

Marc Cadd, associate professor of German and interim director of World Languages and Cultures, Drake University; Rosemary Feal, executive director, Modern Language Association; Lee Forester, professor of German, Hope College; Ute Lahaie, professor of French and German, Gardner-Webb University; Nancy

Mattina, coordinator, Writing and Learning Center, Prescott College; Elizabeth H.D. Mazzocco, professor of Italian studies, University of Massachusetts, Amherst and founding director of the Independent Language Programs, Five Colleges, Inc.; Tina Deveney Oestreich, academic technology architect, Case Western Reserve University; and Barbara Sawhill, director of the Cooper International Learning Center and lecturer in Hispanic Studies, Oberlin College.

Participants learned about strategies for strengthening language and culture studies, examined language-learning models using technology, and explored new approaches to language instruction. Institutions sent two-person teams (the chief academic officer and a full-time language faculty member) to the conference. The 30 institutions, selected through a competitive application process, included Bard College at Simon's Rock, Bethel College (KS), Birmingham-Southern College, Cabrini College, Caldwell College, Central College, Central Methodist University, Dordt College, Georgetown College (KY), Grand View University, Hiram College, Hope College, Illinois College, Lewis University, Lindsey Wilson College, Merrimack College, Mount Holyoke College, Nazareth College (NY), Neumann University, Notre Dame of Maryland University, Presbyterian College, Rockford College, Salem College, Schreiner University, Simpson College, St. Lawrence University, University of the Incarnate Word, Utica College, Wesleyan College, and Westminster College (MO).

SUPPORTING GRADUATE STUDIES

American Graduate Fellowships

The American Graduate Fellowship (AGF) program, created in 2006, advanced two main purposes:

American Graduate Fellowship Winners

2011—**Melissa Pankake** (Ursinus College) to pursue a PhD in English with a medieval concentration at Princeton University; and **Natasha Roule** (Wellesley College) to pursue a PhD in musicology at Harvard University

2009—**Robert Hoffman** (Rollins College) to pursue a PhD in philosophy at the University of Pennsylvania; and **Matthew Loar** (Washington and Lee University) to pursue a PhD in classics at Stanford University

2008—**Jacob Swenson** (Willamette University) to pursue a PhD in philosophy at the University of Chicago; and **Jennifer Tate** (Hendrix College) to pursue a PhD in English literature at Washington University in St. Louis

2007—**Daniel Berntson** (Northwestern College, IA) to pursue a PhD in philosophy at Brown University; and **Adam Spry** (Pacific Lutheran University) to pursue a PhD in American literature at Columbia University

encouraging the best students at small and mid-sized independent colleges to apply for PhD work in the humanities at top-tier private research institutions and raising awareness at leading graduate schools that small colleges are a rich source of future doctoral students in the humanities.

This program has provided fellowships for doctoral study in the humanities to graduates of small colleges who are admitted to the PhD programs of some of the most selective research universities in the United States and United Kingdom. The program was created in response to the trend of graduate students in the humanities being increasingly drawn from elite research institutions and flagship state universities.

Two fellowships, worth up to \$50,000 each and renewable for a second year, have been awarded annually (with the exception of 2010) for the past five years. A total of eight students have received up to \$100,000 as American Graduate Fellows. The program has now concluded.

The American Graduate Fellowships were funded by the Wichita Falls Area Community Foundation of Wichita Falls, Texas.

The panel of experts who selected the AGF winners each year included Suzanne Preston Blier, Allen Whitehill Clowes Professor of Fine Arts and African and African American Studies, Harvard University; Rebecca L. Copeland, professor of Asian and near eastern languages and literatures, Washington University (MO); Andrew Delbanco, Julian Clarence Levi Professor in the Humanities, Columbia University; William C. Jordan, Dayton-Stockton Professor of History and chair of the history department, Princeton University; and Richard Kraut, Charles and Emma Morrison Professor in the Humanities, Northwestern University (IL). David Pollick, former president, Birmingham-Southern College, was the CIC senior advisor for the program in 2010–2011.

Davies-Jackson Scholarship

CIC administers a scholarship program for graduating seniors who are the first in their families to graduate from college. Up to two scholarships may be awarded annually. Recipients receive a full two-year scholarship to St.

John's College at Cambridge University in England. Deanie Vallone of Cardinal Stritch University and Stephen Worden of DePauw University are the 2011 scholarship recipients. Beginning with the 2009 competition year, the list of institutions from which students are eligible to apply was expanded and now includes nearly 400 CIC member institutions.



IMPROVING THE CONDITIONS FOR LEARNING

Information Fluency in the Disciplines

Building on the success of the Transformation of the College Library workshops, which were completed in spring 2008, CIC launched a series of four workshops on Information Fluency in the Disciplines in 2010. Supported by a grant from the Andrew W. Mellon Foundation, the workshops help independent colleges and universities move beyond teaching information “literacy” in the general education curriculum to infusing information “fluency” into majors in the humanities. The workshops have been endorsed by the Modern Language Association, the Appalachian College Association, the United Negro College Fund, American Historical Association, the Association of College and Research Libraries, the American



PROMOTING HIGH-QUALITY EDUCATION *(cont'd)*

Philological Association, and the Council on Library and Information Resources.

Workshop participants include teams of faculty members, librarians, and chief academic officers from CIC member colleges and universities. The first and second workshops were focused on literature and were held in New Orleans, Louisiana, March 4–6, 2010, and February 10–12, 2011. A workshop focused on history was held in San Antonio, Texas, March 3–5, 2011.

Institutions with teams participating in the 2011 literature workshop included Albright College, Bard College at Simon's Rock, Culver-Stockton College, Illinois Wesleyan University, Iowa Wesleyan College, Kentucky Wesleyan College, Knox College, Limestone College, Misericordia University, Notre Dame College (OH), Ohio Dominican University, Our Lady of the Lake College (LA), Pacific University, Roanoke College, Stevenson University, University of the Incarnate Word, and Western New England College. Institutions with teams participating in the 2011 history workshop included Benedictine University (IL), College of Mount St. Joseph (OH), Defiance

College, East Texas Baptist University, Eureka College, Ferrum College, Goucher College, LaGrange College, Loras College, Pfeiffer University, Our Lady of the Lake University (TX), St. Edwards University, St. Joseph's College (NY), St. Lawrence University, Taylor University (IN), Texas Wesleyan University, University of St. Francis (IL), Ursuline College, Viterbo University, and Wheaton College (MA).

IMPROVING TEACHING AND LEARNING IN SELECTED FIELDS

Ancient Greece in the Modern College Classroom Seminar

CIC and the Center for Hellenic Studies, a research institute of Harvard University in Washington, DC, cosponsored the sixth in a series of seminars on Ancient Greece in the Modern College Classroom in August 2011. Interest in the program remained high—18 participants were selected for participation from 62 nominations. The seminar strengthened the use of classical texts in undergraduate general education. Gregory Nagy, director of the Center, Francis Jones Professor of Classical Greek Literature, and professor of comparative literature at Harvard University, and Kenneth Scott Morrell, associate professor of Greek

and Roman studies at Rhodes College, again directed the seminar. Made possible with support from the Gladys Kriebel Delmas Foundation, the seminar offered nonspecialist faculty members an opportunity to examine “Lyric Poetry.” This seminar explored the contextual differences between epic and lyric poetry in a way that enabled participants to situate lyric poetry in the general evolution of what became “genres”—as well as to make connections with parallels in other song cultures. Participants also had the opportunity to exchange ideas about how to use these texts in their courses in a wide range of fields and to enrich the general education programs of their institutions.

Faculty members came from Bellarmine University, Belmont Abbey College, Cardinal Stritch University, College of the Ozarks, Concordia College (MN), Goucher College, Huntington University, Illinois Wesleyan University, Lesley University, Limestone College, Loyola University New Orleans, University of Pikeville, Presbyterian College, Shorter University, St. John's College (NM), St. Norbert College, Virginia Intermont College, and Wittenberg University.

American History Seminar for Faculty Members

To strengthen teaching in a critical field at CIC institutions, CIC and the Gilder Lehrman Institute of American History cosponsored in 2011, for the tenth year, a seminar for faculty members. The United Negro College Fund was a cosponsor as it was in 2008, 2009, and 2010. In response to the enormous continued interest in the Slave Narratives topic, this was again the topic offered in June 2011. The seminar was open to faculty members in history, English, and related fields. CIC received 71 nominations and 25 faculty members were selected to participate. As in previous years, the seminar was directed by David W.



Faculty members who participated in the 2010 seminar at the Birmingham Museum of Art had the opportunity to examine Renaissance paintings closely with curators of the museum's Kress Collection.

Blight, Class of 1954 Professor of American History at Yale and author of *A Slave No More: Two Men Who Escaped to Freedom, Including their Narratives of Emancipation* (2007).

During the intensive four-day seminar, participants considered the place of slavery and abolition in American history and culture, framing that discussion in the genre of slave narratives and a number of exemplary texts. The seminar examined both antebellum and postbellum narratives and covered the most famous pre-war and post-war narratives—those of Frederick Douglass and Booker T. Washington, respectively, as well as other recently discovered narratives included in Blight's book.

Participants included faculty members from

University, St. Norbert College, Trinity College (CT), University of Redlands, University of St. Thomas (MN), and Wheelock College.

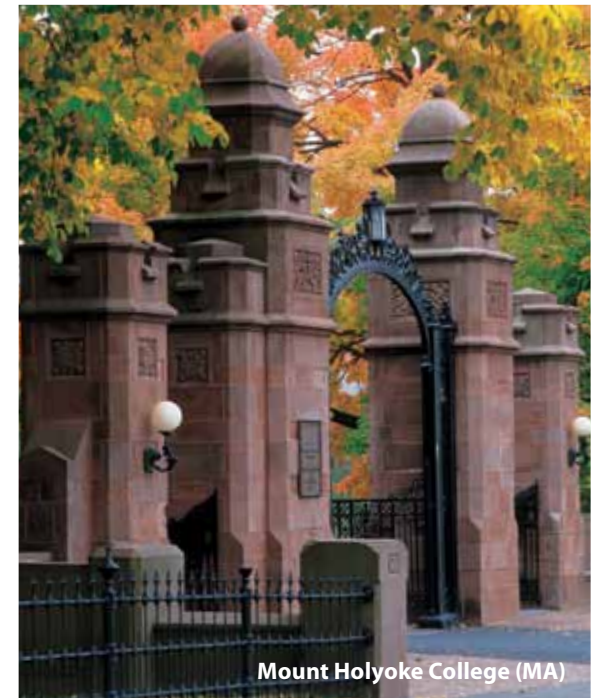
Teaching Pre-modern European Art in Context

This program, launched in 2010 and supported by the Samuel H. Kress Foundation, is designed to strengthen the teaching of art history at CIC institutions. The program consists of three annual seminars, each held at a different museum with a significant Samuel H. Kress art collection. The first seminar, held at the Birmingham Museum of Art in Birmingham, Alabama, in July 2010 focused on 14th and 15th century Italian painting. The second seminar, held at the High Museum of Art in Atlanta, Georgia, in June

Aquinas College (MI), Bucknell University, Carson-Newman College, The College of Saint Rose, Columbia College Chicago, Flagler College, Gustavus Adolphus College, Hilbert College, Hiram College, LaGrange College, Luther College, Lycoming College, Manchester College, Messiah College, Morehouse College, Morningside College, Rocky Mountain College, Roger Williams University, Saint Augustine's College (NC), Simpson

2011 focused on "Living with Art in Renaissance and Baroque Europe (c. 1300–1700)." The third seminar will take place at the Allen Memorial Art Museum at Oberlin College in Oberlin, Ohio, in summer 2012.

Twenty participants selected from 40 nominations for the 2011 seminar included faculty members from Becker College, Geneva College, Georgetown College (KY), Ithaca College, Jamestown College, Lewis University, Marian University (WI), Marywood University, Mount Mercy University, Muskingum University, New England College, Randolph-Macon College, Ripon College, Schreiner University, Seton Hill University, Southern Virginia University, University of Evansville, Upper Iowa University, Washington & Jefferson College, and Wilson College. ■



Mount Holyoke College (MA)

Making the Case

CIC serves as a national voice for independent higher education and promotes the distinctive features of education offered by small and mid-sized, teaching-centered, residential, nonprofit liberal arts-oriented colleges and universities.

INCREASED ACTIVITY WITH THE NATIONAL MEDIA

College Media Conference for Campus PR Directors

The 2011 College Media Conference, held June 29–July 1 at the Fairmont Hotel in Washington, DC (the first time in the nation’s capital), drew a record participation of 270 campus communications officers and national reporters, editors, and producers. Participants came from 36 states and Ontario, Canada. Nearly two-thirds of the 219 campus participants were first-time attendees. This national conference, with the theme of “Celebrating 25 Years of Connecting Campus and Media,” was co-hosted by CIC and the American Association of State Colleges and Universities. The preconference workshop focused on “Mastering the Maze of Social Media.”

Representatives of the *New York Times*, *Wall Street Journal*, *Washington Post*, National Public Radio, ABC’s *World News with Diane Sawyer*, CBS’ *The Early Show*, NBC’s *Today Show*, *U.S. News & World Report*, *USA Today*, CNN, Associated Press, *The Chronicle of Higher Education*, *Inside Higher Ed*, *The Daily Beast*, *Slate*, and *The Hechinger Report* spoke at the conference. Panelists explained how college



and university communications/media officers can interact effectively with them as they report on higher education issues.

Participants also shared best practices and approaches to publicizing campus activities and pitching stories to the media; networked with college and university public relations professionals from public and private, large and small colleges and universities nationwide; and visited various media organizations including National Public Radio, C-SPAN, *Inside Higher Ed*, and *The Chronicle of Higher Education*.

The signature event marking the quarter-century anniversary of the conference was an evening at the National Press Club featuring a reception and program titled “The Future of Journalism in the Digital Age” sponsored

by *The Chronicle of Higher Education*. *Chronicle* editor Jeff Selingo moderated the panel discussion that included Vivian Schiller, chief digital officer at NBC News and former CEO of National Public Radio; Jim Brady, head of the Thunderdome Project at the Journal Register Company; and Judy Phair, president of PhairAdvantage Communications.

Articles, Op-eds, and Coverage of CIC Programs and Services

CIC continued to increase its role as a national voice for independent higher education through a growing number of interviews, opinion pieces, and articles. These efforts resulted not only in more coverage of CIC conferences, programs, and services, but CIC



A reception and program at the National Press Club on “The Future of Journalism in the Digital Age” was moderated by *Chronicle* editor Jeff Selingo (left) and featured (l-r) Judy Phair, president of PhairAdvantage Communications; Vivian Schiller, chief digital officer at NBC News and former CEO of National Public Radio; and Jim Brady, head of the Thunderdome Project at the Journal Register Company.

member institutions were also more often highlighted in stories by reporters who otherwise might not have focused on small or mid-sized private colleges or universities.

Several CIC programs and services received coverage this year by the national and trade press:

- CIC's March 29 "Symposium on the Future of the Humanities" received broad press coverage. *The Weekly Standard* in its May 16 issue published a lengthy (and very positive) piece by Mark Bauerlein titled "Oh, the Humanities! They have seen the enemy, and it isn't who you think." *The Chronicle of Higher Education* published "Defenders of the Humanities Look for New Ways to Explain Their Value" (March 29) and *Inside Higher Ed* published "Humanities, For Sake Of Humanity" (March 30). Humanities Symposium speaker Robert Darnton published in *The Chronicle* an essay based on his address, "5 Myths About the 'Information Age'" (April 17). And Phi Beta Kappa's summer 2011 issue of *The Key Reporter* published the full text of remarks by Humanities Symposium speaker Stephen Knapp, president of The George Washington University.
- Several news stories about CIC's Presidents Institute in Palm Springs, California, ran in *The Chronicle of Higher Education* ("At Conference for College Presidents, Concern About the Future of the Liberal Arts," January 5; "When Leading a College in Tough Times, Getting Faculty Support is Crucial," January 6; and "Presidents Mull How to Work Most Effectively With Their Boards," January 7) and *Inside Higher Ed* ("Presidents Plot Push for Aid Changes," January 7).
- Stories about CIC's Institute for Chief Academic and Chief Financial Officers in Williamsburg,

Virginia, ran in *The Chronicle* ("Provosts and Financial Officers Meet in Search of Common Ground," November 7; "Looking for Future Presidents, College Group Turns to Provosts," November 8) and *Inside Higher Ed* ("Collaboration Between the Chiefs," November 8; and "The Pressure to Prioritize," November 11).

- An essay about CIC's Historic Campus Architecture Project by Richard Ekman was published in *Planning for Higher Education*, the spring 2011 issue of the journal of the Society of College and University Planning. The SCUP journal is disseminated to 5,000 national and international subscribers. CIC's partnerships with various news organizations continued to offer opportunities for CIC and its members to publicize the independent sector of higher education:

- *Newsweek* magazine published three essays by CIC that make the case for independent colleges and universities. All three essays appeared in the special advertising feature of *Newsweek* titled "Excellence in Independent Higher Education." This partnership enabled CIC to write essays drawing from data on CIC's Making the Case website, and *Newsweek* offered CIC member



colleges and universities the opportunity to advertise in conjunction with those messages. The three essays, "Private Colleges Provide Superior Education" (July 18 and double issue July 25–August 1, 2011), "Private Colleges Provide Access and Success for Diverse Students" (double issue December 20–27, 2010), and "Private Colleges Are Affordable" (October 18, 2010) are available on CIC's Making the Case website at www.cic.edu/MakingtheCase.

- *University Business* published several essays in 2010–2011 in its Independent Outlook section: Whittier College President Sharon Herzberger wrote "A Crisis is a Terrible Thing to Waste: Educating for Strategic Financial Literacy on a College Campus" (October 2011); Richard Ekman wrote "What's Needed in Critiques of Higher Education" (June 2011); James Dennis of McKendree University wrote "Global Education Challenges and Opportunities" (February 2011);

MAKING THE CASE (cont'd)

Christopher Kimball of California Lutheran University authored “Town and Gown Take a Dip” (April 2011); and Richard Ekman published “The Joys of the College Presidency” (September 2010).

- The release of CIC’s *Study of Chief Academic Officers of Independent Colleges and Universities* in July 2010 garnered coverage from *The Chronicle of Higher Education* in “Why Do Few Provosts Want to Be Presidents? Survey Suggests Some Answers,” *Inside Higher Ed* in “Avoiding the Presidency?,” the *Washington Post* blog, College Inc. in “Study: Most Provosts Don’t Want to Be Presidents,” and the *Huffington Post* in “Provost To President? Not So Much.”



Marymount Manhattan College (NY)

Other coverage included stories that quoted Ekman in *The Chronicle of Higher Education*: “For-Profit Colleges Fare Well in Report’s Analysis of Costs to Students and Taxpayers” (May 12), “Carnegie Classification Update Shows Boom in For-Profit and Professional Education” (January 18), and “Lumina Unveils a National Framework for Measuring Student Learning” (January 25); *Inside Higher Ed*: “Leaving Firm Footing” (June 23) and “What Degrees Should Mean” (January 25); *Washington Post* blog “College Inc.”: refuting ACTA’s Anne Neal’s premise that students aren’t studying the “right” subjects (January 27); and *Slate*: “The Harvard Effect” (February 4).

DOCUMENTATION OF THE INDEPENDENT SECTOR OF HIGHER EDUCATION

Making the Case Website

CIC’s Making the Case website (www.cic.edu/makingthecase) is a central source for evidence of the effectiveness of independent higher education. The site consists of five sections: Key Messages and Data, Media Activity, Speeches and Addresses, Books and Reports, and Making the Case Resources. Key Messages and Data is the site’s main section and includes research findings from alumni and student surveys and a consolidation of data from a variety of sources. In May 2011, CIC issued *A Special Report on Independent Colleges and Student Engagement*, which provided 39 updated and additional charts based on data from the National Survey of Student Engagement (NSSE).

CIC periodically disseminates information and statistics via email from the Making the Case website to all member presidents, chief academic officers, and

public relations and institutional research directors. These Making the Case emails include charts with links to their location on the website. In addition, Making the Case Resources packets—a compilation of news articles, op-ed pieces, and other materials—are occasionally mailed to presidents and emailed to PR directors to help tell the institution’s story and make the case for independent higher education.

The Making the Case website has been used by CIC in presentations about the independent sector and has assisted presidents and other institutional leaders in preparing articles and speeches and in compiling comparative data for institutional purposes, among other uses. The Making the Case website was made possible by generous grants from the William Randolph Hearst Foundations.

USING CAMPUS ARCHITECTURAL HERITAGE IN TEACHING AND IN PROMOTING CIC COLLEGES

Historic Campus Architecture Project (HCAP)

The HCAP website (www.cic.edu/hcap) features approximately 5,000 images of 2,100 buildings and heritage sites from 389 participating colleges and universities. In 2008, HCAP content made its debut in ARTstor, a nonprofit organization that offers (through a subscription service) a vast digital library of scholarly images to more than 1,350 educational and other nonprofit institutions worldwide. In addition to the extra visibility through the ARTstor site, HCAP has received publicity through the Campus Heritage Network website operated by the Society for College and University Planning. HCAP was supported by generous grants from the Getty Foundation. ■

Advancing Institutional Effectiveness

CIC works to advance the institutional effectiveness of its member colleges and universities through a variety of programs, services, and activities. CIC has focused much of this effort in recent years on increasing the capacity for the assessment and improvement of student learning and the effective use of data to improve planning and decision making among independent colleges and universities.

PROMOTING ASSESSMENT OF LEARNING OUTCOMES

CIC has long been a national leader in voluntary efforts to improve the quality of student learning and a strong advocate of institutional autonomy in accountability efforts. For more than a decade, CIC has tried to help its member colleges navigate through the array of initiatives that are underway—those by regional accreditors, foundation-supported projects, and various campus efforts—focusing on specific aspects of the overall topic at different times.

Collegiate Learning Assessment Consortium

Funding from the Teagle Foundation enabled 47 colleges and universities to develop more comprehensive assessment strategies using the Collegiate Learning Assessment (CLA) during the third phase of the Consortium, from fall 2008 through spring 2011. An additional grant from the Carnegie Corporation of New York is supporting a new project, Creating Pathways to Educational and Economic Opportunity in Urban Colleges and Universities, which established an urban cluster within the Consortium to improve learning among at-risk and underrepresented students in urban settings.

Ten urban institutions were added to the Consortium, bringing the total to 57. The Pathways project will run through 2012.

The seventh summer meeting of the CIC/CLA Consortium was held August 1–2, 2011, in Pittsburgh, Pennsylvania, with three- and four-person teams from 27 member institutions participating in the Pathways Project sharing results, experiences, and advice. CIC is also leading a data matching project with the National Survey of Student Engagement (NSSE) and the Council for Aid to Education to determine the relationships between effective educational practices and campus environments assessed by NSSE and student learning outcomes measured by the CLA.

The Consortium was created in 2004 in cooperation with

the Council for Aid to Education to encourage institutions to use the CLA in efforts to improve student learning. The CLA captures the “value-added” contribution of the institution to student learning in higher order skills such as critical thinking, analytic reasoning, problem solving, and written communication. Consortium members have gathered at annual meetings to evaluate CLA results and their applications and to develop strategies to improve teaching and learning on their campuses.

Members of the 2008–2011 Consortium include Alaska Pacific University, Allegheny College, Aurora University, Averett University, Barton College, Bethel University (MN), Cabrini College, Carlow University, Charleston Southern University, College of Saint Benedict/Saint John’s University, The College of St. Scholastica, Dominican University (IL), Drake University, Franklin Pierce University, Hastings College, Hilbert College, Indiana Wesleyan University, Illinois College, Jamestown College,



ADVANCING INSTITUTIONAL EFFECTIVENESS (cont'd)

John Carroll University, Juniata College, LaGrange College, Lynchburg College, Loyola University New Orleans, Marian University (WI), Morningside College, Nebraska Wesleyan University, Notre Dame of Maryland University, Seton Hill University, Southwestern University (TX), Springfield College, Stephens College, Stonehill College, Texas Lutheran University, Trinity Christian College, University of Charleston (WV), University of Evansville, The University of Findlay, University of Great Falls, Upper Iowa University, Ursinus College, Ursuline College, Wagner College, Westminster College (MO), Westminster College (UT), Willamette University, and William Woods University.

Pathways Project participants in 2010–2012 include Augsburg College, Bellarmine University, Burlington College, Misericordia University, Mount St. Mary's College (CA), Our Lady of the Lake University (TX), Peace College, Saint Xavier University, University of Bridgeport, and University of St. Thomas (TX).

Support for the National Survey of Student Engagement

In 2001, CIC was the first national presidential association to urge its members to use the National Survey of Student Engagement (NSSE) as a means of gauging student involvement in educationally purposeful activities that are highly correlated with academic success. To date, nearly 500 CIC colleges and universities (about 83 percent of CIC's membership) have utilized NSSE to assess student engagement in the first and senior years. Many CIC

institutions make their NSSE scores available to the public and more than 180 have posted their results on the *USA Today* website. CIC colleges and universities are also using the Faculty Survey of Student Engagement and the Beginning College Survey of Student Engagement.

Other Assessment and Accountability Efforts

CIC has taken a leadership role in supporting other national assessment and accountability efforts. Working with the Teagle Foundation and with other higher education associations, CIC helped draft and disseminate a statement of principles, *New Leadership Alliance for Student Learning and Accountability* (NLA). As a sponsor of the NLA, CIC is partnering with other higher education associations to harness and direct collective, sustained, strategic, and voluntary action to improve student learning in American colleges and universities. CIC is also advising the National Institute for Learning Outcomes Assessment in its efforts to help institutions document and adopt promising practices for assessing college student learning outcomes.

New Projects

Now CIC is poised to probe two additional dimensions of the larger improvement of student learning objective. Consistent with an emphasis on institutional autonomy while encouraging evidence-based decision making



Bethune-Cookman University (FL)

and curricular reform, and with generous support from the Lumina Foundation for Education, CIC has agreed to be one of three groups to test the Lumina Foundation's concept of "Degree Qualifications Profile" (DQP). (The other two pilot groups are the Western Association of Schools and Colleges and the Higher Learning Commission of the North Central Association of Colleges and Schools.) In fall 2011, CIC selected 25 institutions that are currently engaged in campus projects that could be enhanced by the DQP—such as a review of degree requirements, general education reform, or aligning educational outcomes across academic departments—in order to establish a shared view of which cognitive skills and knowledge a bachelor's degree ought to represent—across fields, types of institutions, and state and national boundaries.

In addition, a new Teagle Foundation-supported project announced in October 2011 will identify better ways to use evidence to improve aspects of

teaching and learning through a workshop that will include teams from 40 colleges. This Engaging Evidence project also includes a special seminar on the president's role in leading curricular and pedagogical change, which will take place at the 2012 Presidents Institute.

When this latest series of CIC projects is completed—sometime late in 2013—CIC will have been focused on these related topics for 12 years. Opportunities for more than 200 institutions will have been created, with several foundations' support, to participate in one or more of these projects. The willingness of independent colleges and universities to be on the leading edge of these assessment activities, which are all voluntary, continues to be a source of pride and a distinctive contribution to addressing national priorities in higher education.

DATA INITIATIVES, USING DATA TO INFORM DECISION MAKING

Through its own initiatives and partnerships with other organizations, CIC helps to strengthen the capacity of member colleges and universities to use data for improved institutional effectiveness, planning, and decision making.

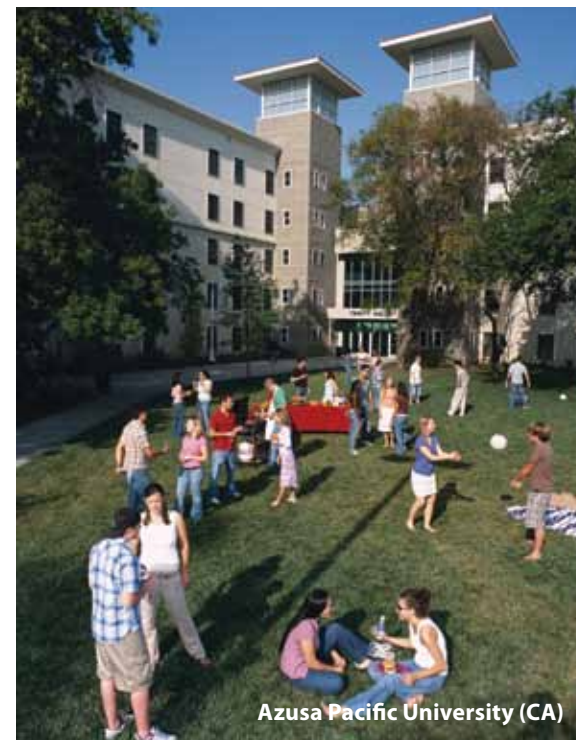
Key Indicators Tool (KIT)

An eighth edition of the Key Indicators Tool (KIT), providing confidential comparative benchmarking data on 20 measures of institutional performance and customized for each institution, was made available to all member presidents in October 2011. The KIT is updated each year with the latest data available from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). The KIT tracks data on students and faculty, tuition

revenues and financial aid, and financial resources and expenditures over the most recent five-year period for which data are available. Each indicator provides comparisons nationally and by region, size, financial resources, and Carnegie classification. The national comparison group includes more than 800 non-doctoral independent colleges and universities in the U.S., the profile of 94 percent of CIC's membership. Developed for CIC by the Austen Group with initial support from the William Randolph Hearst Foundations, preparation and distribution of the 2011 report was supported by TIAA-CREF and made available to CIC member presidents without charge as a benefit of membership.

Financial Indicators Tool (FIT)

CIC's fifth annual Financial Indicators Tool (FIT) was released in July 2011. The FIT is a confidential benchmarking report prepared individually for each CIC member president. Designed to complement CIC's Key Indicators Tool (KIT), the FIT measures institutional financial health using four core financial ratios, along with a combined index score. The FIT provides a succinct indication of an institution's financial performance over six years with comparisons similar to those in the KIT. With the assistance of the Austen Group, CIC collects a unique, proprietary dataset of more than 700 baccalaureate and master's-level private colleges and universities, utilizing data from IPEDS and from IRS Form 990s acquired through GuideStar. The FIT is the first benchmarking report to apply this methodology to a national group of colleges and universities. The preparation and distribution of the FIT report in recent years is supported by TIAA-CREF and made available to CIC member presidents without charge as a benefit of membership.



Other Benchmarking Services

In partnership with the Austen Group, which produces the KIT and FIT, CIC continues to provide other benchmarking services. These expanded services include customized Comparison Group reports that enable a CIC member institution to select two sets of comparison institutions for more refined benchmarking analysis. Also available is the option to schedule online consultations with Michael Williams, president of the Austen Group. Each of these benchmarking services is available to CIC member institutions for a modest fee. ■

Collaborating to Strengthen Programs

Through collaboration among private colleges and universities and by partnering with other organizations, CIC offers programs and services that are both cost-effective and efficient. Among the many CIC-sponsored collaborations are the following programs.

DEVELOPING LEADERS

CIC and the American Academic Leadership Institute

CIC continued its relationship with the American Academic Leadership Institute (AALI), an organization formed in 2007 that resulted from a reorganization of the Academic Search Consultation Service into AALI with a subsidiary, Academic Search, Inc. Under the arrangement, CIC and the American Association of State Colleges and Universities became “supported organizations” (in Internal Revenue Service terms) of the AALI, and AALI became a “supporting organization.” Proceeds from Academic Search, Inc. enabled AALI to fund projects in 2010–2011 to support leadership development activities by CIC (see pages 5–11).

Leadership through New Communities of Knowledge Workshops

CIC has partnered with the Council on Library and Information Resources (CLIR) to offer professional development opportunities for library staff at CIC institutions on topics such as understanding student research behavior, managing digital assets, and restructuring work within the library. Subsidies are provided for CIC librarians to participate in the Frye Leadership Institute. Participants attended the

University of North Carolina’s DigCCurr Professional Institute in May 2010 and participated in a follow-up session in 2011. In addition, 20 institutions participated in the Work Restructuring in the Library workshop held in Indianapolis, Indiana (July 7–8, 2010) and 20 institutions were selected for the May 23–25, 2011, workshop that was held in Denver, Colorado. Five institutions participated in the Undergraduate Research Behavior Workshop at Rollins College (November 8–9, 2010) and ten institutions participated in the Archives for Non-Archivists Workshop at Bryn Mawr College (October 28–29, 2010). Ten participants were selected from 30 applications received for the June 14–15, 2011, Archives for Non-Archivists Workshop that was held at Drexel University in Philadelphia, Pennsylvania. The series of workshops has been

endorsed by the Appalachian College Association and the United Negro College Fund.

Participants in the DigCCurr Professional Institute included Belmont Abbey College, Loyola University in Maryland, Mount Holyoke College, Notre Dame of Maryland University, Point Park University, Sacred Heart University, and University of Puget Sound.

Participants in the Work Restructuring Workshop included Avila University, Bethany College (WV), Birmingham-Southern College, Briar Cliff University, College of New Rochelle, Defiance College, East Texas Baptist University, Hope College, Lourdes College, Manhattanville College, Millikin University, Monmouth University, Oklahoma City University, Palm Beach Atlantic University, Sacred Heart University, Saint Joseph’s College of Maine, University of Pikeville, Virginia Wesleyan College, West Virginia Wesleyan College, and the Woodruff Library/Atlanta University Center.



Mars Hill College (NC)

Participants in the Archives for Non-Archivists Workshop included Aquinas College, East Texas Baptist University, Florida Memorial University, Lycoming College, Marlboro College, Robert Morris University, University of Dubuque, University of the Incarnate Word, Urbana University, and Wilmington College (OH).

HELPING STUDENTS THROUGH PARTNERSHIP

Tuition Exchange Program (CIC-TEP)

A key benefit of CIC membership, the CIC Tuition Exchange Program consists of a network of member colleges and universities willing to accept as students—tuition free—full-time employees at other CIC institutions and their family members. Of CIC's 604 four-year member institutions, 385 are now participating in CIC-TEP, making it one of the largest national tuition exchange programs of private, four-year colleges and universities.

ENCOURAGING STUDENT JOURNALISTS

CIC/*New York Times* Partnership in Education

The *New York Times* Student News Editors Workshop in April 2011 included 30 student news editors from 15 CIC member institutions. At this annual meeting, participants spent the day exploring the role of a newspaper in society, meeting with *Times* correspondents and editors, and developing their journalistic skills. The Presidents Council of the Partnership meets each fall at the *Times* headquarters in New York City.

The Partnership, launched in 2003, includes 77 CIC members. Members receive discounted

subscriptions, advertising rates, and rights and permissions site licenses for the *Times* archives, as well as programs and events on campus sponsored by the *Times* and priority privileges for securing reporters and editors for speaking engagements on campus.

2011 CIC/*New York Times* Partner Institutions include

Allegheny College, Alma College, Augsburg College, Baldwin-Wallace College, Bellarmine University, Benedictine College, Bennington College, Berry College, Birmingham-Southern College, Capital University, Central College, Champlain College, College of Mount Saint Vincent, The College of Saint Rose, The College of Wooster, Columbia College Chicago, Drake University, Duquesne University, Earlham College, Edgewood College, George Fox University, Gettysburg College, Goucher College, Hampshire College, Hartwick College, Heidelberg University, Heritage University, Hilbert College, Hiram College, Ithaca College, John Carroll University, Juniata College, Kalamazoo College, Kenyon College, Lebanon Valley College, Linfield College, Loyola University in Maryland, Mercyhurst College, Millsaps College, Morehouse College, Mount Holyoke College, Neumann University, Oberlin College, Oklahoma City University, Olivet College, Pace University, Point Loma Nazarene University, Roanoke College,



Rollins College, Saint Anselm College, Saint Francis University, Saint John's University (MN), Saint Leo University, Seattle Pacific University, Sewanee: The University of the South, Siena College, Spelman College, St. Ambrose University, St. Andrews Presbyterian College, St. Bonaventure University, St. Lawrence University, St. Norbert College, Stonehill College, Susquehanna University, Swarthmore College, The Sage Colleges, Tiffin University, University of Puget Sound, Utica College, Wabash College, Wagner College, Washington & Jefferson College, Wesley College (DE), Westminster College (PA), Westminster College (UT), Widener University, and Willamette University. ■

Stimulating Reform

CIC participates in various higher education policy discussions and supports and assesses institutional reforms and programs that are intended to strengthen institutional operations and improve educational programs.

Assessment and Accountability

CIC continues to be deeply involved in the national discussions of assessment and accountability. As described on previous pages, CIC's Collegiate Learning Assessment Consortium (CLA) expanded to include more colleges and universities and a range of other CIC initiatives that use data for decision making and public information (KIT, FIT, and the Making the Case materials) have garnered increased media attention. The CIC/CLA Consortium is the largest group of institutions that uses and shares CLA results to improve teaching and learning.

Building Blocks to 2020

CIC and the National Association of Independent Colleges and Universities (NAICU) are cooperating on a national initiative to increase college completion rates. The central component of Building Blocks to 2020 is a website launched in September 2010 that highlights and supports efforts by nonprofit private colleges and universities to increase the number of at-risk students they enroll, and to boost the retention and graduation rates of those student populations.

Teacher Education Accreditation Council (TEAC)

CIC was instrumental in the founding of TEAC and has supported TEAC ever since; for example, its

Washington, DC office is located in CIC's suite, with no rent charged. With active support from CIC, both the Council for Higher Education Accreditation and the U.S. Secretary of Education have approved TEAC as a "recognized" accreditor. And CIC spearheaded in May 2007 the preparation of a letter from the heads of a number of presidential associations to all presidents of higher education institutions that urged presidents to seek accreditation from one of the two existing organizations—TEAC and NCATE. The boards and staff of TEAC and NCATE have recently decided to create a new organization, the Council for the Accreditation of Educator Preparation.

Student Aid Alliance

CIC continues to work with the National Association of Independent Colleges and Universities, American Council on Education, and other associations to increase federal aid for students.

Professors of the Year

CIC continues to sponsor the U.S. Professors of the Year Program organized by the Council for Advancement and Support of Education and the Carnegie Foundation for the Advancement of Teaching.

International Student Enrollment

For the third year, CIC publicized a program run by World Learning, Inc. that locates appropriate undergraduate colleges and universities for students from Latin American and Asian countries who wish to spend a semester or a year in the U.S. and provides partial tuition and fees and the full cost of room, board, books, and health insurance. Ten CIC member institutions will host a total of 39 Global UGRAD students during the 2011–2012 academic year. The institutions are: Augustana College (SD); Austin College; Chatham University; Endicott College; Juniata College; Maryville College; Nazareth College (NY); North Central College; University of Evansville; and Utica College.

The CIC institutions selected to participate in the program in 2010–2011 included 13 institutions of the total of 38 colleges and universities in the program: Augustana College (SD), Endicott College, Juniata College, Maryville College (TN), Nazareth College (NY), North Central College, Ohio Dominican University, Shenandoah University, University of Evansville, University of New England, Upper Iowa University, Utica College, and Wilkes University. ■

Coordinating State Fund Programs and Contributions

As a result of the 2010 merger with the Foundation for Independent Higher Education (FIHE), CIC now has an active program focused on the advancement of State Fund Members—state-based fundraising consortia of independent colleges and universities. CIC provides member services, consulting, and grant support to State Fund Members and organizes conferences and best practices workshops.

ANNUAL CONFERENCE

The 2011 conference for State Fund executives was held May 1–3 in Chicago, Illinois and included a wide range of sessions on issues related to independent higher education and best practices for state fundraising consortia. Among the speakers: James Douthat, president, Lycoming College; Jack Ohle, president, Gustavus Adolphus College; Keith Fulton, president, Verizon Foundation West Virginia; Matt Blakely, director, Motorola Solutions Foundation; Douglas Dillon, senior partner, Jerold Panas Linzy & Partners; Asha Bangalore, senior vice president and economist, Northern Trust Company; and Nancy Hensel, executive officer, Council on Undergraduate Research. During the awards banquet, the Charles Foreman Award was presented to Brian Mitchell, former president of Bucknell University, Washington & Jefferson College, and the Association of Independent Colleges and Universities of Pennsylvania.

ENDOWMENT

The endowment that came with FIHE to the merger with CIC was valued at \$39,150,528 as of June 30, 2011, up 13.5 percent from one year ago. By donor

stipulation, the fund—now called the CIC-FIHE Endowment—is dedicated to supporting the programs of the State Fund Members and, through them, their member colleges.

GRANT PROGRAMS

Interest from the endowment supports a range of projects and programs to benefit State Funds and their member colleges and universities, including the following grant programs, supplemented by grants from corporations and foundations including UPS, TIAA-CREF, and HSBC:

UPS Scholarship Program—During 2010–2011, CIC provided \$1.5 million in grants to State Fund Members to distribute to their member colleges as UPS Scholarships for students with demonstrated need and academic promise.

National Venture Fund/First Opportunity Partner (NVF/FOP) Grants—Designed to support innovative multi-college collaborations coordinated by State Fund Members, the NVF/FOP program awarded five grants in 2010–2011 to State Fund Members in Illinois, Missouri, Ohio, Tennessee, and Pennsylvania, which matched the grants with new money from other donors. Initiatives funded included a program to institutionalize undergraduate research, a science and technology mentorship and research program, a



Trinity Christian College (IL)

COORDINATING STATE FUND PROGRAMS AND CONTRIBUTIONS (cont'd)

campus safety project, a basic skills boot camp, and an access and success college readiness program.

HSBC First Opportunity Partners Grants—A grant from HSBC provided 14 scholarships of \$5,000 each to private college students from minority, first-generation, new American, or lower-income families from the greater Los Angeles and New York areas. The scholarships, run through the State Fund Members, were awarded in a competitive application process.

Capacity-Building Grants—CIC launched a new Capacity-Building Grants program that awarded a total of \$30,000 to six State Fund Members. The state funds in Alabama, Iowa, Maryland, Michigan, Minnesota, and Missouri each received \$5,000 grants as seed money to enhance their capacity to raise funds, particularly for student scholarships, and to coordinate collaborative projects on behalf of the private colleges and universities in their states.

MEMBER SERVICES

CIC provides a range of services to State Fund Members. Activities in 2010–2011 included:

FIHE Community Site—The recently launched FIHE Community Site is a fully interactive online “community,” giving state executives new opportunities to share information.

Grant Opportunity Announcements—Biweekly email updates to State Fund Members provided information on relevant grant opportunities from private foundations, corporations, and agencies such as NSF and NEA.

Benchmarking Reports—A new benchmarking service was implemented to provide State Funds with comparative data on their fundraising, showing a State Fund’s results compared with those of a peer group of State Funds, and also with the full network. ■



Richard Ludwick (center), president of Independent Colleges of Indiana, accepts the ceremonial UPS annual scholarship check. Pictured from left to right from UPS are Pete Hood, human resources operations manager; Jim Lewis, director of human resources; Zack Scott, president of the Ohio Valley District; and Derick Craft, district operations manager.

2010—2011 CIC Awardees

2011 ALLEN P. SPLETE AWARD FOR OUTSTANDING SERVICE



Mary Patterson McPherson, executive officer of the American Philosophical Society, has led a distinguished career as a scholar, dean, college president, and foundation leader. CIC recognized McPherson's remarkable contributions to independent higher education. She has served as the president of Bryn Mawr College; advanced the work of many other colleges, schools, and organizations as a member of their boards; led the American Philosophical Society, and championed

the liberal arts as vice president of the Andrew W. Mellon Foundation. From 1997 to 2007, McPherson was responsible for all grant programs at the Mellon Foundation that relate to private liberal arts colleges.

2011 CIC AWARD FOR PHILANTHROPY (INDIVIDUAL)



Red and Charline McCombs have strengthened higher education in Texas—from public research universities and grassroots community colleges to residential liberal arts colleges. The depth of their commitment to liberal arts institutions is demonstrated through their support of the University of the Incarnate Word, St. Mary's University, Our

Lady of the Lake University, and Southwestern University. The McCombs' gifts to higher education in Texas have exceeded \$100 million. These gifts have supported minority scholarships, residential facilities, cancer research at the University of Texas M.D. Anderson Cancer Center, campus centers that bear their names at

Southwestern University, Our Lady of the Lake University, and Trinity University, and various projects and scholarships at other institutions.

2011 CIC AWARDS FOR PHILANTHROPY (ORGANIZATION)



The Arthur J. Schmitt Foundation

Arthur J. Schmitt was an inventor, entrepreneur, and philanthropist. Schmitt established the Arthur J. Schmitt Foundation in 1941 and opened a school for engineers, the Fournier Institute, to offer engineers a broader education with a focus on justice, morality, and wisdom. In 1955, Fournier Institute closed because it was determined that sending students to nearby colleges was more cost effective. At that point, the Schmitt Foundation began to focus on scholarships for college students

and the foundation today still offers a significant number of college scholarships. Although Arthur J. Schmitt died in 1971 at the age of 77, his legacy lives on each year as the foundation distributes more than \$1 million in higher education support. The Schmitt Foundation has supported many CIC member institutions, including DePaul University, Benedictine University, Lewis University, University of St. Francis, Saint Xavier University, and Dominican University as well as other private institutions, including Marquette University, University of Notre Dame, Catholic Theological Union, and Loyola University Chicago.

The Walmart Foundation

Immediately following his military service, young Sam Walton gained retail experience at JC Penney in Iowa and then operated his own variety store. When Walton opened his first Walmart store in Rogers, Arkansas, in 1962, no one imagined he was introducing a retailing formula that within a generation would affect the lives



2010–2011 CIC AWARDEES (cont'd)

of millions of people. Walmart and the Walmart Foundation have had a huge impact on worldwide hunger relief efforts and have funded hundreds of key initiatives in education, workforce development, environmental sustainability, and health and wellness. A priority for the Walmart Foundation is to help independent colleges and universities educate underserved students by improving college access, promoting first-generation college student success, supporting minority-serving institutions, focusing attention on college access issues, and encouraging the re-engagement of students who have left college without earning degrees. CIC has been the beneficiary of nearly \$6 million in grants from the Walmart Foundation for the CIC/Walmart College Success Awards program, which now supports 50 member colleges and universities with grants of \$100,000 or \$50,000 to enhance their demonstrated success in the educational success of first-generation students.

2010 CHIEF ACADEMIC OFFICER AWARD



William F. Pollard, vice president and dean of the college and professor of English at Transylvania University, was recognized for outstanding creativity and leadership and for his unfailing willingness to help colleagues find solutions to campus issues. As a member of the CIC Chief Academic Officers Task Force (2006–2009) he helped develop programs and chaired several sessions at the annual Institutes for Chief Academic Officers, and he has demonstrated his commitment to private higher education through

decades of service at several CIC institutions. Prior to his service at Transylvania, he served in various capacities at Georgetown and Huntingdon Colleges. In addition, for over 15 years, Pollard was an active evaluator for the Southern Association of Colleges and Schools' (SACS) Commission on Colleges; he is a member of the American Conference of Academic Deans; and he has served as president of the Association of Chief Academic Officers of the Southern States.

AWARD FOR ACADEMIC LEADERSHIP



Charles F. Blaich was honored for his contributions and dedication to the improvement of student learning in liberal arts colleges and universities. Blaich is head of the Wabash National Study of Liberal Arts Education and director of inquiries for the Center of Inquiry in the Liberal Arts at Wabash College. The Wabash study investigates the critical factors that affect the outcomes of liberal arts education to help colleges improve student learning and enhance the educational impact of their programs. More

than two dozen CIC colleges and universities have participated in the study since its inception in 2006. Blaich's extensive research and collaboration with institutions to gather and use evidence toward strengthened liberal arts education has promoted a higher level of learning on campuses nationwide. He has helped colleges make effective use of their assessment data, which has led to fresh thinking, engagement of truly big questions, and innovative programs. ■

Recognition for Consecutive Years of Sponsorship

One company was recognized for its sponsorship of the Presidents Institute for 25 years:



One company was recognized for its sponsorship of the Presidents Institute for 20 years:



Two companies were recognized for their sponsorship of the Presidents Institute for 15 years:



Resource Development

CIC's fundraising efforts generate three types of revenue—restricted program grants for projects, restricted operating grants earmarked for particular programs (such as conference sponsorships), and grants for general operating support. CIC received financial support between July 1, 2010, and June 30, 2011, from these donors and sponsors:

Academic Search, Inc.	Hardwick Day, Inc.	SimpsonScarborough
Allegheny College	Hastings & Chivetta Architects, Inc.	SJG - The Spelman & Johnson Group
American Academic Leadership Institute	Henry Luce Foundation	Sodexo Campus Services
Apple Inc.	HSBC North America Holdings Inc.	Stamats, Inc.
ARAMARK Higher Education	Jenzabar, Inc.	Starfish Retention Solutions, Inc.
Bentz Whaley Flessner	Johnson, Grossnickle and Associates, Inc.	Stevens <i>Strategy</i>
Bon Appétit Management Company	Kaludis Consulting	SunGard Higher Education
Burt Hill	Lilly Endowment Inc.	Surprise Arizona
<i>Campus News</i>	Lumina Foundation	TCR Group, Inc.
Capital Education, LLC	Maguire Associates, Inc.	The Andrew W. Mellon Foundation
Carnegie Corporation of New York	Mason Jay Blacher & Associates	<i>The Chronicle of Higher Education</i>
Celli-Flynn Brennan, Architects and Planners	Metz & Associates	The Dysart Group, Inc.
CES/Registry for College and University Presidents	Miller/Cook and Associates, Inc.	The Education Advisory Board
Cognitive Marketing, Inc.	ML Strategies LLC/Mintz, Levin, Cohn, Ferris, Glovsky & Popeo LLC	The Lawlor Group, Inc.
Council on Library and Information Resources	MyMediaInfo	The Learning House, Inc.
Creative Communication Associates	National Management Resources Corporation	<i>The New York Times</i>
Datatel, Inc.	New Ventures of Regis University	The PFM Group
Deltak	Newswise	The Presidential Practice
Derck & Edson Associates	Noel-Levitz	The Teagle Foundation
Dorothy M. Waterbury Trust	Performa Higher Education	TIAA-CREF
Dynamic Campus	PlattForm Higher Education	UPS
EFL Associates	R. H. Perry & Associates	Van Yahres Associates
EurekAlert!	readMedia, Inc.	Walmart Foundation
Executive Management Services, Inc.	Royall & Company	Wichita Falls Area Community Foundation
Financial Aid Services	RPA Inc.	William Hamm
Foundation For Independent Higher Education (FIHE)	RuffaloCODY	William Randolph Hearst Foundation
Frank A. Casagrande Consulting, LLC	Samuel H. Kress Foundation	Williams & Company
Gilder Lehrman Institute of American History	Scannell & Kurz, Inc.	Witt/Kieffer
Gladys Kriebel Delmas Foundation	Scott Healy & Associates	W.M. Keck Foundation
Gonser Gerber Tinker Stuhr, LLP		Yaffe & Company, Inc.

Financial Statement

STATEMENT OF REVENUES, EXPENSES, AND CHANGE IN UNRESTRICTED NET ASSETS (7/1/10–6/30/11)

	General Operations	Endowment/ Grant Supported Programs	Total
Revenues			
Membership Dues	\$2,858,847	\$125,900	\$2,984,747
Program Participant Fees	1,522,450	62,900	1,585,350
Gifts and Grants			
Unrestricted Grants	250	0	250
Program Grants	725,293	3,337,951	4,063,244
Consulting		21,729	21,729
Interest, Dividends, and Miscellaneous Income	1,003,347	16,182	1,019,529
Revenue Before Gain/(Loss) On Investments	6,110,188	3,564,661	9,674,849
Net Realized and Unrealized Gain/(Loss) on Investments	850,269	0	850,269
Total Revenues	\$6,960,457	\$3,564,661	\$10,525,118
Expenses			
Salaries and Benefits	\$2,545,985	\$598,085	\$3,144,070
Programs and Meetings	1,254,110	1,181,254	2,435,364
Grants to Colleges/State Funds	28,600	1,757,956	1,786,556
Other Expenses	1,160,717	0	1,160,717
Total Expenses	\$4,989,412	\$3,537,295	\$8,526,707
		Change in Unrestricted Net Assets	\$1,998,411
		Change in Unrestricted Net Assets (excluding net gain/(loss) on investments and net assets acquired in FIHE merger)	\$360,385

STATEMENT OF FINANCIAL POSITION (June 30, 2011)

Current Assets	
Cash and Cash Equivalents	\$10,335,419
Investments	38,440,538
Accounts and Promises Receivable	403,713
Prepaid Expenses	119,064
Total Current Assets	\$49,298,734
Fixed Assets	
Furniture, Fixtures, and Improvements, Net	108,003
Non-Current Assets	
Investments Held In Perpetuity	4,235,040
Other Assets	170,787
Total Non-Current Assets	\$4,405,821
Total Assets	\$53,812,564
Current Liabilities	
Account Payable and Accrued Expenses	398,580
Refundable Advances	5,983,881
Deferred Revenue	1,133,535
Total Current Liabilities	\$7,515,996
Long-Term Liabilities	166,348
Net Assets	
Unrestricted	6,364,341
Temporarily Restricted	35,530,839
Permanently Restricted	4,235,040
Total Net Assets	\$ 46,130,220
Total Liabilities and Net Assets	\$53,812,564

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Spouses task force members (l-r) Betty Crutcher of Wheaton College (MA), Fred King of Kentucky Wesleyan College, Connie Duffett (chair) of Dakota Wesleyan University, Jennifer Hutton of Utica College, Mary Ellen Summerlin of Schreiner University, Jennifer Gervasi of Quincy University, Terri Carey of Edgewood College, and Dave Switzer of Manchester College helped plan the Presidents Institute Spouses Program. Not pictured are task force members Susan Jo Abare of Flagler College, Rachelle LaBarge of Doane College, Tina Marshall-Bradley of Paine College, and Don Reichard of Emory & Henry College.

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