



STRENGTHENING LEADERSHIP CAPACITY AT INDEPENDENT COLLEGES

ANNUAL REPORT 2009–2010

Founded in 1956, the Council of Independent Colleges (CIC) is an association of independent colleges and universities and related organizations working together to:

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

CIC is the major national service organization for all small and mid-sized independent liberal arts colleges and universities and related organizations in the U.S. CIC is not a lobbying organization but rather focuses on providing services to campus leaders as well as seminars, workshops, and programs that assist institutions in improving educational programs, administrative and financial performance, and institutional visibility.

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Message from the Chair



The 2009–2010 academic year continued to present challenges for college and university leaders who needed to make hard choices to ensure both high quality and greater cost effectiveness. Amidst many uncertainties for higher education in the decades ahead, one thing is beyond dispute: those who lead our colleges and universities must be able to make sense of complex and unprecedented situations, and they must bring into practical use the best strategic wisdom they can muster. Successful leadership, then, requires keen intellectual vision and decisive action—capacities that must be developed, honed, and practiced.

It was with this premise in mind that CIC created several new programs and stepped up activities this past year to further strengthen those leadership capacities. In addition to its long-standing leadership development programs, CIC has created new opportunities for campus leaders to enhance their ability to serve their current institutions and those they might lead in the future.

Given recent reports from college trustees and search consultants that noted shrinking pools of highly qualified candidates for senior leadership positions and the findings from two recent CIC reports—*A Study of Career Patterns of the Presidents of Independent Colleges and Universities* and *A Study of Chief Academic Officers of Independent Colleges and Universities*—the CIC Board of Directors and staff recognized the need to expand formal leadership development programs for campus administrators and faculty leaders and moved quickly to create new opportunities.

For presidents, the annual Presidents Institute, with the New Presidents Program, remained CIC's premier event, bringing presidents of independent colleges and universities together for networking, problem-solving, and sharing of practical ideas. And the CIC/Aspen/Wye Seminars on Leadership for presidents and chief academic officers responded to expressions by campus leaders of their desire for intellectual renewal and opportunities to engage substantive scholarly issues and ideas in conversation with one another.

For chief academic officers, CIC hosted the annual Institute for Chief Academic Officers (with the Workshop for New Chief Academic Officers, and the Workshop for CAOs in their Third or Fourth Year of Service). A new Academic Leadership for the 21st Century:

program for provosts and chief academic officers to prepare for presidencies (cosponsored by the American Association of State Colleges and Universities and the American Academic Leadership Institute) helped prepare CAOs to serve in the future as effective college presidents.

For department and division chairs, CIC held several Division and Department Chair Workshops for experienced as well as new department and division chairs to assist independent colleges and universities in strengthening leadership at the departmental level.

For mid-level administrators, the new year-long Senior Leadership Academy will provide professional development for mid-level campus administrators who aspire to senior leadership positions in independent colleges or universities. The purpose of the Academy is to prepare prospective leaders to assume vice presidential positions in academic affairs, student affairs, finance, enrollment management, or advancement.

As chair of the CIC Board of Directors and a member of the Board since January 2006 I have been impressed by CIC staff's focus on and ability to move ahead with a series of new leadership development offerings. In fact, the wealth of new programs and services that have been introduced under Richard Ekman's leadership since he took the reins in 2000—and the successes in increased membership and program participation—are remarkable. Given his decade of service, the Board asked Rich to reflect on the effectiveness of CIC's programs and services in the context of its mission, which readers of this report will, I think, find quite instructive.

I look forward to working with my fellow Board members, 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



CIC, the national service association for small and mid-sized private, nonprofit colleges and universities, focuses on providing services to campus leaders as well as seminars, workshops, and other programs that assist institutions in improving their educational programs, administrative and financial performance, and institutional visibility. Membership has grown steadily over the last 20 years. Today, with 589 four-year U.S. colleges and universities, CIC includes nearly all eligible institutions. With the addition of a small number of two-year and international

institutions, 72 scholarly and educational associations, and the fortunate recent addition of 32 statewide funds, CIC now serves more than 700 institutions and organizations that deeply care about independent higher education.

Why CIC?

The principle of CIC membership is a commitment to the core characteristics of a residential liberal arts education: independent, nonprofit, relatively small size, focus on teaching and learning, live interaction between students and faculty and among students, and emphasis on underlying institutional values. These characteristics are in marked contrast to those of other types of institutions of higher education: large, state-run, deliberately neutral about values, research-oriented, and heavily reliant on large lectures or online instruction.

From CIC's perspective, what matters most is the type of learning experience provided to students who entrust their intellectual and professional futures to the faculty members of the institution. CIC's position is that differences among institutions based on admissions selectivity or affluence are differences of degree, not kind. These differences appear along a wide spectrum and, in any event, the similarities among independent colleges and universities are much more important than the differences. CIC offers a "big tent" for all institutions that are situated anywhere on this continuum, while drawing a line between institutions that offer fundamentally different learning experiences.

A growing number of comprehensive institutions—with large master's degree programs and sometimes small doctoral programs—have found that they share many of the characteristics of CIC's member base and have become active CIC members. Also, many highly selective colleges have become CIC members.

Why have so many colleges and higher education organizations decided to band together? One answer is that we increasingly live in an era of mass higher education, with nearly two-thirds of all high school graduates pursuing a course of postsecondary education. This expansion of opportunity over three decades represents a remarkable achievement by American society, but it also raises questions of equitable access, assurance of quality, and choices in national and state policy. It is not enough for a handful of institutions to offer a first-rate education. How can we assure that all those who enroll in college will receive a high-quality education?

Another answer—CIC's answer—is that there is demonstrable empirical evidence that the format of education matters; that small, teaching-oriented, independent colleges that are purposeful about their values do a better job of enrolling and graduating students than other forms of higher education, and that this is true for every characteristic of high school graduates that one might track—both excellent or middling high school grades, minority, first-generation, and low-income. Moreover, the cost of degree completion for a student is about the same at a CIC college as it is elsewhere. Importantly, the cost to the taxpayer is much lower at a CIC college or university.

Nevertheless, if small colleges are going to be regarded as more than a boutique form of higher education that serves a small percentage of the student population (approximately 8 percent of all undergraduates at present), we need to demonstrate that our model is cost effective for the present era of mass higher education. CIC tries to demonstrate how members excel in access, affordability, quality, and learning outcomes.

The *modus operandi* is to help the leaders of member institutions in their daily duties and longer-term planning, while also articulating a case for the superior effectiveness of this form of education. Our programmatic emphasis is always on the practical—whether the participating group consists of presidents, chief academic officers, librarians, faculty members, communications staff, or others. Resources to help "make the case" for independent higher education are continually being assembled and updated by CIC. Colleges and universities, by virtue of membership in CIC, act as good citizens in advancing the welfare of our sector of education and the common good. (*cont'd*)

The President's Perspective (cont'd)

CIC's Success

How should the effectiveness of a service organization be measured? CIC begins its own annual assessment with the usual metrics—including the number of members, participation levels in events, and external funds received. By these indicators, 2009–2010 was an excellent year for CIC. Membership reached an all-time high, the annual Institutes for Presidents and Chief Academic Officers again set records for participation (and continued to be the largest of any of the associations' annual gatherings of each of these senior officers), and grants and gifts from foundations and corporations also were at record highs.

A particular surprise was that the 2010 series of Workshops for Department and Division Chairs set a record for participation. These workshops are held in the spring of each year at locations around the country that are near enough to large numbers of colleges that it is feasible for several department chairs from a college to travel together by automobile to the workshop's location at relatively low expense. The registration fee is also comparatively low and, together with support from sponsors, CIC can offer the workshops on a "break-even" basis. Even so, department chairs are rarely at the top of the pecking order when making claims on a college's discretionary travel funds, especially late in the fiscal year; so it was unexpected that, in a period when college budgets were especially constrained, so many department chairs participated in the workshops.

CIC continued its practice this year of using grant support to offset costs and to price programs well below actual cost. The Presidents Institute, for example, costs twice as much per participant to organize and carry out as the registration fee covers. Generous sponsors continued to make first-rate programming possible and also to make conference participation affordable for CIC college and university participants. A similar formula was used in CIC seminars in American history and in the use of ancient Greek classics in general education in 2010, in cooperation with, respectively, the Gilder Lehrman Institute of American History and Harvard University's Center for Hellenic Studies. These programs, supported generously by Gilder Lehrman, and the Gladys Krieble Delmas

Foundation and the Center for Hellenic Studies, allowed participants to pay only for transportation to the seminar locations. The seminars themselves, books, meals, and lodging were all provided without charge.

Beyond affordability it is probably the quality and pertinence of these programs that best explain their popularity. CIC focuses on practical solutions to genuine needs. For example, a very popular CIC workshop this year, supported by The Andrew W. Mellon Foundation, on "information fluency" drew teams of deans, librarians, and faculty members who are increasingly challenged by students who have little ability to write effective term papers even in their major fields. In this new world of digitized library resources, an urgent concern, central to learning in the liberal arts, is the

ability of students to find and evaluate information. The pervasiveness of this problem in undergraduate education no doubt stimulated the many applications to the workshop. Additional workshops are planned.

As CIC has grown, several programs that could previously accommodate all who were interested have become competitive. This is not an entirely enviable situation for a membership organization. CIC's approach has been (a) to try to find funds that would allow for increased participation; and (b) always to give preference in the next round to those institutions that applied previously but could not be initially included. What CIC has never done is to significantly increase the registration fee so that a higher percentage of costs are covered by participants' fees.

The Health of Our Sector

Beyond these measures of CIC's success in 2009–2010, the more difficult way to assess the effectiveness of a national service organization is by reviewing the health of the sector it purports to serve. It will not be news to the readers of this report that private higher education is under extreme pressure. The financial equilibrium of the familiar business model for small, residential colleges is threatened on many fronts. The unprecedented number of new state and federal reporting requirements—none of which, in my opinion, are warranted by any deficiency of performance by nonprofit, independent colleges—have posed new burdens and threatened the basic principle of institutional autonomy that has been a hallmark of American higher education for decades. Institutional autonomy—shown repeatedly to be a precondition for institutional

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innovation, educational attainment, and scholarly and scientific achievement—is now in jeopardy as the heavy-handed threat of greater uniformity among institutions descends.

Even so, the independent-college sector can point to many successes during the past year, including achievements in areas that address highly publicized national priorities. In particular, CIC colleges' collective record of timely graduation of first-generation, low-income, and minority students continued to be much better than the record of public, four-year, and for-profit institutions. During 2009–2010, when more attention was placed on the role of community colleges as the institutions where increasing numbers of students begin college, we learned that transfers from community colleges to private four-year colleges have a much better chance of timely completion of their bachelor's degrees than transfers from two-year colleges to state universities. Moreover, at a time when the economy was in turmoil, many independent colleges reported record enrollments, even without increasing tuition discount rates at some institutions.

Did CIC's services contribute to the ability of private colleges and universities to cope with these challenges successfully? There is evidence that CIC's programs this year for faculty members, who were nominated by their deans with the clear expectation that the faculty member would return to campus to do something specific to strengthen the institution based on his or her new knowledge, have led to revitalization of campus programs in foreign languages, American history, classics, art history, and Middle Eastern studies. The Walmart Foundation's \$3 million grant (the largest in CIC's history) for College Success Awards enabled CIC to obtain national visibility for the role of literally hundreds of independent colleges in admitting large numbers of first-generation students and graduating them in timely fashion. And a significant grant from Lilly Endowment Inc. (\$2.4 million) enabled the launch of the Network for Vocation in Undergraduate Education. This made it possible for more than 125 institutions, some with deep commitments to the exploration of vocation, to extend and deepen programs that had been developed previously with substantial Lilly Endowment support, as well as others. Workshops for users of the Collegiate Learning Assessment, supported by the Teagle Foundation and the Carnegie Corporation of New York, helped the 57 institutions in the CIC/CLA Consortium to use data to improve teaching and learning on campus and in ways that are far ahead of many other users of assessment data. Other benchmarking tools, CIC's Key Indicators Tool and Financial Indicators Tool, have, thanks to support from TIAA-CREF and the William Randolph Hearst Foundations, helped hundreds of college leaders to deepen their understanding of institutional performance in comparison with other colleges and universities. And CIC's successful efforts to make the case to journalists for the distinctive achievements of our sector have led to increased media attention to small colleges. It has surely not been only CIC's efforts that have produced these impressive results for many private colleges, but CIC's successful programs and services for campus leaders have helped.

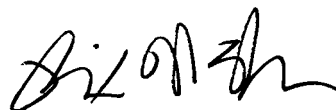
New Focus on Leadership Development

One subject on which CIC may have played a genuine leading role this year is in calling attention to the urgent need to prepare the next generation of leaders of colleges and universities. CIC's study of the career aspirations of chief academic officers, like the earlier study of college presidents, received a lot of attention in the press and was accompanied by the development of several new programs in leadership development—for aspiring presidents and for mid-level administrators who wish to consider taking on responsibilities at the dean or vice presidential level. Happily, these programs, developed in partnership with the American Academic Leadership Institute, immediately drew a great deal of interest, thus increasing the possibility that we will be able to address the potential crisis in leadership before the wave of expected retirements of presidents and provosts begins to roll in.

A dilemma for any membership organization in choosing the topics for programs and services is to find the right balance between a focus on the current priorities of members, on the one hand, and anticipating what members will need to know in the near future, on the other. CIC's staff and Board of Directors were fortunate to have anticipated emerging campus needs as new programs and services were formulated over the past ten years. CIC's active listservs also continued to serve as barometers of issues of greatest concern. This year, CIC also commissioned a survey of members through Jerold Panas, Linzy & Partners and found an extraordinarily high level of satisfaction with almost every CIC service and program. As always, we welcome suggestions regarding new directions for CIC's work and the effectiveness of current programs.

We enter 2010–2011 with the same uncertainty that we have felt at the beginning of each recent year, concerned about the effects of economic, demographic, and regulatory trends, but optimistic again this year that member colleges and universities will be able to surmount these challenges and that CIC will continue to provide its members with the programs and services that will help them to thrive in the days and years ahead.

Sincerely yours,



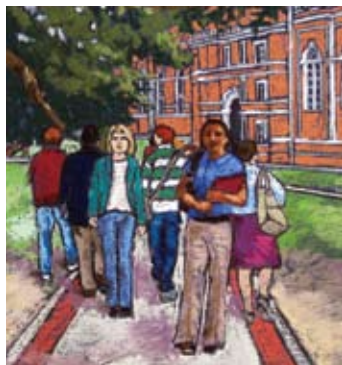
Richard Ekman
President
Council of Independent Colleges

Connecting Leaders

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. Among these programs and services are the following.

PROGRAMS FOR PRESIDENTS

Presidents Institute



CIC's 2010 Presidents Institute provided college and university presidents with new ideas, strategies to enhance leadership, and opportunities to network with colleagues leading similar institutions. Despite the continued economic recession, the Institute, held in Marco Island, FL, under the theme of "Securing a Better Future: Strategic Directions for Campus and Country," attracted record-level participation—355 member and nonmember presidents and 182 spouses—and garnered strong financial support from sponsors.

Plenary speakers included Roger W. Ferguson, Jr., president and chief executive officer of TIAA-CREF and former vice chair of the board of governors of the U.S. Federal Reserve System, who delivered the keynote address on "Leadership for the Fiscal Challenges that Face Campuses and the Country" (see box); Shirley M. Tilghman, president of Princeton University and a distinguished molecular biologist, who delivered an address on "The Future of Science Education in the Liberal Arts College"; Serge Schmemmann, editorial page editor of the *International Herald Tribune* and recipient of both a Pulitzer Prize and an Emmy, who focused his plenary remarks on "Implications of Changes in U.S. Foreign Relations for American Higher Education"; and a closing panel including Robert Shireman, deputy undersecretary, U.S. Department of Education; Sylvia Manning, president, Higher Learning Commission of the North Central Association of Colleges and Schools; Peter T. Ewell, vice president, National Center for Higher Education Management Systems; and Edwin H. Welch, president, University of Charleston (WV), who together closed the Institute with a discussion on "New Directions for Improving Higher Education Quality."

Presidential Vocation and Institutional Mission



These summer seminars and follow-up meetings assist 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 initial 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 seminars through 2014. Four additional seminar series will be offered, three for prospective presidents in 2011–2012, 2012–2013, and 2014–2015, and one for presidents in 2013–2014. In addition, Lilly is funding 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 an analytical report by CIC senior advisor William V. Frame, president emeritus of Augsburg College.

Fourteen participants in the original seminars for prospective presidents have since been appointed 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, 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



2010 PRESIDENTS INSTITUTE ADDRESS:

Leadership for the Fiscal Challenges that Face Campuses and the Country

The United States must take steps, including a renewed investment in higher education, to ensure long-term economic health, said keynote speaker **Roger Ferguson**, president and chief executive officer of TIAA-CREF.

Ferguson noted that colleges and universities have introduced or expanded a range of initiatives in response to the economic crisis, such as offering accelerated three-year programs, cutting or consolidating academic departments, increasing class sizes and teaching loads, implementing salary and hiring freezes, reducing benefits, and postponing capital projects. The issue to address now, he said, is to determine which of these initiatives should be short-lived and which are new models for the long haul. Given depleted home values and stock prices, high unemployment rates, growing state

budget deficits, and difficulties that families encounter in obtaining financial aid, Ferguson said, “we may see greater resistance to rising tuition levels and an impact on enrollments. And yet we know that the future of our economy depends on a well-educated workforce. We know we must ultimately eschew short-term fixes in favor of more sustainable models. We must ensure that individuals at every stage of life have access to higher education.”

Ferguson’s full address is available as a podcast on CIC’s 2010 Presidents Institute website at www.cic.edu/conferences_events/presidents/2010/resources.html.

affairs, California Lutheran University, to president, California Lutheran University; Michael Looney, chief academic officer, Schreiner University, to president, Pikeville College; Susan Pauly, vice president for academic affairs and dean of the college, Mount Mercy College, to president, Salem College and Academy (NC); 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, College of Notre Dame of Maryland, to president, Shepherd University; Jay K. Simmons, vice president for academic affairs and dean, LaGrange College to president, Iowa Wesleyan College; and Cynthia Zane, chief academic officer and dean of the faculty, College of Mount St. Joseph, to president, Hilbert College.

Conversation between Foundation Officers and College and University Presidents

CIC’s Foundation Conversation, which took place in New York, NY, on October 13, 2009, focused on how foundations support access to and success in higher education, especially among such underserved populations as first-generation and low-income students as well as students of color, and what college and university presidents need to understand to obtain foundation grants. Held again at TIAA-CREF headquarters, the 21st meeting in an annual series drew more than 100 presidents.

“Investing in Access and Success: Colleges and Foundations Join Forces to Educate All Students” was the theme. Jamie Merisotis, president of the Lumina Foundation for Education, gave the keynote address. Other foundation executives participating in the program included Matthew Quinn, founding executive director emeritus, Jack Kent Cooke Foundation; Eduardo Martinez, program director, UPS Foundation; Jane Zimmer Daniels, program director for Clare Boothe Luce and Higher Education Programs, and Michael Gilligan, president, Henry Luce Foundation; Barbara Gombach, project manager, National Program, Carnegie Corporation of New York; Max Marmor, president, Samuel H. Kress Foundation; Steven C. Wheatley, vice president, American Council of Learned Societies; and George Irish, vice president and Eastern director, William Randolph Hearst Foundations.

Presidential Leadership Seminar

CIC and the American Association of State Colleges and Universities invited a small number of presidents to participate in a new program on presidential leadership offered by the American Academic Leadership Institute. The July 2009 seminar, *Administrative Wisdom for Presidents: Classic Readings on Ethics, Power, and the Responsibilities of Leadership*, was moderated by John Churchill, secretary of the Phi Beta Kappa Society, in Napa, CA. Eighteen presidents participated in the seminar, including 12 from CIC institutions.

Connecting Leaders (cont'd)

Participating CIC member presidents included Dan Angel of Golden Gate University, Daan Braveman of Nazareth College (NY), Donna Carroll of Dominican University (IL), James Appleton of University of Redlands, James Douthat of Lycoming College, Nancy Gray of Hollins University, Jo Ellen Parker of Sweet Briar College, Ellen McCulloch-Lovell of Marlboro College, Alan Ray of Elmhurst College, Barbara Vacarr of Goddard College, Tim Summerlin of Schreiner University, and Caroline Whitson of Columbia College (SC).

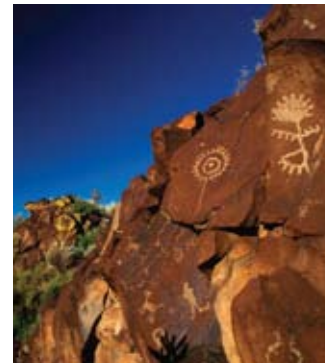
President-Trustee Dialogues

CIC continued a series of President-Trustee Dialogues with the support and cooperation of the American Academic Leadership Institute. Launched in 2003 with funding from the Henry Luce Foundation, CIC initiated the President-Trustee Dialogues to encourage frank and confidential conversations between presidents and trustee leaders. These regional meetings were designed to bring together presidents and trustees of several institutions to examine board governance, president-board relations, and institutional strategy. Besides familiar topics such as trustees' responsibilities and the board's role in planning, participants have considered topics such as best practices for board meetings, the emerging role of the committee on trustees, and developing a strategic board.

Dates and locations for the fall 2009 Dialogues included: Ursinus College (host) on October 28, 2009, with Bryn Athyn College, Carlow University, Delaware Valley College, Eastern Mennonite University, and Wesley College; and California Lutheran University (host) on November 10, 2009, with Notre Dame de Namur University.

PROGRAMS FOR CHIEF ACADEMIC OFFICERS

Institute for Chief Academic Officers



The 37th annual Institute for Chief Academic Officers drew the largest attendance of academic administrators in the history of the meeting. Held November 7–10, 2009, in Santa Fe, NM, 350 CAOs and other academic administrators participated in the meeting.

With a theme of “Focus on the Future: Finances, Faculty, and Programs,” many sessions addressed the challenge of creating and sustaining high-quality academic programs while making necessary changes to ensure the financial stability of the campus in a time of fiscal constraints. Practical sessions, the

hallmark of the CAO Institute, were led by colleagues and other experts on such topics as financial forecasting, the CAO's role in fundraising, analysis of the costs of academic programs, and trends in enrollment, strategies for growth, and student retention. Maintaining and improving the quality of academic programs in a time of tight budgets was discussed in sessions on helping first-generation students succeed in college, ensuring the future of the liberal arts, strengthening library and information technology programs, improving student learning in the arts and sciences, and developing new academic programs. To provide additional professional development for newer CAOs at the Institute, the Workshop for CAOs in their Third or Fourth Year of Service was held again as a program offering.

Plenary speakers included W. Robert Connor, president of the Teagle Foundation (see box); Sandy Baum, senior policy analyst at the College Board; and Azar Nafisi,



2009 CAO INSTITUTE ADDRESS:

When the Budget Sinks, Can Student Learning Rise?

In his keynote address, Teagle Foundation president **W. Robert Connor**, who was presented with CIC's 2009 Academic Leadership Award during the opening session, explored the common notion that budgetary difficulties mean that efforts to improve student learning must be postponed—and argued instead that CAOs can focus on changes that help the budget and student learning at the same time.

The full text of Connor's remarks is available at www.cic.edu/CAOInstitute.

author of *Reading Lolita in Tehran: A Memoir in Books* and *Things I've Been Silent About: Memories* and executive director of Cultural Conversations, Johns Hopkins University's Paul H. Nitze School of Advanced International Studies. Two panelists, Catherine R. Cook, co-founder of Miller/Cook & Associates, Inc. and John Lawlor, founder and principal of The Lawlor Group, closed the conference with a discussion on "Recruitment, Retention, and the New Economy: What Happened? What Now?"

In addition, CAO spouses attended special sessions on issues ranging from working with today's college students to entertaining campus constituents.

Academic Leadership for the 21st Century

CIC, in partnership with the American Academic Leadership Institute (AALI) and the American Association of State Colleges and Universities (AASCU), offered a new program in 2009–2010 that helps prepare CAOs to serve as effective college presidents. The year-long program focuses on aspects of institutional leadership that are often outside the CAO's purview and consists of two seminars, ongoing webinars and reading exercises, experiential programs and activities focused on specific areas of presidential responsibility, and mentoring. Twenty CAOs from CIC institutions and 21 CAOs from AASCU institutions were admitted to the program. The first seminar, which covered many of the nonacademic content areas of the president's role, took place on August 4–6, 2009; the second took place January 13–14, 2010, both in Washington, DC. AALI is underwriting a substantial portion of the expense of this initiative, which makes the program available at a relatively modest fee. The need for such a program is evident, given recent reports from search consultants about shrinking applicant pools in many presidential searches, an increase in the median age of those currently serving as presidents that will likely lead to a large number of presidential retirements in the coming years, and a decrease in the number of chief academic officers pursuing presidencies.

Participants from CIC institutions included Jeffrey Abernathy, Augustana College (IL); Lyle L. Bowlin, Southeastern University (FL); Andrea Chapdelaine, Albright College; Elizabeth Domholdt, College of St. Scholastica; Patricia H. Draves, Mount Union College; Sherilyn Emberton, Lincoln Memorial University; Ed Ericson III, John Brown University; Karen Gainey, Limestone College; Bryon Lee Grigsby, Shenandoah University; Tina S. Holland, Holy Cross College (IN); MaryAnn Janosik, Saint Joseph's College (IN); Barbara Karlin, Golden Gate University; Paul C. Koch, St. Ambrose University; Leslie Lambert, Ferrum College; Lizbeth Martin, Holy Names University; Daniel May, University of Findlay; Carol A. Scheppard, Bridgewater College; Michael Selmon, Alma College; Michael B. Sperling, Mercy College (NY); and C. Reynold Verret, Wilkes University.

Leadership for the 21st Century for Chief Academic Officers

CIC and the American Academic Leadership Institute (AALI), on the premise that deliberative reflection on power, ethics, and responsibility are essential ingredients of educational leadership in the 21st century, 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 on July 12–16, 2010, in Annapolis, MD.

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 Lutheran College; 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.

Senior Leadership Academy

CIC and the American Academic Leadership Institute (AALI) launched a year-long leadership development program for mid-level administrators in higher education who aspire to a senior leadership position at an independent college or university. The Senior Leadership Academy 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 nominated talented staff on their campuses working in the divisions of academic affairs, student affairs, finance and administration, enrollment management, and advancement who would benefit from this opportunity. Despite the relatively short turnaround time following the announcement, 95 nominations were received and 41 participants were selected. A major goal of the Academy is to help participants develop an understanding of the broader context within which their own institution operates and perspectives beyond their current department or division. The program consists of seminars, readings and case studies on college and university leadership, experiential activities developed by the participants, and mentoring by the nominator and program director, Ann Die Hasselmo, president of AALI and president emerita of Hendrix College.

Connecting Leaders (cont'd)

OTHER PROGRAMS FOR CAMPUS LEADERS AND FACULTY MEMBERS

CIC/Aspen/Wye Seminars on Leadership

CIC, in collaboration with the Aspen Institute, offers a seminar for presidents and a separate seminar for chief academic officers on leadership. The program responds 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 another. The seminar for CAOs was held following the CIC Institute for Chief Academic Officers in Santa Fe, NM, on November 10–11, 2009. The seminar for presidents took place following the 2010 Presidents Institute in Marco Island, FL, on January 7, 2010. Participants had an 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. The discussions were guided 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 for over 30 years.

For the CAO seminar, participating institutions included Albion College, Columbia College (SC), Concordia University Texas, Dominican University (IL), Ferrum College, Illinois Wesleyan University, John Brown University, Naropa University, Our Lady of the Lake College (LA), and Trine University.

For the presidents' seminar, participating institutions included American University of Sharjah, Bellarmine University, Carlow University, Charleston Southern University, College of Saint Mary (NE), Dominican College (NY), Ithaca College, Johnson C. Smith University, Lasell College, Morehouse College, Our Lady of the Lake College (LA), Rollins College, Salem College (NC), Simmons College, Stevenson University, Wesley College (DE), Wheelock College, and Wisconsin Foundation for Independent Colleges.

Department/Division Chair Workshops



A record number of department and division chairs participated in CIC's 2010 Department and Division Chair Workshops, held in Raleigh, NC (April 8–10); Cincinnati, OH (May 25–27); St. Paul, MN (June 2–4); and San Francisco, CA (June 8–10). "Managing Multiple Roles and Responsibilities" was the theme of the ninth annual series of workshops, which explored the role of division and department chairs

in promoting their departments both internally and externally and provided chairs with tools for managing key aspects of their work. Sessions focused on effective program review, using data to set curricular directions, conflict management, managing the hiring process, working with underperforming faculty members, and best practices in faculty evaluation, retention of students, the roles of the chair, and working with the chief academic officer.

Millennium Leadership Initiative

CIC was a cosponsor of the American Association of State Colleges and Universities' 2010 Millennium Leadership Initiative (MLI) program. MLI, which is in its eleventh 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 2010 class was nominated by a CIC institution and accepted to the program: Benjamin Akande, dean, George Herbert Walker School of Business and Technology and professor of business and management, Webster University. Antoine Garibaldi, president, Gannon University, serves on the MLI advisory board.

Helping Spouses of Presidents and Chief Academic Officers

CIC provides special programming for spouses of presidents and chief academic officers at its two annual Institutes. More than 180 spouses participated in CIC's 2010 Presidents Institute.

Symposium on the Future of the Liberal Arts

CIC began planning a national symposium to be held March 29, 2011, on the value and future of the liberal arts. The plan originated following a 2009 Institute for Chief Academic Officers plenary presentation and seminar conducted on this topic by Azar Nafisi, executive director of Cultural Conversations, Johns Hopkins University's Paul H. Nitze School of Advanced International Studies (SAIS) and an accomplished author. The goal of the symposium is to explore further Nafisi's thesis that the future of liberal arts is closely tied to the future of democracy in a free society and to revivify these fields of study on college and university campuses. The symposium is supported by generous funding from the Carnegie Corporation of New York and the Henry Luce Foundation and will take place at the SAIS campus in Washington, DC. Participants will include representatives of colleges and universities, public libraries, research libraries, state associations of colleges, state humanities councils, government agency representatives and politicians, and authors.

Promoting High-Quality Education

CIC supports practical, sustainable, and cost-effective ways to raise the quality of education. CIC's variety of initiatives and programs help foster campus programs for first-generation college and university students; bring distinguished visiting fellows to campuses; explore vocation in undergraduate education; assist in language learning; support graduate studies; strengthen libraries and learning spaces; improve teaching and research in critical fields of study; serve campus leaders in addressing student learning; provide professional development opportunities; and connect campuses with communities.

FOSTERING CAMPUS PROGRAMS FOR FIRST-GENERATION COLLEGE AND UNIVERSITY STUDENTS

Walmart College Success Awards

CIC announced in May 2010 the second cohort of winners of the Walmart College Success Awards. Through the awards program, 30 CIC member colleges and universities, selected through a competitive application process, received substantial grants to help strengthen exemplary programs that support the education of first-generation students. The newly selected 30 institutions (see box) and the 20 initial College Success Award recipients (selected in June 2008) will work together as a network to assist first generation college students, learn from one another, and serve as models for other colleges and universities. This will be accomplished through a three-day conference in 2011 and through online networking. Funding will also 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.

CIC received a grant of \$3 million (the largest in CIC history) from the Walmart Foundation in 2009 to support the second cohort of award recipients. Twenty CIC member institutions with programs that show 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.

The initial cohort of institutions has been conducting campus programs with the earlier round of funding and sent three-person teams to a meeting in July 2009 where they shared their successes and challenges and learned from a small group of experts.



WALMART COLLEGE SUCCESS AWARDS WINNERS

Twenty \$100,000 Award Winners

Alma College (MI)
Alverno College (WI)
Berea College (KY)
Catawba College (NC)
Clark Atlanta University (GA)
College of Notre Dame of Maryland
DePaul University (IL)
Elizabethtown College (PA)
Franklin College (IN)
Guilford College (NC)

Lynchburg College (VA)
Mars Hill College (NC)
Mercyhurst College (PA)
Mills College (CA)
Notre Dame de Namur University (CA)
Rosemont College (PA)
Stetson University (FL)
Stevenson University (MD)
Thomas College (ME)
University of St. Francis (IL)

Ten \$50,000 Award Winners

Cardinal Stritch University (WI)
Chaminade University of Honolulu (HI)
Defiance College (OH)
Emmanuel College (MA)
Eureka College (IL)
Heritage University (WA)
McKendree University (IL)
Saint Augustine's College (NC)
Wabash College (IN)
Woodbury University (CA)

Promoting High-Quality Education (cont'd)

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 third year of operation under CIC, the Fellows program continues to bring high-quality academic programming to campuses nationwide. In the 2009–2010 academic year, 66 Woodrow Wilson Fellows visited 60 campuses across the country. More than 75 visits have already been confirmed for 2010–2011.

Among the visits were Woodrow Wilson Visiting Fellow Antony Cortese, president and co-founder of Second Nature, co-organizer of the American College & University Presidents Climate Commitment, visiting Goucher College in March 2010. Nicholas Brown, director of The Sarah T. Hughes Field Politics Center at Goucher called Cortese's visit one of the most successful speaker events of his 13-year career, remarking that

"I don't think I've ever brought a speaker to campus who engaged both students and faculty more effectively than Tony." Fellow Eleanor Clift, *Newsweek* contributor and McLaughlin group panelist, visited Augustana College (IL) during one of the first weeks students were on campus in the fall of 2009. Campus coordinator Ellen Hay called the visit the "highlight of the fall" for the campus. Augustana rounded out the academic year with a second Woodrow Wilson Visiting Fellow, Kathleen Kennedy Townsend, former Lieutenant Governor of Maryland, in the spring semester. Townsend also visited Saint Mary's College (CA) in January.

CIC continues to expand the roster of Woodrow Wilson Visiting Fellows with experts in environmental science and policy, Asian and Middle Eastern affairs, and talented artists. Currently, the roster includes more than 125 renowned professionals; seven were added in 2009–2010 (see box).

EXPLORING VOCATION IN UNDERGRADUATE EDUCATION

Network for Vocation in Undergraduate Education (NetVUE)



The launch of CIC's new Network for Vocation in Undergraduate Education (NetVUE) in fall 2009 has attracted many colleges and universities. More than 125 independent colleges and universities had joined NetVUE, far surpassing the membership goal set for the first year.

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 will deepen vocational exploration by their students. Colleges and universities that

have well established programs in the theological exploration of vocation can disseminate the results of their work through this network and find ways to mentor other 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, several regional gatherings and multi-institutional conferences hosted by NetVUE member campuses were held in fall 2010 and a national NetVUE Conference will be held March 10–12, 2011, with the theme of "Deepening the Theological Exploration of Vocation."

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



NEW WOODROW WILSON VISITING FELLOWS (2009–2010)

(left to right) **Sherwood Boehlert**, former Congressperson representing New York State, chair of the Bipartisan Policy Center, environmental policy maker; **Wendy Chamberlin**, president of the Middle East Institute, former U.S. ambassador to Pakistan and Laos, former U.N. high commissioner; **Mark Harris**, journalist, environmentalist, expert in green burial practices; **Stephen Lang**, Tony Award winner; theatre, film, and television actor; writer; **Susan Shaw**, scientist, author, activist; **John Whitman**, international businessman and consultant; and **Richard Wood**, specialist in Japanese religion and philosophy

ASSISTING IN LANGUAGE LEARNING

Network for Effective Language Learning (NELL)

For the past three years, the Network has helped colleges and universities explore innovative approaches to language learning—enabling institutions to investigate ways to invigorate their current foreign language program as well as offer new languages. The three-year program, which started in 2007, has included eight to ten participating institutions and consortia each year. Teams from selected institutions have attended a summer meeting, engaged in an ongoing eCommunity throughout the academic year in which problems and best practices are discussed, and hosted on-site campus visits by facilitators. Ten institutions and one consortium participated in the final summer meeting in July 2009 at Endicott College, participated in the online eCommunity, and hosted facilitators on their campuses during the 2009–2010 academic year.

The 2009–2010 Network included Appalachian College Association, Alverno College, Benedictine University (IL), Burlington College/Southern Vermont College, Daemen College, Endicott College, Loras College, Marlboro College, Mount Union College, and Prescott College.

NELL has been made possible by the generous support of the W.M. Keck Foundation. With the remaining funds, CIC will offer a two-day conference March 31–April 2, 2011, in Little Rock, AR. The “Conference on Teaching World Languages: Strategies for Success” will provide institutions with practical solutions to revitalizing language instruction on their campuses.

SUPPORTING GRADUATE STUDIES

American Graduate Fellowships



This program has provided fellowships for doctoral study in the humanities to graduates of small, lesser-known colleges who are admitted to the PhD programs of some of the most selective research universities. Two fellowships of \$50,000 have been awarded each year (renewable for a second year) for three years. Eligible fields of study are history, philosophy, literature and languages, and the fine arts (not including studio art or performance). Eligible undergraduate institutions are private institutions in the

Carnegie Classification categories of BA Liberal Arts, BA General, MA I, and MA II, with preference given to those that enroll fewer than 3,000 undergraduates. For the 2008–2009 competition, CIC received 54 applications; 12 finalists were selected; and two winners were named. Because of the decline in value of the invested funds that support the program, a competition was not held during the 2009–2010 academic year but has been reinstated for the 2010–2011 academic year, the final year of the program.

The American Graduate Fellowships are funded by the Wichita Falls Area Community Foundation of Wichita Falls, TX. The 23 graduate universities where scholarships may be used for study include: (in the United States) Brown University, Columbia University, Cornell University, Duke University, Emory University, Georgetown University, Harvard University, Johns Hopkins University, New York University, Northwestern University, Princeton University, Rice University, Stanford University, University of Chicago, University of Pennsylvania, Washington University in St. Louis, and Yale University; and (in Great Britain and Ireland) University of Cambridge, University of Oxford, King’s College London, University College London, University of Edinburgh, and Trinity College Dublin.

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. Gordon Nicolas

Courtney of Loyola University New Orleans and Lindsay Brainard of the College of Wooster are the 2010 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. A meeting of previous winners of the scholarship took place in December 2009.

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 offered the first of four new workshops on Information Fluency in the Disciplines in March 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, the Association of College and Research Libraries, and the Council on Library and Information Resources.

Promoting High-Quality Education (cont'd)

The first workshop focused on literature and was held in New Orleans, LA, March 4–6, 2010. Participants included teams of faculty members, librarians, and chief academic officers. CIC received 77 applications and 23 institutions were selected: Belmont Abbey College, Central Methodist University, Clarke College, College of St. Scholastica, Concordia College (MN), Forman Christian College, Georgian Court University, Grand View University, Hope College, John Carroll University, Lindsey Wilson College, Lourdes College, Mary Baldwin College, Mount Mary College (WI), Nazareth College, Paine College, Pikeville College, Presbyterian College, Saint Mary's University of Minnesota, Samford University, Seton Hill University, Southwestern Adventist University, and William Woods University. Because of the large interest in the first workshop, CIC will offer a second workshop in literature and a workshop in history in 2011.

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 fifth in a series of seminars on Ancient Greece in the Modern College Classroom in August 2010. Interest in the program remained high—22 participants were selected for participation from 95 nominations. This program of seminars strengthens 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 faculty members an opportunity to examine “Herodotus’ *Histories* as Literature.” Although the *Histories* are mostly understood as part of a textual or written tradition, participants discussed new areas of research that showed how Herodotus worked within a public performative tradition as well. Participants also had the opportunity to exchange ideas on how to use these texts in their courses and to enrich the general education programs of their institutions.

Participants included faculty members from Albright College, American University of Sharjah, Bethany College (WV), Brevard College, Cabrini College, Capital University, Carroll College (MT), Elizabethtown College, Eureka College, Georgetown College, Grove City College, Hiram College, LaGrange College, Manhattanville College, Morningside College, Oglethorpe University, Saint Mary's University of Minnesota, Samford University, St. John's College (MD), St. John's University/College of St. Benedict, University of Saint Francis, and Ursinus College.

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 2010, for the ninth year, a seminar for faculty members. The United Negro College Fund was a cosponsor as it was in 2008 and 2009. In response to the enormous continued interest in the *Slave Narratives* topic, this topic was offered again in June 2010. The seminar was open to faculty members in history, English, and related fields. CIC received 111 nominations, and 28 faculty members were selected to participate. As in previous years, the seminar was directed by David W. 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. Participants examined both antebellum and postbellum narratives in considerable depth. The seminar 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.

2010 GILDER LEHRMAN INSTITUTE SEMINAR PARTICIPANTS

American College of Greece	Morehouse College
Bethune-Cookman University	Oakwood University
Carroll College (MT)	Ohio Wesleyan University
Centenary College of Louisiana	St. Lawrence University
Concordia University Wisconsin	St. Thomas Aquinas College
Geneva College	Texas Wesleyan University
Immaculata University	University of Findlay
Juniata College	University of Puget Sound
Livingstone College	University of St. Thomas (MN)
Malone University	Virginia Union University
Manhattanville College	Virginia Wesleyan College
Mary Baldwin College	Voorhees College
Marymount Manhattan College	Wagner College
McKendree University	Waynesburg College

Teaching Pre-modern European Art in Context



In 2010, CIC offered a new program, supported by the Samuel H. Kress Foundation, 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, AL, in July 2010 focused on 14th and 15th century Italian painting. Nineteen participants were selected from 64 nominations for the seminar. Participants included Alverno College, Assumption College, Bethel College (KS), Blackburn College, Brenau College, Bridgewater College, Chatham University, Christian Brothers University, Clarke College, Eckerd College, Elizabethtown College, Endicott College, Huston-Tillotson University, Lyon College, McDaniel College, Millikin University, St. Ambrose University, Keystone College, and University of Dallas.

The second seminar will take place at the High Museum in Atlanta, GA, in summer 2011, focusing on themes in Renaissance through 19th century art, with an emphasis on the Italian Renaissance. The third seminar will be held at the Allen Memorial Art Museum at Oberlin College in Oberlin, OH, in 2012.

Teaching About Islam and Middle Eastern Culture Seminar

This seminar was offered by CIC again in 2010 and built on programming provided in earlier years (2004–2007). Cosponsored by CIC and the Council of American Overseas Research Centers (CAORC), with support from the U.S. Department of State and the Carnegie Corporation of New York, the seminar was held at the American Center for Oriental Research in Amman, Jordan, January 3–19, 2010. The seminar provided an opportunity for 12 full-time faculty members to learn more about the Middle East at a time when knowledge and teaching about the region are more important than ever. Because most colleges do not have experts in these fields on their faculties, the seminar was open to non-experts with the expectation that they will share new insights and knowledge gained at the seminar when they return to their home institutions through revised or new courses and other campus and community activities. Participants received grants from the Carnegie Corporation of New York to support these follow-up activities. CIC received 68 applications and 12 faculty members were selected to participate.

Participants were from Blackburn College, College of Mount St. Joseph, College of St. Scholastica, Huston-Tillotson University, Jamestown College, Marymount



CIC/CAORC seminar participants meet with HRH Prince El Hassan bin Talal (*center*) in Amman.

Credit: Photo courtesy of ACOR

Manhattan College, McDaniel College, Mount St. Mary's College (CA), Nebraska Wesleyan University, University of Great Falls, University of Scranton, and Westminster College (MO).

Engaging Communities and Campuses


CIC operates a web-based Effective Practices Exchange that includes descriptions of 54 institutional community-campus partnerships. The Exchange can be accessed at www.cic.edu/projects_services/epe/ and was created by CIC in 2004 as the culminating project in a multi-year initiative to improve student learning and to meet community needs. In its sixth year of operation, the Exchange continues to receive steady web traffic.

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-oriented, residential, private, nonprofit liberal arts colleges and universities.

INCREASED ACTIVITY WITH THE NATIONAL MEDIA

College Media Conference for College PR Directors

The logo for the College Media Conference 2010 is a circular orange graphic. The text "College Media CONFERENCE" is written in white, with "CONFERENCE" in a smaller font. Below it, the year "2010" is written in a large, white, stylized font.

The 2010 College Media Conference, “How to Negotiate the Changing Media Landscape,” was held June 23–25 in Baltimore, MD, and was hosted by CIC and the American Association of State Colleges and Universities. The annual conference, now in its 24th year, assembled many of the nation’s leading higher education media representatives and attracted more than 240 participants, including nearly 200 communications officers from public and private, large and small colleges and universities in 36 states as well as Iraq and Honduras. The event featured reporters and editors from *The New York Times*, National Public Radio, *NBC Today Show*, *Washington Post*, CNN Network Booking, *ABC World News*, *U.S. News & World Report*, *USA Today*, *Newsday*, *Wired*, *Learning Matters*, and WBAL-TV, Baltimore. A new feature of the conference—a set of concurrent sessions titled “Meet the (Higher Ed) Press”—featured in-depth discussions with several reporters and editors from the two major higher education publications, *The Chronicle of Higher Education* (ten journalists) and *Inside Higher Ed* (three journalists).

Articles, Op-eds, and Media Meetings

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 exposure for CIC and coverage of CIC conferences, programs, and services, but CIC 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. In 2009–2010 CIC staff members met with higher education reporters and editors from *The New York Times*, *The Chronicle of Higher Education*, *Inside Higher Ed*, *Washington Post*, *Newsweek*, *Bloomberg*, and National Public Radio.

In addition, a collaboration between CIC and *University Business* continued to provide an excellent opportunity to shine the spotlight on issues of importance to independent

higher education in the magazine. Over the course of 2009–2010, CIC President Richard Ekman and CIC member presidents authored a series of columns for *University Business* that were published under the section heading of “Independent Outlook.” Topics included: “Institutional Strength from CAO/CFO Partnerships” by College of Saint Benedict President MaryAnn Baenninger (October), “Pursuing Needless Innovations” by Ekman (February), “Auxiliary Enterprises: Asset or Albatross?” by Wells College President Lisa Marsh Ryerson (April), and “The Odd Couple: University and Business” by Kenyon College President Georgia Nugent (June).

National Public Radio interviewed Ekman for a piece that aired on Marketplace Report on February 8, “Education Crisis Helps Private Colleges.” The interview featured Notre Dame de Namur University, St. Bonaventure University, Hastings College, and Holy Names University.

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

- **Inside Higher Ed**—CIC’s college presidency career patterns study was featured on the *Inside Higher Ed* website in “Presidential Career Paths,” (July 2009), and CIC was cited in “Dodging the Bullet” on private college enrollments (July 2009) and “Higher Ed Groups in Survival Mode” (July 2009). *Inside Higher Ed* reporters also covered the 2010 Presidents Institute and wrote “Rethinking Science Education” and “New Realities” (January 2010), and interviewed Ekman about CIC’s Network for Effective Language Learning in “Outsourcing Language Learning” (January 2010).
- **The Chronicle of Higher Education**—A *Chronicle* blog cited the release of CIC’s presidential career paths study (July 2009). An opinion piece by presidential spouse Judith Gardner Ainlay of Union College, “Spouses of Presidents Get a Job They Didn’t Apply For,” mentioned CIC’s Spouses Program (August 2009), and Ekman was quoted in “Private Colleges are Breathing Easier This Fall, Said President of Council” (August 2009). Coverage of the 2009 CAO Institute included “A Defender of the Liberal Arts Contemplates Their Changing Role” and “Despite Success of Some Programs, 3-Year Degrees Draw Skepticism at Meeting” (November 2009). Ekman was also quoted in “Turnaround President

Makes the Most of His College's Small Size" (November 2009). The *Chronicle* also covered sessions at the 2010 Presidents Institute: "Small-College Presidents Hear Tips on Building a Leadership Team" and "As Recession Persists, Fall 2010 Will Be the 'Hard One,' College Presidents Say" (January 2010).

- A lengthy series of articles ran in the *Chronicle* on CIC's Walmart College Success Awards (CSA) program (February 2010), and Ekman was quoted in "In Academic Culture, Mental-Health Problems Are Hard to Recognize and Hard to Treat" and "Investor Groups May Be Nonprofit Colleges' Next Saviors" (February 2010). "Independent-College Groups Pledge to Improve Access and Completion," (February 2010) highlighted the NAICU/CIC "Building Blocks to 2020" campaign to identify promising practices and promote the success of private colleges and universities in recruiting and graduating first-generation and other at-risk students.
- **The John William Pope Center for Higher Education Policy**—Ekman was quoted in "On the Brink of Disaster?" about college closures (August 2010).
- **Hispanic Outlook** highlighted an interview of Ekman discussing "How Is the Economy Affecting Private College Enrollments?" (January 2010).
- Other coverage included stories in *The Contra Costa Times* and *Mercury News* (CA) about CIC Woodrow Wilson Visiting Fellow Kathleen Kennedy Townsend visiting Saint Mary's College (January 2010); a *University Business* piece by Arthur F. Kirk, president of Saint Leo University, on the capacity of CIC institutions to offer online education (February 2010); an article in NACUBO's *Business Officer* magazine, "Reversal of Misfortune," that highlighted how CIC's FIT and KIT are used to target long-term financial goals (February 2010); "Paths to the Presidency" in *University Business* that cited CIC's study on the subject (March 2010); and "Taking Teaching to (Performance) Task: Linking Pedagogical and Assessment Practices" in *Change* magazine that described work being done by members of CIC's Collegiate Learning Assessment Consortium (March/April 2010).

DOCUMENTATION OF THE INDEPENDENT SECTOR OF HIGHER EDUCATION

Making the Case Website

CIC's Making the Case website (www.cic.edu/makingthecase) is the 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.

CIC periodically disseminates compelling 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 intermittently 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 continued to receive thousands of visitors during 2009–2010, with significant activity in the Key Messages and Data section. The site 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 has been 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) continues to receive steady traffic and stimulates college officials to take action to preserve important campus buildings and landscapes. The website 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 950 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 is supported by two generous grants from the Getty Foundation.

STRENGTHENING THE NATIONAL VOICE FOR INDEPENDENT HIGHER EDUCATION

The recent merger of CIC and the Foundation for Independent Higher Education (FIHE) will further strengthen the private sector of higher education. FIHE, through its 32 State Fund Members, helps the states to secure financial resources in support of America's independent colleges and universities and their students; develops collaborative programs within its network and with other organizations; and, together with its members, is a significant voice of independent higher education to corporate and philanthropic communities.

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 been a national leader in assessment and accountability efforts in the following ways:

Collegiate Learning Assessment Consortium

Continued funding from the Teagle Foundation is enabling 47 colleges and universities to develop more comprehensive assessment strategies using the Collegiate Learning Assessment (CLA) during the third phase of the Consortium. A newly awarded grant from the Carnegie Corporation of New York, supporting *Creating Pathways to Educational and Economic Opportunity in Urban Colleges and Universities*, has made possible the creation of 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 sixth summer meeting of the Consortium was held August 1–3, 2010, in Jersey City, NJ, with three- and four-person teams from 56 member institutions 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 Notre Dame of Maryland, College of Saint Benedict/Saint John’s University,

College of St. Scholastica, Dominican University (IL), Drake University, Franklin Pierce University, Hastings College, Hilbert College, Indiana Wesleyan University, Illinois College, Jamestown College, John Carroll University, Juniata College, LaGrange College, Lynchburg College, Loyola University New Orleans, Marian University of Fond du Lac, Morningside College, Nebraska Wesleyan 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, 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.

2010–2012 *Pathways* Project participants 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 85 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 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. In addition, CIC President Richard Ekman speaks and writes about assessment and accountability issues in the national media through columns, opinion pieces, and letters to the editor, and he is frequently quoted in news articles on this topic.

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)

A seventh edition of the Key Indicators Tool, providing comparative benchmarking data on 20 measures of institutional performance and customized for each institution, was made available to all member presidents in October 2010. 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 support from the William Randolph Hearst Foundations, preparation and distribution of the 2010 report were supported by TIAA-CREF and made available to CIC member presidents without charge as a benefit of membership.

Financial Indicators Tool (FIT)

CIC's fourth annual Financial Indicators Tool (FIT) was released in July 2010. 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 is designed to provide 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. In March, CIC and NACUBO presented a webcast, "Helping Small Colleges Weather Turbulent Times," that offered presidents and chief financial officers strategies for using the FIT. Developed by CIC with support from the William Randolph Hearst Foundations, the preparation and distribution of the 2010 FIT report was 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 to augment the KIT and FIT. 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 and assistance in selecting comparison groups. 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.

Study of Chief Academic Officers



CIC published *A Study of Chief Academic Officers of Independent Colleges and Universities* in July 2010, the first comprehensive examination of the characteristics, responsibilities, and career trajectories of chief academic officers of the nation's small and mid-sized private, nonprofit colleges and universities. Among the noteworthy findings of this study:

- 96 percent of chief academic officers of CIC member colleges and universities report high levels of satisfaction in their positions;
- paradoxically, they have served on average only 4.3 years in their current CAO positions, half the average tenure of CIC presidents; and
- fewer than one in four CIC CAOs say that they plan to seek a college presidency, a rate lower than CAOs serving in other types of institutions.

Using data from a 2008 survey conducted by the American Council on Education, CIC analyzed responses from 1,140 chief academic officers, including 358 from CIC member colleges and universities. Comparisons were made with CAOs serving in other types of institutions, including public and private research universities, state-supported baccalaureate and master's level institutions, and community colleges. The full report is available on CIC's website at www.cic.edu/CAOReport.

Collaborating to Strengthen Programs

Through collaboration among private colleges and universities and by partnering with other organizations, CIC offers new 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.” AALI funded projects in 2009–2010 to support leadership development activities by CIC. AALI board members have included Antoine Garibaldi, president, Gannon University; George Martin, president, St. Edward’s University; Jeanne Neff, then-president, Sage Colleges; and the late John Strassburger, then-president, Ursinus College.

Leadership through New Communities of Knowledge Workshops

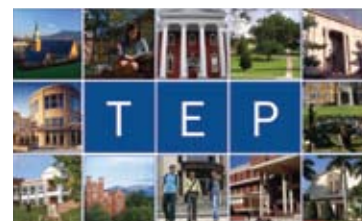
CIC has partnered with the Council on Library and Information Resources (CLIR) to offer professional development opportunities for library staff at CIC institutions on topics such as understanding student research behavior, managing digital assets, and restructuring work within the library. Subsidies 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 will participate in a follow-up session in 2011. In addition, 20 applicants participated in the first Work Restructuring in the Library workshop held at Rollins College (July 7–8, 2010). 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 the American University of Central Asia (Kyrgyzstan), Cornell College (IA), Ferrum College, Hope College, Kenyon College, Meredith College, Misericordia University, Ottawa University, Seattle Pacific University, Sewanee: The University of the South, Washington & Jefferson College, and Wilmington College.

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, Pikeville College, Sacred Heart University, Saint Joseph’s College of Maine, Virginia Wesleyan College, West Virginia Wesleyan College, and Woodruff Library/Atlanta University Center.

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—family members of full-time employees at other CIC institutions. Of CIC’s nearly 600 four-year member institutions, 374 are now participating in CIC-TEP, making it one of the largest national tuition exchange programs of private, four-year colleges and universities.

SHARING INFORMATION ON CRITICAL ISSUES

Voter Registration Initiative

CIC, in cooperation with American Academic Leadership Institute, National Association of Independent Colleges and Universities, and American Association of State Colleges and Universities, supported the 2009 “Your Voice, Your Vote” project, a nonpartisan, nationwide campaign to engage college students in the electoral process.

2010 CIC/NEW YORK TIMES PARTNER INSTITUTIONS

Allegheny College	Erskine College	Morehouse College	St. Andrews Presbyterian College
Alma College	George Fox University	Mount Holyoke College	St. Bonaventure University
Augsburg College	Gettysburg College	Neumann University	St. Lawrence University
Baldwin-Wallace College	Goucher College	Oberlin College	St. Norbert College
Bellarmino University	Hampshire College	Oklahoma City University	Stonehill College
Benedictine College (KS)	Hartwick College	Olivet College	Susquehanna University
Bennington College	Heidelberg University	Pace University	Swarthmore College
Berry College	Heritage University	Point Loma Nazarene University	Tiffin University
Birmingham-Southern College	Hilbert College	Roanoke College	University of Puget Sound
Capital University	Hiram College	Rollins College	Utica College
Central College	Ithaca College	Sage Colleges	Wabash College
Champlain College	John Carroll University	Saint Anselm College	Wagner College
College of Mount Saint Vincent	Juniata College	Saint Francis University	Washington & Jefferson College
College of Saint Rose	Kalamazoo College	Saint John's University	Wesley College
College of Wooster	Kenyon College	Saint Leo University	Westminster College (PA)
Columbia College Chicago	Lebanon Valley College	Seattle Pacific University	Westminster College (UT)
Drake University	Linfield College	Sewanee: The University of the South	Widener University
Duquesne University	Loyola University in Maryland	Siena College	Willamette University
Earlham College	Mercyhurst College	Spelman College	
Edgewood College	Millsaps College	St. Ambrose University	

ENCOURAGING STUDENT JOURNALISTS

CIC/New York Times Partnership in Education

The *New York Times* Student News Editors Workshop in April 2010 was attended by 34 students from 16 CIC member institutions. At this annual meeting, which has drawn significant numbers of students from colleges across the country in recent years, 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, which was launched in 2003, includes 78 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.

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, including:

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 use and share CLA results to improve teaching and learning.

Teacher Education Accreditation Council (TEAC)

CIC was instrumental in the founding of TEAC a decade ago and has supported TEAC ever since; for example, its Washington, DC, office is located in CIC's suite. With active support from CIC, both the Council for Higher Education Accreditation (CHEA) 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 the presidential associations to all presidents of higher education institutions that urged them to seek accreditation from one of the two existing organizations—TEAC and NCATE. Recently, without CIC involvement, the boards and staff of TEAC and NCATE have decided to work closely together and to create a new organization, the Council for the Accreditation of Educator Preparation (CAEP).

Student Aid Alliance

CIC continues to work with NAICU, ACE, 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 second year, CIC announced a program run by World Learning, Inc. The program 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. World Learning provides partial tuition and fees and the full cost of room, board, books, and health insurance. Eleven CIC member institutions were selected as hosts for students in 2009–2010: Endicott College; Goucher College; Juniata College; Maryville College; Nazareth College; North Central College; Ohio Dominican University; Shenandoah University; University of New England; Utica College; and Wilkes University.

2009–2010 CIC Awardees

CIC Award for Philanthropy (Organization)



The Bernard McDonough Foundation's significant contributions and service to independent colleges and universities includes support for a wide array of liberal arts colleges as well as for the West Virginia Independent Colleges and Universities association. Bernard P. McDonough, the foundation's benefactor, believed that education was absolutely essential for success and he dedicated his wealth

accordingly. In the past quarter century, the McDonough Foundation has awarded more than \$4 million to independent institutions of higher education in West Virginia and another \$5 million to colleges and universities in other states. The foundation also provided funding for various projects at Wheeling Jesuit University, Marietta College, Ohio Valley University, and University of Charleston. In recent years the Foundation has supported Alderson-Broadus, Berea, Birmingham-Southern, Cumberland, Davis & Elkins, and Thiel Colleges, and Gannon University. In addition, the foundation provided funding for more than 50 student scholarships in 2009 and has donated scholarship funds annually since 1982 for each of West Virginia's nine private colleges.

CIC Award for Philanthropy (Individual)



William T. Young, Jr. and Barbara Smith Young have provided exemplary philanthropic service and support to Sweet Briar College and Transylvania University as well as a host of other nonprofit institutions, health care organizations, and historic preservation causes. Bill Young is president of W.T. Young, LLC, parent company of W.T. Young Storage Company, a commercial warehousing and real

estate development firm. He joined Transylvania University's board of trustees in 1983 and was elected chair in 2000. Under his tenure, the endowment grew to \$145 million, and two years ago Transylvania was recognized as being in the top 10 nationally for total return on endowment investment. Barbara Smith Young is a 1971 history graduate of Sweet Briar College, where she serves as vice chair of the board of directors and was

chair of the committee on development, shepherding a \$112 million "Campaign for Her World" that finished \$9 million above goal. The campaign attracted an 87 percent alumnae participation rate.

Chief Academic Officer Award



Jane T. Jakoubek, vice president for academic affairs and dean of the faculty at Monmouth College, was awarded the 2009 CIC Chief Academic Officer Award in recognition of her contributions to colleagues at private colleges and universities. Jakoubek has been instrumental in preparing new chief academic officers for their work through her service to the CIC New Chief Academic Officers Workshop and her work as a mentor. She has helped strengthen private institutions throughout the country by her leadership of CIC Department Chair Workshops. She

has made presentations on academic and administrative topics to the Annapolis Group Deans meeting, the Associated Colleges of the Midwest, the American Conference of Academic Deans, the Center of Inquiry in the Liberal Arts, and the CIC Institute for Chief Academic Officers.

Award for Academic Leadership



W. Robert Connor is now-former president of the Teagle Foundation, which has had a long-standing commitment to higher education and provides leadership for liberal education. Under his direction, the foundation has focused its programs on improving student learning in the liberal arts and sciences. His belief that such learning can—and must—be brought to a much higher level is reflected in the foundation's grant initiatives: outcomes and assessment, fresh thinking, big questions, and an innovative program connecting community service organizations in New York

City to private colleges and universities in the area.

2009–2010 CIC Awardees (cont'd)

Award for Academic Excellence



Jeanne L. Narum has made significant contributions throughout her career to strengthening undergraduate education and to building and sustaining strong undergraduate programs in the fields of science, technology, engineering, and mathematics. She is the founding director of Project Kaleidoscope (PKAL). Since 1991, 6,500 individuals from more than 1,400 campuses have participated in one or more PKAL activity. As director of the Independent Colleges Office since 1988, she is responsible for monitoring federal programs and policies that have an

impact on the capacity of liberal arts colleges to be competitive in the search for federal grants that support faculty research and programmatic and institutional development.

CIC Award for Distinguished Service



Mary Ann Rehnke was honored for 23 years of service to private college and university leaders at the Council of Independent Colleges. Rehnke retired as vice president for programs in September 2009. She served on the CIC staff since 1986 with primary responsibility for planning the Institute for Chief Academic Officers, the New CAO Workshop, the Spouses Programs for the CAO and Presidents Institutes, and the Department/Division Chairs Workshops. Earlier in her career at CIC, she developed regional workshops on teaching and learning issues for

faculty members, directed National Institutes which brought faculty members and administrators together to address significant issues that involved numerous campus leaders in such topics as service learning, and served as the leader of the Transformation of the College Library project.

RECOGNITION FOR CONSECUTIVE YEARS OF SPONSORSHIP

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

SUNGARD®
HIGHER EDUCATION



KALUDIS consulting

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

RPA.inc.

Two organizations were recognized for their sponsorship of the Institute for Chief Academic Officers for more than ten years:



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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 unrestricted grants for general operating support. CIC received financial support between July 1, 2009, and June 30, 2010, from these donors and sponsors:

Allegheny College
Academic Search, Inc.
American Academic Leadership Institute
American Library Association
Andrew W. Mellon Foundation
ARAMARK Higher Education
Bon Appétit Management Company
Burt Hill
Carnegie Corporation of New York
Celli-Flynn Brennan, Architects and Planners
Cision US, Inc.
Cognitive Marketing, Inc.
Council for Aid to Education
Datatel, Inc.
Deltak
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Dynamic Campus
Eduventures, Inc.
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Eugene M. Lang Foundation
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Stevens *Strategy*
SunGard Higher Education
The Austen Group
The Charitable Resources Group (TCR Group)
The Chronicle of Higher Education
The Collaborative, Inc.
The Dysart Group, Inc.
The Lawlor Group, Inc.
The Learning House
The New York Times
The Presidential Practice
The Teagle Foundation
TIAA-CREF
Van Yahres Associates
Walmart Foundation
Wichita Falls Area Community Foundation
William Randolph Hearst Foundations
Williams & Company
Witt/Kieffer
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YOUiversityTV

FINANCIAL STATEMENT

STATEMENT OF REVENUES, EXPENSES, AND CHANGE IN UNRESTRICTED NET ASSETS (7/1/09–6/30/10)

	GENERAL OPERATIONS	PROJECT GRANTS	TOTAL
REVENUES			
Membership Dues	\$2,472,349	\$86,700	\$2,559,049
Program Participant Fees	1,361,579	8,300	1,369,879
Gifts and Grants			
Unrestricted Grants	9,000	0	9,000
Program Grants	719,755	2,209,702	2,929,457
Consulting Fees	0	19,749	19,749
Interest, Investment, and Misc. Income	(42,117)	15,990	(26,127)
REVENUE BEFORE UNREALIZED GAIN/(LOSS) ON INVESTMENTS	4,520,566	2,340,441	6,861,007
Unrealized Gain/(Loss) on Investments	703,120	0	703,120
TOTAL REVENUES	\$5,223,686	\$2,340,441	\$7,564,127
EXPENSES			
Salaries and Benefits	\$2,230,358	\$472,398	\$2,702,756
Programs and Meetings	1,128,960	615,374	1,744,335
Grants to Colleges	0	1,324,506	1,324,506
Other Expenses	893,514	0	893,514
TOTAL EXPENSES	\$4,252,832	\$2,412,278	\$6,665,110
CHANGE IN NET ASSETS (including unrealized gain/(loss) on investments)			\$899,017
CHANGE IN NET ASSETS (excluding unrealized gain/(loss) on investments)			\$195,896

STATEMENT OF FINANCIAL POSITION (6/30/10)

CURRENT ASSETS	
Cash and Cash Equivalents	\$7,902,433
Investments	4,323,278
Accounts and Promises Receivable	278,657
Prepaid Expenses	119,191
Total Current Assets	\$12,623,559
FIXED ASSETS	
Furniture, Fixtures, and Improvements, Net	79,913
OTHER ASSETS	144,684
TOTAL ASSETS	\$12,848,156
CURRENT LIABILITIES	
Accounts Payable and Accrued Expenses	310,576
Refundable Advances	6,861,768
Deferred Revenue	881,692
Total Current Liabilities	\$8,054,036
LONG-TERM LIABILITIES	143,690
NET ASSETS	
Unrestricted	4,365,930
Temporarily Restricted	284,500
Total Net Assets	\$4,650,430
TOTAL LIABILITIES AND NET ASSETS	\$12,848,156

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Heritage University



CIC's 2009 CAO Institute Task Force includes (l-r) John T. Day, John Carroll University (OH); Linda Lankewicz, Sewanee: The University of the South (TN); Sneh Veena, Heritage University (WA); Katie Conboy, Stonehill College (MA), Chair; Rita E. Knuesel, College of Saint Benedict/St. John University (MN); Randall Basinger, Messiah College (PA); and Jeffrey Aper, Blackburn College (IL). Not pictured are Task Force members George E. Miller, Clafin University (SC), and Daniel Taddie, University of the Ozarks (AR).

COLLEGE AND UNIVERSITY MEMBERS OF CIC (June 2010)

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Stillman College
Talladega College

Alaska

Alaska Pacific University

Arizona

Prescott College

Arkansas

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John Brown University
Lyon College
Philander Smith College
University of the Ozarks

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Chapman University
Concordia University
Dominican University of California
Fresno Pacific University
Golden Gate University
Holy Names University

Mills College

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Notre Dame de Namur University
Pacific Union College
Point Loma Nazarene University
Scripps College
Simpson University
Thomas Aquinas College
University of Redlands
Westmont College
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Colorado Christian University
Naropa University
Regis University

Connecticut

Albertus Magnus College
Connecticut College
Mitchell College
Sacred Heart University
Saint Joseph College
Trinity College
University of Bridgeport

Delaware

Wesley College
Wilmington University

Florida

Bethune-Cookman University
Clearwater Christian College
Eckerd College
Flagler College
Florida Memorial University
Jacksonville University
Lynn University
Palm Beach Atlantic University
Rollins College
Saint Leo University
Southeastern University
St. Thomas University
Stetson University
Warner Southern College

Georgia

Agnes Scott College
Berry College
Brenau University
Clark Atlanta University
LaGrange College
Morehouse College
Oglethorpe University
Paine College
Piedmont College
Shorter University
Spelman College
Thomas University
Wesleyan College
Young Harris College

Hawaii

Chaminade University of Honolulu

Idaho

The College of Idaho

Illinois

Augustana College
Aurora University
Benedictine University
Blackburn College
Columbia College Chicago
DePaul University
Dominican University
Ellis University
Elmhurst College
Eureka College
Greenville College
Illinois College
Illinois Wesleyan University
Judson University
Knox College
Lewis University
MacMurray College
McKendree University
Millikin University
Monmouth College
National-Louis University
North Central College
North Park University
Principia College

Quincy University
Rockford College
Saint Xavier University
Shimer College
Trinity Christian College
University of St. Francis

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Anderson University
Bethel College
Butler University
Calumet College of St. Joseph
Earlham College
Franklin College
Goshen College
Grace College and Seminary
Hanover College
Holy Cross College
Huntington University
Indiana Wesleyan University
Manchester College
Marian University
Martin University
Saint Joseph's College
Saint Mary-of-the-Woods College
Saint Mary's College
Taylor University
Trine University
University of Evansville
University of Indianapolis
University of Saint Francis
Valparaiso University
Wabash College

Iowa

Briar Cliff University
Buena Vista University
Central College
Clarke University
Cornell College
Dordt College
Drake University
Graceland University
Grand View University
Grinnell College
Iowa Wesleyan College
Loras College
Luther College
Morningside College
Mount Mercy University
Northwestern College
Simpson College
St. Ambrose University
University of Dubuque
Upper Iowa University
Wartburg College
William Penn University

Kansas

Baker University
Benedictine College
Bethany College
Bethel College
Donnelly College
Friends University
Kansas Wesleyan University
McPherson College
MidAmerica Nazarene University
Newman University

Ottawa University
Southwestern College
Sterling College
Tabor College
University of Saint Mary

Kentucky

Alice Lloyd College
Bellarmine University
Berea College
Brescia University
Campbellsville University
Centre College
Georgetown College
Kentucky Wesleyan College
Lindsey Wilson College
Midway College
Pikeville College
Spalding University
Thomas More College
Transylvania University
Union College
University of the Cumberland

Louisiana

Centenary College of Louisiana
Dillard University
Loyola University New Orleans
Our Lady of Holy Cross College
Our Lady of the Lake College

Maine

Saint Joseph's College of Maine
Thomas College
Unity College
University of New England

Maryland

Capitol College
College of Notre Dame of Maryland
Goucher College
Loyola College in Maryland
McDaniel College
Mount St. Mary's University
St. John's College
Stevenson University
Washington Adventist University
Washington College

Massachusetts

American International College
Anna Maria College
Assumption College
Bard College at Simon's Rock
Bay Path College
Becker College
Cambridge College
Curry College
Eastern Nazarene College
Elms College
Emerson College
Emmanuel College
Endicott College
Fisher College
Gordon College
Hampshire College
Lasell College
Lesley University
Merrimack College
Mount Holyoke College
Mount Ida College
Nichols College

COLLEGE AND UNIVERSITY MEMBERS OF CIC (cont'd)

Massachusetts (cont'd)

Pine Manor College
Regis College
Springfield College
Stonehill College
Western New England College
Wheaton College
Wheelock College

Michigan

Adrian College
Albion College
Alma College
Andrews University
Aquinas College
Calvin College
Cornerstone University
Hillsdale College
Hope College
Kalamazoo College
Madonna University
Marygrove College
Olivet College
Siena Heights University
Spring Arbor University

Minnesota

Augsburg College
Bethany Lutheran College
Bethel University
College of Saint Benedict
Concordia College
Gustavus Adolphus College
Hamline University
Northwestern College

Saint John's University
Saint Mary's University of Minnesota
St. Catherine University
The College of St. Scholastica
University of St. Thomas

Missouri

Avila University
Central Methodist University
College of the Ozarks
Columbia College
Culver-Stockton College
Fontbonne University
Kansas City Art Institute
Maryville University of Saint Louis
Missouri Baptist University
Missouri Valley College
Park University
Rockhurst University
Stephens College
Webster University
Westminster College
William Jewell College
William Woods University

Mississippi

Millsaps College
Rust College
Tougaloo College

Montana

Carroll College
Rocky Mountain College
University of Great Falls

Nebraska

Bellevue University
College of Saint Mary
Dana College
Doane College
Hastings College
Midland University
Nebraska Methodist College
Nebraska Wesleyan University
Union College

New Hampshire

Colby-Sawyer College
Franklin Pierce University
New England College
Rivier College
Saint Anselm College
Southern New Hampshire University

New Jersey

Bloomfield College
Caldwell College
Centenary College
College of Saint Elizabeth
Drew University
Felician College
Georgian Court University
Monmouth University
Rider University
Saint Peter's College

New Mexico

University of the Southwest
St. John's College

New York

Cazenovia College
College of Mount Saint Vincent
College of New Rochelle
Concordia College
Daemen College
Dominican College
D'Youville College
Elmira College
Hartwick College
Hilbert College
Houghton College
Ithaca College
Keuka College
Le Moyne College
Manhattanville College
Marymount Manhattan College
Medaille College
Mercy College
Molloy College
Mount Saint Mary College
Nazareth College
Nyack College
Pace University
Paul Smith's College
Roberts Wesleyan College
Siena College
St. Bonaventure University
St. John Fisher College
St. Joseph's College
St. Lawrence University
St. Thomas Aquinas College
The College of Saint Rose
The Sage Colleges
Utica College

Wagner College
Wells College

North Carolina

Barton College
Belmont Abbey College
Brevard College
Catawba College
Chowan University
Gardner-Webb University
Greensboro College
Guilford College
Johnson C. Smith University
Lenoir-Rhyne University
Livingstone College
Mars Hill College
Meredith College
Montreat College
North Carolina Wesleyan College
Peace College
Pfeiffer University
Queens University of Charlotte
Saint Augustine's College
Salem College
Shaw University
St. Andrews Presbyterian College
Warren Wilson College
Wingate University

North Dakota

Jamestown College
University of Mary

Ohio

Ashland University
Baldwin-Wallace College
Bluffton University
Capital University
Cedarville University
College of Mount St. Joseph
Defiance College
Franciscan University of Steubenville
Franklin University
Heidelberg University
Hiram College
John Carroll University
Kenyon College
Lake Erie College
Lourdes College
Malone University
Marietta College
Mount Vernon Nazarene University
Muskingum University
Notre Dame College
Oberlin College
Ohio Dominican University
Ohio Northern University
Ohio Wesleyan University
Otterbein University
The College of Wooster
The University of Findlay
Tiffin University
University of Mount Union
Urbana University
Ursuline College
Walsh University
Wilberforce University
Wilmington College

Oklahoma

Oklahoma City University
Oral Roberts University

Oregon

George Fox University
Linfield College
Marylhurst University
Northwest Christian University
Pacific University
Warner Pacific College
Willamette University

Pennsylvania

Albright College
Allegheny College
Alvernia University
Arcadia University
Bryn Athyn College
Bucknell University
Cabrin College
Carlow University
Cedar Crest College
Chatham University
Chestnut Hill College
Delaware Valley College
DeSales University
Duquesne University
Eastern University
Elizabethtown College
Gannon University
Geneva College
Gettysburg College
Grove City College
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Holy Family University
Immaculata University
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Washington & Jefferson College
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COLLEGE AND UNIVERSITY MEMBERS OF CIC (cont'd)

Rhode Island

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Salve Regina University

South Carolina

Anderson University
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Coker College
Columbia College
Converse College
Erskine College
Furman University
Limestone College
Morris College
Newberry College
Presbyterian College
Southern Wesleyan University
Wofford College
Voorhees College

South Dakota

Augustana College
Dakota Wesleyan University
Mount Marty College
University of Sioux Falls

Tennessee

Aquinas College
Bethel University
Carson-Newman College
Christian Brothers University
Cumberland University
Fisk University
Freed-Hardeman University

King College
Lane College
Lee University
Lincoln Memorial University
Martin Methodist College
Maryville College
Milligan College
Rhodes College
Sewanee: The University of the South
Southern Adventist University
Tennessee Wesleyan College
Trevecca Nazarene University
Tusculum College

Texas

Austin College
Concordia University Texas
East Texas Baptist University
Huston-Tillotson University
Jarvis Christian College
McMurry University
Our Lady of the Lake University
Saint Mary's University
Schreiner University
Southwestern Adventist University
Southwestern University
St. Edward's University
Texas Christian University
Texas College
Texas Lutheran University
Texas Wesleyan University
University of Dallas
University of St. Thomas
University of the Incarnate Word
Wiley College

Utah

Westminster College

Vermont

Bennington College
Burlington College
Champlain College
Goddard College
Green Mountain College
Marlboro College
Norwich University
Southern Vermont College

Virginia

Averett University
Bluefield College
Bridgewater College
Eastern Mennonite University
Emory & Henry College
Ferrum College
Hollins University
Lynchburg College
Mary Baldwin College
Marymount University
Randolph-Macon College
Randolph College
Regent University
Roanoke College
Shenandoah University
Sweet Briar College
University of Richmond
Virginia Intermont College
Virginia Union University
Virginia Wesleyan College
Washington and Lee University

Washington

City University of Seattle
Heritage University
Pacific Lutheran University
Saint Martin's University
Seattle Pacific University
University of Puget Sound
Whitworth University

West Virginia

Alderson-Broadus College
Bethany College
Davis & Elkins College
Ohio Valley University
University of Charleston
West Virginia Wesleyan College
Wheeling Jesuit University

Wisconsin

Alverno College
Cardinal Stritch University
Carroll University
Concordia University Wisconsin
Edgewood College
Lakeland College
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New International Members

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Public Conversations Project, MA

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American Council of Learned Societies, NY
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American Historical Association, DC
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Arkansas' Independent Colleges & Universities
Associated Colleges of Illinois
Associated Colleges of the Midwest, IL
Associated Colleges of the South, GA
Association of Advanced Rabbinical and Talmudic Schools, NY
Association of Collegiate Business Schools and Programs, KS
Association of Independent Colleges and Universities of Nebraska
Association of Independent Colleges and Universities of Ohio
Association of Independent Colleges & Universities of Pennsylvania
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Association of Independent Kentucky Colleges and Universities
Association of Presbyterian Colleges and Universities, KY
Christian College Consortium, NH
Collaboration for Learning, MN
Collaborative on Academic Careers in Higher Education, MA
Colleges of the Fenway, MA
Concordia University System, MO
Conference for Mercy Higher Education, MD
Consortio Interamericano de Educacion Superior, PA
Council for Advancement and Support of Education, DC
Council for Christian Colleges & Universities, DC
Council for International Exchange of Scholars, DC
Council of American Overseas Research Centers, DC
Council of Colleges and Universities of the Christian Church (Disciples of Christ), IL
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EDUCAUSE, CO
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Foundation for Independent Higher Education, DC
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IDEA Center, Inc., KS
Illinois Institute of Independent Colleges and Universities
Independent Colleges and Universities of Florida
Independent Colleges of Indiana, Inc.
Independent Colleges of Washington
Iowa Association of Independent Colleges and Universities
Kansas Independent College Association
LeaderShape, Inc., IL
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Lutheran Educational Conference of North America, SD
Maryland Independent College and University Association
Mennonite Education Agency, IN
Minnesota Private College Council
Modern Language Association of America, NY
National Association of Independent Colleges and Universities, DC
National Humanities Alliance, DC
Nazarene Colleges Council of Education, MO
New Ventures of Regis University, CO
North American Coalition for Christian Admissions Professionals, IN
North Carolina Independent Colleges & Universities
Ohio Foundation of Independent Colleges
Online Consortium of Independent Colleges & Universities, CO
Public Conversations Project, MA
Society of Biblical Literature, GA
South Carolina Independent Colleges & Universities, Inc.
Tennessee Independent Colleges and Universities Association
Texas Independent College Fund
The New American Colleges and Universities, MA
United Methodist Church/General Board of Higher Education & Ministry, TN
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Senior Advisor, NetVUE

Allen P. Splete
President Emeritus

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Senior Advisor, Information Fluency in the Disciplines

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Council of Independent Colleges

One Dupont Circle, NW, Suite 320
Washington, DC 20036-1142
Phone: (202) 466-7230
Fax: (202) 466-7238
Email: cic@cic.nche.edu

Website

CIC's website—www.cic.edu—is a rich resource of information that draws substantial traffic each year. Visit the site for news about CIC conferences and programs, to view data and resources on the effectiveness of private higher education, to download and order CIC publications, and for links to member institutions and other sites on higher education.

Listserv Information

Through listservs, CIC links a national network of people who lead and staff private colleges and universities. The service is free, and the listservs are reserved exclusively for CIC member institutions. In addition, the listservs for presidents and chief academic officers have been archived and offer a wealth of information on myriad topics, and they are searchable by date, name, subject, and institution. To join the discussion groups, send your request via email to cic@cic.nche.edu. Include your name, title, and institution. If your request is approved, your name will be added to the appropriate listserv. You will receive an email confirmation.

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Open only to current presidents of CIC member institutions.

CICDEAN-LIST

Open to chief academic officers, provosts, and those with similar rank at CIC member institutions.

CICSTUAFF-LIST

Open to student affairs officers and staff at CIC member institutions.

CICPR-LIST

Open to public relations officers and staff at CIC member institutions.

CICADVANCE-LIST

Open to development officers and staff at CIC member institutions.

CICFINANCE-LIST

Open to business officers of CIC member institutions.

CICSPOUSE-LIST

Open to spouses of current presidents of CIC member institutions.

CICCHAIR-LIST

Open to department and division chairs from CIC member institutions.

CICNET-LIST

Open to those at CIC campuses interested in discussing issues of information technology.

CICDATA-LIST

Open to those at CIC member institutions interested in discussing issues of data and institutional research.



CIC member institutions featured on the front cover (*from left to right*): Wofford College (SC); Swarthmore College (PA); Trevecca Nazarene University (TX); Mills College (CA); Kenyon College (OH); Utica College (NY); Unity College (ME); DeSales University (PA); Morehouse College (GA); Wagner College (NY); St. John's College (MD); St. Andrews Presbyterian College (NC); Eastern Mennonite University (VA); University of Richmond (VA); Emerson College (MA); Mount St. Mary's College (CA); Rider University (NJ); and Thomas More College (KY).

CIC member institutions featured on the back cover (*from left to right*): Trine University (IN); Rhodes College (TN); Benedictine College (KS); Carroll College (MT); Agnes Scott College (GA); Hope College (MI); Mount Marty College (SD); Mount St. Mary's University (MD); Stonehill College (MA); Roanoke College (VA); Bethel College (IN); Oberlin College (OH); Eastern University (PA); Chowan University (NC); University of Puget Sound (WA); Huntingdon College (AL); Geneva College (PA); and Charleston Southern University (SC).

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One Dupont Circle, NW, Suite 320 • Washington, DC 20036-1142
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