2010 CAO Institute Welcomes Chief Financial Officers

Chief financial officers will join chief academic officers this fall at CIC’s 2010 Institute for Chief Academic Officers to explore ways to strengthen their institutions and maximize opportunities for students to pursue a degree and graduate in a timely manner. The 38th annual Institute will be held November 6–9 in Williamsburg, Virginia, under the theme “The CAO-CFO Partnership: Blending Perspectives to Build Stronger Institutions.”

The conference will provide numerous opportunities for CAOs and CFOs to understand better each other’s perspective on campus priorities and approaches to resource allocation. Key issues to be addressed will include: the improvement of existing programs and development of new ones, planning new facilities, using assessment results to improve student learning, investment in faculty development, and maintenance of competitive salaries for faculty and staff members.

(continued on page 6)
Books about higher education leadership are often bland in their generalizations but written with the solemnity of revealed truth. More helpful are the autobiographical works of college and university presidents which, at their best, are candid reflections and not merely briefs for their legacies. It is reassuring, I suppose, that there is no paint-by-numbers approach, no cookbook of instructions on how to be a college president.

In fact, effective campus leadership is demonstrated by people who came to the presidency from widely varied backgrounds. Progressive responsibility through the academic ranks of a college or university is still the main route to college presidencies, but in recent years somewhat larger numbers of talented individuals whose prior experience has been at a high level in business, NGOs, government service, or the military have been named to college presidencies. Many of these individuals have been highly successful. Clearly, multiple professional routes to campus leadership are possible.

Despite the multiple pathways, there are signs that we will need to pay more attention in the days ahead to the preparation and nurturing of campus leaders. The average age of college and university presidents is about 60. A wave of retirements in five to ten years is inevitable. The ranks of chief academic officers—the traditional proving ground of candidates for presidencies—appear to be a less than promising source for the next generation of presidents because the average age of CAOs at four-year institutions is also high, about 57. And despite reporting a very high level of satisfaction in their positions, CAOs at CIC institutions paradoxically have served on average only 4.3 years in their current positions. Moreover, most CAOs today are not very interested in assuming the top campus spot—only 30 percent of all chief academic officers say they want to become a college president (within CIC colleges, just 24 percent express this view). Search consultants say that, except for highly prestigious institutions, the number of candidates for most presidencies is smaller than it once was. An eye-opening study of the career patterns of CAOs, released in July 2010 by CIC, is available at www.cic.edu/CAOReport (see story, page 17).

The report concluded that CAOs receive too little formal professional development for leadership roles. This is particularly true for CAOs of smaller colleges and universities, with fewer than 30 percent indicating that they participated in formal preparation programs prior to assuming their current CAO role.

Clearly there is a need to prepare faculty members and lower-level administrators to become chief academic officers. There also is a need to prepare provosts and other vice presidents to assume a presidency. “Clearly there is a need to prepare faculty members and lower-level administrators to become chief academic officers. There also is a need to prepare provosts and other vice presidents to assume a presidency.”
presidents to assume a presidency.

Professional development programs that prepare CAOs for the presidency should focus especially on fundraising, governing board relations, budget and financial management, risk management, and legal issues. In addition, programs to replenish the pipeline of promising candidates for presidencies would do well to include strong mentoring components. The CIC study also found that three of five CIC CAOs who do plan to seek a presidency indicate that they have worked with mentors. More should be encouraged to do so. Perhaps presidential mentors would persuade more CAOs to seek a presidency.

Several higher education associations and universities already offer leadership development programs, including:

- The American Association of State Colleges and Universities (AASCU) hosts the Millennium Leadership Initiative (MLI) that provides individuals from groups that have been underrepresented in the senior levels of higher education administration with the opportunity to develop skills, gain perspective, and build the network needed to advance to the presidency. CIC is a cosponsor of the MLI.

- Harvard University’s Institute for Educational Management offers intensive, “total immersion” experiences that help participants assess their leadership skills, renew their commitment to higher education, and develop tangible strategies for long-term institutional success.

- The American Council on Education offers the ACE Fellows Program, which prepares promising leaders to serve American colleges and universities. Some ACE Fellows spend an extended period of time on another campus, working directly with a president to immerse themselves in the culture, policies, and decision-making processes of another institution as well as attend several week-long seminars and regional gatherings.

CIC, which already offers many sources to improve leaders’ effectiveness, has recently added a host of leadership development programs to its offerings:

- While the CIC Presidents Institute and its New Presidents Program and the CIC Institute for Chief Academic Officers and its Workshop for New CAOs are long-standing programs, the CAO Institute now includes a Workshop for CAOs in their Third or Fourth Year, a time when many CAOs are thinking about next steps in their professional lives.

- CIC’s Workshops for Department and Division Chairs have grown in popularity in recent years—a 22 percent increase in participation this year—which may be a sign of increased focus on improved campus leadership.

- CIC also offers the Presidential Vocation and Institutional Mission Program for presidents and those who aspire to be presidents. It proceeds from the twin premises that (a) the alignment between the personal “vocation” of an individual who serves as a college president and the “mission” of the institution is essential to the president’s successful tenure and (b) this complementarity goes awry more often than most people think it will.

- Still other CIC programs are based on the premise that close reading and discussion of classic works on leadership and the related concepts of ethics, power, obligation, and friendship will help presidents, CAOs, and others discharge their responsibilities more effectively. These seminars have been conducted in cooperation with the American Academic Leadership Institute (AALI), the Aspen Institute, and the Wye Seminars.

- Another CIC program takes the approach of helping provosts gain the practical knowledge they need to be better prepared for presidencies. In cooperation with AALI, Academic Leadership for the 21st Century is a program for CAOs that provides an orientation to the worlds of development, admissions, finance, athletics, and other nonacademic domains of senior responsibility from the perspective of the presidency and relies on sessions led by some of the best exemplars in those areas.

- Recently, CIC has turned its attention to the issue of leadership development at even earlier levels. A new CIC Senior Leadership Academy, developed in partnership with AALI, will offer talented individuals at the assistant and associate levels in vice presidential offices opportunities during a year-long program to learn more about the issues and approaches to effective leadership in institution-wide roles. To our delight, even with a short interval between the program’s announcement and the deadline, some 95 nominations were received.

Despite these and other efforts to develop and support leaders of the nation’s colleges and universities, the challenge of ensuring high quality in the future leadership of colleges and universities remains an urgent responsibility for all of us.
2011 Presidents Institute
A Dynamic Equilibrium: Essential Missions, Evolving Models

The 2011 Presidents Institute will be held January 4–7, 2011, at the Renaissance Esmeralda in Palm Springs, California. The informed perspectives of presenters at the 2011 Presidents Institute promise to provide valuable insights for conference participants into the sustainability of the small, residential model of a liberal arts education. Over the years, independent colleges and universities have succeeded by carefully balancing educational mission with imaginative approaches to new circumstances. Yet persistent economic challenges, changing student demographics, increased competition from two-year and for-profit colleges, and ever-rising costs put at risk the future viability of the dynamic equilibrium of past success. Speakers will explore such questions as: How can the small, residential model of a liberal arts education, with its emphasis on a high degree of student-faculty interaction, remain sustainable? Will a stripped-down delivery model dilute the missions of independent institutions, reduce quality, and undercut the distinctive role of private colleges?

The distinguished former president of Morehouse College, Walter E. Massey, who also led the Bank of America Corporation as its board chair through a deep recession, will address the challenges of presidential leadership to preserve essential educational missions while considering evolving business models in higher education. Pulitzer Prize-winning author and departing editor of Newsweek, Jon Meacham, will make the case for the liberal arts as an essential public mission. Professor emerita of economics at Skidmore College and independent higher education consultant, Sandy Baum, will present the latest data on the economic challenges to the future of private colleges and universities.

A special closing plenary session features Richard P. Chait, professor of education at Harvard University and author of Governance as Leadership: Reframing the Work of Nonprofit Boards. Chait will consider the dynamic equilibrium between presidential leadership and trustee governance, with responses from Joanne V. Creighton, retired president of Mount Holyoke College (MA), Carol A. Leary, president of Bay Path College (MA), and Kenneth P. Ruscio, president of Washington and Lee University (VA).

A range of other presenters, including experienced college presidents, knowledgeable consultants, and leaders of for-profit higher education will provide stimulating and practical insights for participants. Sessions on such topics as encouraging boards of trustees to embrace change, environmentally-conscious approaches to driving down energy costs, diversifying academic programs to enhance revenue, and the president’s role in enrollment management will offer practical approaches to several of the major issues that leaders of independent colleges and universities face.

Mary Patterson McPherson, now head of the American Philosophical Society, former vice president of the Andrew W. Mellon Foundation, and president emerita of Bryn Mawr College, has been selected to receive the Allen P. Splete Outstanding Service Award and to address the Institute.

Several workshops will explore the following topics:

- Using Technology to Reshape Educational Delivery, Improve Service, and Cut Costs;
- Collaborative Approaches to Student Aid Policy;
- A President’s Guide to Tuition Pricing and Discounting;
- Comprehensive Campaigns: New Strategies for the New Economy; and

In addition, the Institute will include a full Presidential Spouses Program as well as the New Presidents Program held on January 3–4.

Preliminary program and complete registration information is available at www.cic.edu/PresidentsInstitute.
New Presidents Program Focuses on Mentoring and Support

Being a college or university president requires a broad vision, yet new presidents frequently come from narrowly focused backgrounds and many say they did not fully realize the difference until they had assumed the office. The first few months on a new campus can be overwhelming for a new president; missteps at this time can be critical. Recognizing these special needs and concerns, CIC offers a New Presidents Program on January 3 and 4 each year, immediately preceding the annual Presidents Institute.

Since 1989, some 650 college presidents have completed the program, which offers opportunities for new presidents and their spouses to meet and exchange ideas with others new to the office. The presenters are experienced presidents, many of whom are alumni of the program.

Marylouise Fennell, RSM, former president of Carlow University (PA) and senior counsel to CIC, has directed the program since its second year. Program topics are driven by evaluations from the preceding year. “We want to be as responsive as possible to the actual issues facing new presidents,” Fennell said. “It is, after all, one thing to recognize the challenges of a presidency in the abstract, but quite another to confront them on campus.”

Each participating president is provided with a presidential partner who serves in an advisory capacity. “These experienced campus leaders can help new presidents successfully negotiate the perils and pitfalls while capitalizing on the opportunities that the first year represents,” Fennell said.

At times, a mentor’s role will be primarily to help the new president reach clarity, said Cynthia Zane, president of Hilbert College (NY). “A president may need only to speak to a mentor by telephone or, conversely, to spend a half-day or entire day talking an issue through, exploring the options and consequences of various courses of action.”

Eureka College (IL) President David Arnold, who not only participated in the program as a new president but also has been a presenter said, “The role of a mentor is not to tell a new president what to think. Rather, it is to help focus him or her on what to think about. For example, the mentor might ask, ‘What are your burning issues, and how are you handling them?’ The entire process opens up the give and take that enables a president to consider crucial issues from new and more productive perspectives.” Instead of being pressed to make major decisions under time pressure, Arnold added, “a president can be helped by a mentor who offers sound advice in an unhurried manner, assisting a new president to sort through multiple priorities.”

“The New Presidents Program was very beneficial because it gave me the opportunity to know and listen to the advice of seasoned presidents. It helped me to begin to establish a network of relationships during the first year,” said Earl Brooks, who became president of Trine University (IN) in 2000.

Subjects typically covered in the program include financial fundamentals, board relations, fundraising, balancing priorities, responding to controversial issues, balancing attention among constituencies, and responding to ad hoc needs. “We hope to save new presidents the anxiety of worrying about the wrong things while possibly overlooking major issues that they should be addressing,” Fennell said. “A solid sounding board, an independent set of eyes and ears—these advantages of a mentoring program are absolutely indispensable to the effectiveness of a new president. Expectations for new presidents are very high, and the 24/7 nature of the position offers little opportunity for learning on the job. The CIC New Presidents Program fills that need. It provides both the ‘need to know’ tools and the counsel that will get that all-important presidential transition off to a running start,” she added.

CIC sponsors a parallel program for spouses of new presidents that runs concurrently with the New Presidents Program. One participant praised the spouses’ program as helpful in “finding out and understanding we all have similar challenges and getting some varied ideas on how to handle them.”

2011 NEW PRESIDENTS PROGRAM ADVISORY COMMITTEE

Charles L. Flynn, Jr., College of Mount Saint Vincent
Joseph G. Burke, Keuka College
William T. Luckey, Lindsey Wilson College
Scott D. Miller, Chair, Bethany College
Cynthia Zane, Hilbert College
The keynote address will be delivered by Andrew Delbanco, who will discuss the challenges of campus leadership in a time of economic constraints and explore new models for liberal arts colleges that successfully preserve the essential elements of small colleges. Delbanco is Julian Clarence Levi Professor in the Humanities at Columbia University and author of *Melville: His World and Work* (2005), *The Real American Dream* (1999), and *Required Reading: Why Our American Classics Matter Now* (1997).

Other plenary speakers include:

Sarah E. Turner, University Professor of Economics and Education at the University of Virginia, who will review current research on the effects of opportunities for low-income students to earn undergraduate degrees and discuss the record of success that CIC institutions have had in admitting and graduating students in “at risk” categories, especially first-generation and low-income college students. She will suggest strategies that CIC institutions might consider to enhance their efforts and link them to the larger national conversation about access and success.

Kent Chabotar, president and professor of political science at Guilford College (NC) will address the challenges of campus leadership and the nature of an effective collaboration between CAOs and CFOs with practical ideas for building a solid relationship of mutual trust and respect through good communication and the ability to “speak each other’s language.” He will also explain, based on his own experience, how a college president can help to build a positive relationship between these two senior officers.

The closing plenary session will feature Richard L. Morrill, president of the Teagle Foundation, and John D. Wälde, president of the National Association of College and University Business Officers, who will delve deeply into the role of governance and the relationship of boards of trustees to the increasingly complex issues faced by senior campus administrators, including budgeting, risk management, program development, enrollment, and tuition discounting. They will also explore changes in shared governance between the faculty and senior administrators.

A number of workshops will be offered during the CAO Institute. “Prioritizing Academic Programs and Services” will be led by Robert C. Dickeson, higher education consultant, president emeritus of the University of Northern Colorado, and former senior vice president of Lumina Foundation for Education. Dickeson’s recent work, *Prioritizing Academic Programs and Services: Reallocation Resources to Achieve Strategic Balance* (2010), is considered by many to be visionary. Topics in this workshop will include: setting priorities, reallocating resources, academic programs as the unit of analysis, identifying institutional leadership, reaffirming institutional mission, process issues, and implementing decisions.

“Open Forum with Kent Chabotar—Conversations Between CAOs and CFOs” will explore strategies for an effective working relationship between these senior officers and address questions such as: How do CAOs and CFOs communicate effectively? Do CAOs and CFOs speak the “same language?” How can CFOs participate effectively in faculty governance? What additional financial skills can CAOs develop to make their work with CFOs more efficient?

The “CIC/Aspen/Wye Seminar on Educational Leadership in a Global Context,” led by David Townsend, director of Wye Programs at the Aspen Institute and tutor at St. John’s College (MD), will use classic texts from the Western tradition, together with classic texts from Africa, the Islamic world, India, and the Far East for a collaborative dialogue about the global context of higher education and the roles of CAOs as intellectual leaders.

Other workshops include the “Workshop for New Chief Academic Officers” led by experienced CAOs who will address the issues faced by those in their first year in office and “Workshop for CAOs in their Third or Fourth Year of Service,” which will explore the key questions CAOs should be addressing at this stage in their work.

Registration materials and the preliminary program are available on the CIC website at [www.cic.edu/CAO-CFOInstitute](http://www.cic.edu/CAO-CFOInstitute).
CIC Announces Inaugural NetVUE Conference

The inaugural national conference of the Network for Vocation in Undergraduate Education (NetVUE) will be held March 10–12, 2011, in Indianapolis, Indiana. Participation is open to teams of leaders of colleges and universities that are members of NetVUE.

This conference builds on the success of the Vocation in Undergraduate Education conference that was organized by CIC in March 2009 to explore the development of NetVUE. Already 127 colleges and universities have become NetVUE founding members, and campuses continue to join this network for the intellectual and theological exploration of vocation. NetVUE is supported by Lilly Endowment Inc.

The theme for the March conference is “Deepening the Theological exploration of Vocation.” The conference seeks to enhance the capacity of NetVUE member institutions to explore the intellectual and theological dimensions of vocation. Participants will explore questions such as: What are the current religious and spiritual dynamics among college students? How might colleges shape campus cultures and initiatives to cultivate a sense of calling among their undergraduates? In what ways does the changing world require new knowledge, skills, virtues, and sensitivities of college graduates?

In addition to the plenary speakers (see below), a panel of college presidents will reflect on the successes and challenges of connecting institutional mission to frameworks for vocation and calling. NetVUE members will lead concurrent sessions on topics such as: institutional mission and campus cultures of vocation; vocation and diversity in race, gender, class, and culture; improving undergraduate religious literacy; spiritual formation through co-curricular programs; the intersection of vocation, the liberal arts, and workforce development; ministry-related leadership futures; and undergraduate explorations of personal virtues and ethical habits, among many others.

The March 2011 NetVUE conference schedule and additional program information are available at: www.cic.edu/netvue/2011conference.

In addition, NetVUE will also sponsor two regional gatherings this fall:

• “Living the Questions,” October 1–2, 2010, Hosted by Earlham College (IN)

For additional information, please visit www.cic.edu/NetVUE.

PLENARY SPEAKERS AT THE 2011 NetVUE CONFERENCE
“Deepening the Theological Exploration of Vocation”

Christian Smith, William R. Kenan, Jr. Professor of Sociology and director, Center for the Study of Religion and Society, University of Notre Dame

Kathleen Norris, award-winning poet and author

Eboo Patel, founder and executive director, Interfaith Youth Core
Some of the nation’s top higher education journalists spoke at the 2010 College Media Conference, “How to Negotiate the Changing Media Landscape,” on June 23–25, 2010, in Baltimore, Maryland. The 24th annual conference, cohosted by the Council of Independent Colleges and the American Association of State Colleges and Universities, 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.

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, discussed the devastating changes in the news media—including layoffs, cutbacks, and buyouts that are decimating the ranks of reporting staff at most media outlets nationwide. Panelists also spoke about “Communicating with the National Media,” “Working with the Local Media,” “Reaching the Television Networks,” and “Attracting Today’s Media.”

A new feature of the conference—a set of concurrent sessions titled “Meet the (Higher ed) press”—was very well-received. The sessions 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). Some participants praised the session as “by far the best part of the conference” and said it provided “tremendous one-on-one access to higher education reporters.”

In fact, the opportunity to meet and directly pitch story ideas to reporters during the conference is commonly cited by participants as among the greatest benefits of the conference. Long-time attendee Benjamin Marvin of The College of Saint Rose (NY), for example, has been able to attract significant media coverage for his college, including NBC’s Today Show, as a result of his regular attendance at the conference. “The opportunity for some face-time with the key reporters, editors, and producers is just priceless!”

The conference also featured panel discussions by college and university public relations professionals who shared best practices and approaches to publicizing campus activities and pitching stories to the media. The opportunity to network with colleagues in communications, marketing, and media and public relations from around the country was also cited as a major benefit of the conference.

In addition, a preconference workshop focused for the first time on “Using Social Media, Blogs, and Webzines to publicize Your Experts.” Workshop presenters discussed effective methods for using Twitter, Facebook, and other social media tools to attract media coverage, communicate in a crisis, and tap into the blogosphere.

Conference sponsors included Cision, Newswise, readMedia, Eurekalert!, YOUniversityTV, and Allegheny College (PA).

Resources from the conference, including the 2010 Higher Education Media Contacts List, are available at www.collegemediaconference.org/resources.html.
CIC Offers Third Seminar on Slave Narratives

For the third summer in a row, the Council of Independent Colleges and the Gilder Lehrman Institute of American History together with the United Negro College Fund cosponsored the highly popular Slave Narratives seminar for full-time faculty members in history, English, and related fields. The seminar was held on June 13–16, 2010, at Yale University’s Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition in New Haven, Connecticut, and was once again led by David W. Blight, Class of 1954 Professor of American History at Yale. Twenty-eight participants were selected from more than 100 highly competitive nominations.

The seminar focused on the place of slavery and abolition in American history and culture by examining a wide variety of antebellum and postbellum narratives. The pre-emancipation narratives were often serious works of literature as well as works that fit into conventions and formulas and focused squarely on the oppression of slavery. The post-emancipation narratives tended to be more success stories: triumphs over the past and visions of a more prosperous future. The 2010 seminar began with a close study of Life of William Grimes, the Runaway Slave and then moved to a discussion of different ways to read and teach Harriet Jacob’s Incidents in the Life of a Slave Girl, Written by Herself. The seminar concluded with a review of the genre of post-emancipation narratives, including narratives from Professor Blight’s book, A Slave No More: Two Men Who Escaped to Freedom, Including their Narratives of Emancipation.

Many participants said they planned to incorporate seminar materials into their teaching and research. Eve Davis of Virginia Union University said, “It was one of the most inspiring seminars that I have ever attended. I will certainly be incorporating much of the material into my teaching of the slave narratives. As a result of this seminar, another participant and I plan to collaborate on translating from French to English some slave narratives he recently discovered.” And Gerald McCarthy of St. Thomas Aquinas College (NY), said “The seminar invigorated my interest in slave narratives, inspired my research interests, fueled new ideas for teaching my college courses, aided me in my development of an NEA college teaching project using slave narratives as a core, and triggered a number of poems based on my reading and observations.”

2010 CIC/GILDER LEHRMAN INSTITUTE SEMINAR PARTICIPANTS

Elizabeth Alexander
Associate Professor of History and Social Sciences
Texas Wesleyan University

Todd Allen
Associate Professor of Communications
Geneva College (PA)

Marcellus Barksdale
Professor of History
Morehouse College (GA)

Leland Barrows
Professor of General Studies
Voorhees College (SC)

Derek Bowe
Professor of English and Foreign Languages
Oakwood University (AL)

Nancy Bristow
Professor of History
University of Puget Sound (WA)

James Brownlee
Professor of English
Malone University (OH)

Evelyn Davis
Associate Professor of English Literature
Virginia Union University

Christine Denecker
Associate Professor of English
The University of Findlay (OH)

Gillian Glaes
Assistant Professor of History
Carroll College (MT)

Rebecca Hooker
Assistant Professor of English
Virginia Wesleyan College

Chinnaiah Jangam
Assistant Professor of History
Wagner College (NY)

Winnifred Johnson
Assistant Professor of History
Betheune-Cookman University (FL)

Judith Katz
Associate Professor of English
Juniata College (PA)

Dana Kress
Professor of French
Centenary College of Louisiana

Todd Lawrence
Associate Professor of English
University of St. Thomas (MN)

Mohamed Mbojd
Professor of History
Manhattanville College (NY)

Gerald McCarthy
Professor of English
St. Thomas Aquinas College (NY)

Martha Patterson
Associate Professor of English
Erskine College (SC)

Elizabeth Regosin
Professor of History
St. Lawrence University (NY)

Judylyn Ryan
Associate Professor of English
Ohio Wesleyan University

Martha Sledge
Associate Professor of English
Marymount Manhattan College (NY)

Joonna Trapp
Associate Professor of English
Waynesburg University (PA)

Sarah Trembanis
Assistant Professor of History
Immaculata University (PA)

Katherine Turner
Associate Professor of English
Mary Baldwin College (VA)

Wyndham Whynot
Assistant Professor of History
Livingstone College (NC)

Thomas Wilmeth
Professor of English
Concordia University Wisconsin

Hariclea Zengos
Professor of English
The American College of Greece
Department Chair Workshops Mark Record Participation

A record number of 371 chairs participated in CIC’s 2010 Department and Division Chair Workshops held in Raleigh, North Carolina (April 8–10); Cincinnati, Ohio (May 25–27); St. Paul, Minnesota (June 2–4); and San Francisco, California (June 8–10). One of the reasons for the record-high participation rates was the presence of numerous institutional teams comprised of four or more chairs—and some teams that came with as many as 11 chairs—from the same institution.

“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 on campus and externally and provided chairs with tools for managing key aspects of their work. Sessions focused on the structure of effective program reviews, using data to set curricular directions, retention of students, conflict management, working with underperforming faculty members, working with the chief academic officer, and preventive law in the hiring process and faculty evaluation. Participants led roundtable discussions on mentoring new faculty colleagues, peer evaluation of teaching, time management, maintaining scholarship, attracting students to new majors, and many other topics of mutual interest.

The opportunity to network with colleagues, presentations by an attorney on the legal aspects of hiring and evaluation, working in small groups, and meeting colleagues from other institutions in the same discipline were frequently mentioned by participants as highlights of the workshops.

Plans are underway for the tenth annual CiC Department/Division Chair Workshops in 2011. Additional information will be posted on the CiC website in early October.

CIC Launches Information Fluency in the Disciplines Workshops

After six years of organizing workshops on basic “information literacy” in which over 250 college and university teams participated, CIC is now addressing the need to prepare students to use information more effectively in coursework and research projects in their major fields of study. With a grant from the Andrew W. Mellon Foundation, CIC has developed a new series of Information Fluency in the Disciplines workshops. The first of these, which focused on literature, was held on March 4–6, 2010, in New Orleans, Louisiana.

Each of the 23 competitively selected institutions sent a team of four people including faculty members in literature, a librarian, and the chief academic officer. After hearing from representatives from other institutions with information fluency programs in literature on their campuses and other experts in the field, participants had the opportunity to work with their team members to develop a plan to implement upon their return to campus.

The 2010 participating institutions included: Belmont Abbey College (NC), Central Methodist University (MO), Clarke University (IA), College of St. Scholastica (MN), Concordia College (MN), Forman Christian College (GA), Georgian Court University (NJ), Grand View University (IA), Hope College (MI), John Carroll University (OH), Lindsey Wilson College (KY), Lourdes College (OH), Mary Baldwin College (VA), Mount Mary College (WI), Nazareth College (NY), Paine College (GA), Pikeville College (KY), Presbyterian College (SC), Saint Mary’s University of Minnesota, San Francisco State University (AL), Seton Hill University (PA), Southwestern Adventist University (TX), and William Woods University (MO).

The number of applications to participate far exceeded the number of institutions that could be accommodated. As a result, an additional 23 institutions were selected from the applicant pool to participate in another literature workshop that will take place February 10–12, 2011, in New Orleans, Louisiana.

The third Information Fluency in the Disciplines workshop, to be held March 3–5, 2011, in San Antonio, Texas, will focus on the discipline of history. Details will be announced and application materials will be available on the CIC website in mid-September.

The program director is CIC senior advisor Susanne Woods, provost emerita of Wheaton College (MA).
Inaugural Seminar on Teaching Art History in Context Featured Renaissance Art

The first of three annual, week-long summer seminars on Teaching Pre-modern European Art in Context took place July 26–30, 2010, at the Birmingham Museum of Art in Birmingham, Alabama. Nineteen faculty members from CIC member institutions participated in the seminar on “Artistic Workshop Practices in Late Medieval and Renaissance Italy,” which focused on paintings from the museum’s extensive Kress Collection. The workshops are made possible by generous support from the Samuel H. Kress Foundation.

Jeannine O’Grody, chief curator and curator of European art at the museum, and Tim Smith, assistant professor of art history at Birmingham-Southern College (AL), co-led the seminar that was designed for faculty members who are responsible for teaching art history at institutions without campus museums or proximity to major art museums. Participants discussed patronage and artistic production, early Renaissance religious art, art in the Renaissance home, and strategies for deepening student engagement in the study of art and art history courses. Aspects of style, subject, iconography, and compositional devices; changes in conservation approaches to panel paintings; museological practices; and issues related to exhibition also were highlighted.

Seminar participants were enthusiastic about incorporating what they learned into their teaching and research. Barbara Beall-Fofana of Assumption College (MA) said, “we are discussing offering a ‘mini-model’ of the seminar for faculty, and for students I intend to continue the ongoing relationship with the Worcester Art Museum and teaching from the actual objects.” Gretchen McKay of McDaniel College (MD) said, “The chance to work with objects one-on-one, using the museum library, and the possibility of further research was of great benefit—it rekindled my passion and reminded me of the reason I went into the field of art history.”

Two additional seminars will take place, each with its own nomination process and unique group of participants. The High Museum in Atlanta, Georgia will host the seminar in summer 2011 and will focus 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, Ohio in 2012.

Participants in teaching Pre-modern European Art in Context
Artistic Workshop Practices in Late Medieval and Renaissance Italy

Barbara Beall-Fofana
Associate Professor of Art History
Assumption College (MA)

Catherine Caesar
Assistant Professor of Art
University of Dallas (TX)

Shelley Cordulack
Professor of Art
Millikin University (IL)

Nan Covert
Associate Professor of Art
Bridgewater College (VA)

Dena Gilby
Professor of Art History
Endicott College (MA)

David Gliem
Assistant Professor of Art History
Eckerd College (FL)

Drake Gomez
Associate Professor of Art
Keystone College (PA)

Robert Huber
Professor of Art
Blackburn College (IL)

Nancy Lamers
Professor of Art
Alverno College (WI)

Margaret LeJeune
Assistant Professor of Art
Lyon College (AR)

David Long
Associate Professor of Art
Bethel College (KS)

Mary Beth Looney
Chair and Assistant Curator, Brenau Permanent Art Collection
Brenau University (GA)

Gretchen McKay
Associate Professor of Art History
McDaniel College (MD)

Katherine Durham Oldmixon
Associate Professor of Humanities and Fine Arts
Huston-Tillotson University (TX)

Patricia Ricci
Associate Professor of Fine Arts
Elizabethtown College (PA)

Elisabeth Roark
Associate Professor of Arts, Communication, and Design
Chatham University (PA)

Terri Switzer
Professor of Art
St. Ambrose University (IA)

Jana Travis
Assistant Professor of Fine Arts and Speech
Christian Brothers University (TN)

Bryan Zygmont
Assistant Professor of Art History
Clarke University (IA)
Developing CAOs’ Leadership Capacities

Amidst many uncertainties for higher education in the decades ahead, one thing is beyond dispute: those who lead the academic programs of colleges and universities must be able to make sense of complex and unprecedented situations. To address those situations, they must bring into practical use the best strategic wisdom they can muster. Successful academic leadership, then, requires keen intellectual vision and decisive wisdom—capacities that must be developed, honed, and practiced.

Developing those capacities was the objective of a new seminar, Leadership for the 21st Century for Chief Academic Officers, offered by CiC in partnership with the American Academic Leadership Institute (AALi) on July 12–16, 2010, in Annapolis, Maryland. “Administrative Wisdom for Chief Academic Officers: Classic and Contemporary Readings on Leadership and Responsibility” focused on power, ethics, and responsibility as essential ingredients of educational leadership in the 21st century. The seminar fostered the perspectives and skills that can lead to success in unpredictable times.

Because successful leadership requires both abstract knowledge and situational pragmatism, participants read and discussed a rich, culturally varied, and growing literature of leadership cases as well as reflection on these cases. Material was drawn from classical and contemporary thought and brought into relevance to situations faced by today’s CAOs. Many participants commented on the pleasures of reading familiar works with a fresh perspective that led them to reflect on their relevance to contemporary academic leadership issues.

John Churchill, secretary of the Phi Beta Kappa Society, was the moderator of the academic leadership seminar. Churchill brought to the seminar years in the small college classroom, decades of senior academic administration, and eight years at the helm of the nation’s oldest academic honorary society. Concerning the seminar, he said, “I relished the prospect of engaging these texts and these issues with academic leaders who are committed to wringing practical leadership value from the process.”

Readings ranged from Aeschylus, Aristophanes, and Sophocles to Rousseau, Locke, Hobbes, and Machiavelli to Welty, Nussbaum, and M.L. King, Jr. According to John Yoder, vice president for academic affairs at Friends University (KS), “The opportunity to interact daily, and for extended time, with

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<th>PARTICIPANTS IN LEADERSHIP FOR THE 21ST CENTURY FOR CHIEF ACADEMIC OFFICERS 2010 SEMINAR</th>
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<tr>
<td>Stephen Allred, Provost and Vice President for Academic Affairs (KS)</td>
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<td>Brad S. Born, Vice President for Academic Affairs (KS)</td>
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<td>Mary B. Breckenridge, Vice President for Academic Affairs (OH)</td>
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<td>Kenneth P. Carson, Provost (PA)</td>
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<td>David W. Chown, Chief Academic Officer and Senior Vice President for the Residential University (CA)</td>
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<td>Katie Conboy, Provost and Vice President for Academic Affairs Stonehill College (MA)</td>
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<td>William C. Deeds, Vice President for Academic Affairs and Dean of the College Morningside College (IA)</td>
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<td>John J. Donohue, Provost and Vice President for Academic Affairs Albertus Magnus College (CT)</td>
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<td>Dorothy A. Escriveno, Senior Vice President for Academic Affairs The College of New Rochelle (NY)</td>
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<td>David R. Finley, Vice President for Academic Affairs and Professor of Chemical and Bioprocess Engineering Trine University (IN)</td>
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<td>Sherry Fraser, Dean of the College Concordia College (NY)</td>
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<td>David L. Jamison, Provost and Senior Vice President for Academic Affairs Robert Morris University (PA)</td>
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<td>Christopher N. Jeffries, Provost and Vice President for Academic Affairs Talladega College (AL)</td>
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<td>Augustine G. Kelly, Vice President for Academic Affairs and Dean Saint Anselm College (NH)</td>
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<td>Amy L. Knisley, Senior Vice President for Academic Affairs Unity College (ME)</td>
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<td>Susan J. Kupisch, Senior Vice President, Academic Affairs University of Evansville (IN)</td>
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<td>Richard McDowell, Provost University of Great Falls (MT)</td>
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<td>Charles A. Perkins, Provost and Vice President for Academic Affairs Point Park University (PA)</td>
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<td>Henry Smoronski, Vice President of Academic Affairs and Dean of the College Midland Lutheran College (NE)</td>
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<td>Donald B. Taylor, Provost and Vice President for Academic Affairs Benedictine University (IL)</td>
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<td>William M. Throop, Provost and Vice President for Academic Affairs Green Mountain College (VT)</td>
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<tr>
<td>John Yoder, Vice President for Academic Affairs Friends University (KS)</td>
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24 sharp, inquisitive, articulate, and thoughtful people around powerful ideas was a rare occasion for intellectual stimulation and expansion.” Sherry Fraser, dean of the college, Concordia College (NY), echoed, “The readings and reflections were especially helpful in stimulating my thoughts and ideas about leadership, leaders, and power and responsibility. The discussions provided me with concrete ideas about what I could do differently and an appreciation for what I am doing well.”

Herodotus’ Histories is Focus of Seminar for Faculty Members

Ancient Greek literature, specifically Herodotus’ Histories, took center stage at the fifth annual seminar on Ancient Greece in the Modern College Classroom cosponsored by CIC and the Center for Hellenic Studies. The August 7–11, 2010, seminar was held at the Center’s campus in Washington, DC and was made possible by the support of the Gladys Krieble Delmas Foundation. Twenty-two CIC faculty members were selected to participate from nearly 100 nominations.

The Center’s director, Gregory Nagy, who is also the 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 (TN), led the seminar.

Designed primarily for faculty members who have not had formal training in ancient Greek literature, the seminar explored Herodotus’ descriptions of other societies as a way to create a more precise understanding of what it meant to be a Hellene at a time of increasing cross-cultural interaction in the Mediterranean. 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. During the seminar sessions, participants discussed the text, offered observations on secondary materials, explored connections with other cultural artifacts, and reflected on pedagogical strategies to include Herodotus in courses for students majoring in fields other than classics.

Participant Nina Dulin-Mallory, an English professor at LaGrange College (GA), reflected on her experience. “Like many others at the seminar, I teach at a small institution where my opportunities to learn from and exchange ideas with scholars in this field is limited. This week I have studied in real depth a seminal Greek text, learned from those for whom this is a primary discipline, exchanged ideas in the congenial atmosphere of academic discourse, and begun to formulate ways I can incorporate Herodotus’ Histories in courses I teach.”

The Center for Hellenic Studies is a world-class research institute affiliated with Harvard University. Since its founding in 1962, the Center has brought together people and resources in a variety of contexts to support the study of Hellenic civilization.
Teams from 56 CIC institutions, totaling 161 campus representatives, participated in the 2010 CIC/Collegiate Learning Assessment (CLA) Consortium Summer Meeting, held August 1–3, 2010, in Jersey City, New Jersey, making it the sixth and largest annual meeting to date. This was the final meeting for many Consortium institutions, some of which began their involvement in the fall of 2004, the first year of public use of the CLA. The August meeting was also the beginning of CIC’s new Pathways to Educational and Economic Opportunity in Urban Colleges and Universities project, in which institutions will use the CLA to focus on improving learning of “at-risk” students, such as first-generation college goers and those from low-income backgrounds, who attend college in an urban setting.

Randy Swing, executive director of the Association for Institutional Research (AIR), opened the meeting by urging participants to be “choice architects” as they use assessment results to create action on their campuses. Arguing that assessment is not only about what is being done wrong, Swing said, “proving what is working is as valuable, if not more valuable, than identifying problems to be solved.”

Speaking together, David Paris, executive director of the New Leadership Alliance for Student Learning and Accountability, and Roger Benjamin, president of the Council for Aid to Education (CAE), discussed new directions in higher education assessment. Paris spoke about professionalism in higher education, suggesting that the academy has a responsibility to hold itself accountable or risk having a rigid assessment regime imposed by federal or state governments. Benjamin noted, “developing new assessments and integrating them into teaching and learning will be a large task” and “assessments that faculty find authentic are of primary importance.”

Richard Arum, professor of sociology and education at New York University, spoke about his soon to be released book, Academically Adrift: Limited Learning on College Campuses, coauthored with Josipa Roksa (University of Chicago Press, 2010), which documents the relatively small gains attained in critical thinking, complex reasoning, and writing skills over students’ first two years in college. In addition, Arum said that “learning in higher education is characterized by persisting and
“[Campus leaders] should be ‘choice architects’ as they use assessment results to create action on their campuses.... Assessment is not only about what is being done wrong; proving what is working is as valuable, if not more valuable, than identifying problems to be solved.”

growing inequality,” explaining that African American students in the study, which included a wide range of public and private institutions, began college with lower CLA performance scores and showed significantly smaller increases in performance by the end of their sophomore year than white students.

This year's conference featured interactive sessions for the exchange of promising practices among Consortium members, as well as working sessions for campus teams. Before the meeting, each team was asked to create a poster display that describes how their institutions have collected, analyzed, and shared CLA data and to develop an action plan that outlines steps for use of the CLA in the coming years. During the meeting, experts in the field of assessment and conference participants had the opportunity to review posters, discuss various approaches to assessment, and provide feedback to team members. Participants also shared their action plans during roundtable discussions.

Faculty members from Consortium institutions exchanged course-level performance tasks developed through their participation in the CLA in the Classroom program. They also discussed with senior level administrators on their teams how they have used both CLA results and other assessment measures to support faculty development and promote curricular and pedagogical changes. In addition, Robert M. Gonyea, associate director for the National Survey of Student Engagement (NSSE), led a roundtable discussion on matching CLA and NSSE data. Finally, Marc Chun, CLA's director of education, provided updates on the CLA, and Esther Hong, CiC senior advisor for the Pathways project, discussed improving underrepresented students' learning outcomes.

The CiC/CLA Consortium is supported by the Teagle Foundation. Additional support from the Carnegie Corporation of New York is making possible the Pathways to Educational and Economic Opportunity in Urban Colleges and Universities project. For more information, visit www.cic.edu/CLA.

2010 Foundation Conversation to Feature Foundation Leaders

CIC's 22nd Annual Conversation between Foundation Officers and College and University Presidents will feature several foundation officers who will offer “New Perspectives on Funding Independent Colleges and Universities.” The 2010 Conversation will take place on Tuesday, October 12 from 8:15 a.m. until 1:30 p.m. at the TIAA-CREF Wharton Auditorium in New York City.

Speakers will address what their foundations are funding, why their foundations focus on certain initiatives and not on others, what they choose to fund and why, what changes they see coming to philanthropy, and the possible impact of those changes on the kinds of programs they will support in the future.

The keynote speaker will be Richard L. Morrill, president of the Teagle Foundation and former president of the University of Richmond and Centre College (KY) and Salem College (NC), who will discuss “Fundraising from Two Perspectives—College President and Foundation President.” Mason Granger, director of grants at the William Randolph Hearst Foundations, and Philip E. Lewis, vice president of the Andrew W. Mellon Foundation, will explain “Two National Perspectives on Philanthropy and Independent Colleges.” A third plenary session will focus on “The Role of Regional Foundations” with presentations by Sherry P. Magill, president of the Jessie Ball duPont Fund, and Steven Moore, executive director of the M.J. Murdock Charitable Trust. In addition, foundation executives Lawrence Kantner, executive director of the Jack Kent Cooke Foundation, Max Marmor, president of the Samuel H. Kress Foundation, Mason Granger, and other foundation executives will lead roundtable discussion groups during the buffet luncheon.

Participation is limited to CIC member presidents. For more information, visit the CIC website at www.cic.edu/conferences_events/foundation/2010.asp.
The second cohort of winners of the CIC/Walmart College Success Awards was announced in May by CIC and the Walmart Foundation. Through the awards program, 30 CIC member colleges and universities, selected through a competitive application process, will receive substantial grants to help strengthen exemplary programs that support the education of first-generation students. The newly selected 30 institutions 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.

CIC received a grant of $3 million from the Walmart Foundation in 2009 to support the second cohort of award recipients. Twenty CIC member institutions with programs that 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 excellent 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 the most recent classes of first-year students.

“The 20 colleges and universities selected for the initial awards in 2008 have done a great job in rising to the challenges of retaining and graduating first-generation students,” said Walmart Foundation President Margaret McKenna. “The Walmart Foundation is proud to provide the opportunity for an additional 30 institutions to participate in the program and contribute to the growing body of knowledge on how best to support these students.”

In announcing the award winners, CIC President Richard Ekman said, “We are delighted by the recognition that this second grant from the Walmart Foundation gives to the role played by private colleges in educating first-generation students. Much attention has been focused recently on higher education as a key to making the United States workforce stronger and the country more competitive in the 21st century world economy. As the federal government and philanthropic leaders call for increased degree completion in higher education, small and mid-sized private institutions are an underutilized resource in this effort. Private colleges enroll comparable or higher percentages of lower-income and first-generation students to public institutions and require far less subsidy by state governments to succeed in meeting these national goals. Most importantly, small and mid-sized private institutions have moved beyond a focus on access to...
CIC Releases Report on Chief Academic Officers

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 was released by CIC in July. 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 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.

In announcing the report, CIC President Richard Ekman said, “CIC focuses on professional development for leaders of small and mid-sized private colleges and universities. Recent reports from college trustees and search consultants have pointed to smaller pools of highly qualified candidates for senior leadership positions. The findings of this study validate CIC’s efforts to expand formal leadership development programs for campus administrators and faculty leaders.”

By examining the career paths of chief academic officers, the study found that CIC CAOs have more diverse professional backgrounds than their counterparts in other types of institutions. CIC CAOs come to their positions through service as faculty members or department heads, senior campus executives outside of academic affairs, or from positions outside of higher education.

The study also found that, when compared with CAOs in other institutional settings, chief academic officers of CIC colleges and universities are:

- Slightly younger, with an average age of 57, than CAOs of other four-year institutions, as likely to be female (38 percent), and less likely to be a person of color (9 percent);
- Less likely than CAOs in other four-year institutions to serve as the “number two” executive below the president (66 percent) and more likely than other CAOs to serve as one of several vice presidents of equal authority (24 percent).

Additional key findings include:

- Despite their high levels of satisfaction, chief academic officers receive little formal professional development for their leadership roles. This is particularly true for CAOs of CIC colleges and universities, with fewer than 30 percent indicating that they had participated in formal preparation programs prior to assuming their current CAO role.

(continued on page 18)
a record of unequaled success in retaining and graduating low-income and first-generation students.”

Citing data from the American Association of Community Colleges, Ekman noted that more than six million students a year enroll for credit at the nation’s community colleges. However, only 26 percent actually transfer to a four-year college. In addition, according to the National Association of Independent Colleges and Universities, the six-year graduation rate of first-generation students at public four-year institutions is only 44 percent compared with 61 percent at private colleges and universities. “In short, if we are to achieve the ambitious national goal of increased numbers of college graduates, the lessons learned from the experiences of private colleges will need to be heeded by national policymakers and others,” Ekman stressed.

The Walmart College Success Awards program will include a conference in 2011, online networking opportunities, and a final publication on best practices from both cohorts to be disseminated at the end of the grant period in 2013.

The programs offered at these 30 institutions represent a wide range of approaches to working with first-generation students. Some institutions focus on the unique needs of a particular subset of first-generation students, such as Hispanic students, commuter students, transfer students from community colleges, or students pursuing a teaching career. A number of the award recipients offer transitional summer programs for incoming students that help prepare them for college-level work and life away from home. Others provide services such as mentoring, tutoring, career development, and scholarships and stipends to help ensure success for first-generation students.

For more information about the Walmart College Success Awards and the programs of the 30 winners, visit the CiC website at www.cic.edu/projects_services/walmart_college_success.asp.

(CAO Report, continued from page 17)

- CAOs have the best working relationship with their presidents and their most challenging relationship with the faculty. Difficulties with the chief financial officer and other vice presidents also present challenging relationships.
- CIC CAOs indicate that they spend more time hiring, promoting, and arranging the retirement of faculty members as well as on the curriculum and academic programs than CAOs of other four-year institutions. They are more likely than other CAOs to teach a course but are less likely to have tenured faculty status in their present positions.
- For CAOs of CIC colleges and universities who plan to seek a presidency, top among the areas in which they need further proficiency are: fundraising, governing board relations, budget and financial management, risk management, and legal issues.

The report’s findings suggest several conclusions and recommendations:

1. Further research to understand the reasons for the relatively short tenure of chief academic officers is warranted.
2. CAOs of CIC colleges and universities are typically within a decade or so of normal retirement age (mean of 56.5 years old), which suggests that continued attention to the leadership pipeline for senior administrators of colleges and universities will be necessary.
3. Women and persons of color should be encouraged to participate in programs that prepare prospective senior campus leaders. Younger CAOs should be encouraged to participate in programs to prepare future college presidents.

The American Academic Leadership Institute provided generous funding for this project and the American Council on Education provided access to data from its 2009 report, The CAO Census: A National Profile of Chief Academic Officers.
CIC Begins New Senior Leadership Academy

Ninety-five nominations were received for the new year-long Senior Leadership Academy for mid-level administrators in higher education who aspire to senior leadership positions in independent colleges or universities. The Academy was launched by CIC in partnership with the American Academic Leadership Institute (AALi) this spring. The purpose of the Academy is to prepare prospective leaders to assume positions as the chief officers in their divisions—including academic affairs, student affairs, finance, enrollment management, and advancement—in independent higher education.

CIC is currently selecting participants from independent colleges and universities for the program. Candidates were nominated by the president, provost, or a vice president of their institutions. The first seminar will be held in Williamsburg, Virginia, November 5–7, 2010.

In announcing the program, CIC President Richard Ekman said, “The need to prepare future leaders of colleges and universities has never been greater as the generation of people now in senior leadership positions on campus rapidly nears retirement. At the same time, there are indications that traditional pathways to senior leadership positions in higher education are less frequently followed than they once were. Firms that conduct searches for new presidents and others report that, except for some of the more prestigious institutions, they often encounter difficulty identifying sufficient numbers of well-qualified candidates.”

The Academy will help fill the gap in the current “presidential pipeline” by continuing the preparation of leaders who have promise of developing the talents and skills needed to assume a presidency or another senior position. The Academy will also help participants gain a better understanding of the broader context within which their own institution operates and perspectives beyond their current department or division. This program is made possible through the generous support of AALi.

The program consists of (a) an opening two-day seminar held in conjunction with the CIC Institute for Chief Academic Officers and conducted by exemplary leaders in higher education, including presidents and current and former chief officers in academic affairs, student affairs, finance and administration, enrollment management, and advancement; (b) a series of readings and case studies on college and university leadership; (c) experiential activities developed by the participant, approved by a nominator/mentor, and undertaken on the home campus or another conveniently located campus; (d) mentorship by the nominator and the program director as the participant engages in activities relevant to a senior position throughout the year; (e) experiential plan updates and bimonthly consultation with the program director; (f) periodic phone appointments with the program director and the mentor-nominator; and (g) a closing seminar in late spring 2011 in Washington, DC.

The program director is Ann Die Hasselmo, AALi president and president emerita of Hendrix College (AR). She is the former managing director of Academic Search, Inc. and also served as dean of the H. Sophie Newcomb College and associate provost of Tulane University.

Two Davies-Jackson Scholarships Awarded for 2010

The recipients of the 2010 Davies-Jackson Scholarship awards for study at St. John’s College of Cambridge University in England are Lindsay Brainard, who graduated this spring from The College of Wooster (OH) and Gordon Nicholas Courtney, a recent graduate of Loyola University New Orleans (LA). Both awardees will study philosophy when they head to Cambridge in the fall—Brainard enters a one-year MPhil program and Courtney begins a two-year BA program. This is the first time in the scholarship’s history that two graduating seniors have been awarded scholarships in the same year.

Established in 1990 by an anonymous benefactor, the scholarship commemorates two Cambridge University faculty members who provided opportunities for the donor when he was a young man. In the words of the anonymous donor: “The Davies-Jackson Scholarship is a gift from Hugh Sykes Davies, who took a chance on a city kid from an unknown college, and from Meredith Jackson, who took him to sea, and from the college, which gave him the tuition that he could not pay. Before graduating, I promised Hugh Sykes Davies that if ever came the time when I could put back something of the gift he and Jackson and the college had given me, I would.” Since 1990, 17 scholarships have been awarded.

Students with exceptional academic records who will be the first in their families to graduate from college may apply for the scholarship, which provides for tuition and living and travel expenses. Applications are accepted in the fall from seniors enrolled in one of nearly 500 eligible colleges and universities that share characteristics of the donor’s own undergraduate institution. Information about the scholarship, including a list of currently eligible institutions can be found at www.cic.edu/projects_services/grants/daviesjackson/index.asp. Updated application materials for the 2011 scholarship award will be available in early September.
CIC Benchmarking Reports Help Colleges Stay on Track

CIC member college and university presidents increasingly turn to CIC’s two benchmarking reports—the Key Indicators Tool (KIT) and Financial Indicators Tool (FIT)—for comparative analysis, budget projections, and strategic planning. Given the challenges of the present economic downturn, college leaders are paying closer attention to performance metrics, tracking enrollments, financial aid, faculty salaries and other educational expenditures, as well as indebtedness, investment performance, and overall financial condition.

“No only does the KIT help us with both broad approaches to policy and even specific issues, it also proved an invaluable source of evidence for our regional self-study last fall,” said Malcolm Russell, vice president for academic administration at Union College (NE). And according to Carol A. Leary, president of Bay Path College (MA), who has shared the benchmarking reports with the college’s board of trustees, “the FIT provides an excellent tool in strategic planning and setting benchmarks.”

When Dominican University’s (IL) aggressive growth plans were derailed by the recent market collapse, the KIT and FIT benchmarking reports were used as part of a financial risk management strategy to put the university back on track. The Dominican plan was featured as the cover story in the February 2010 issue of NACUBO’s Business Officer magazine, written by Amy McCormack, senior vice president for administration, and Richard Walstra, controller.

In July, CIC released the fourth annual edition of the FIT to member presidents. While the FIT utilizes the most recent publicly available data from the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS), as well as IRS Form 990s obtained from GuideStar, data in the report are always a year old. A unique feature of the report, however, allows CIC members to add more recent institutional data from audited financial statements, using a dynamic worksheet included at the end of the report. Once figures are entered, the worksheet automatically calculates ratios and graphically displays the results.

The FIT report uses a set of financial performance measures that rely on the Composite Financial Index (CFI), developed for NACUBO by KPMG, Prager, Sealy & Co., LLC, and BearingPoint, Inc. The CFI is based on four core financial ratios, each representing a particular domain of financial operations: (1) the primary reserve ratio indicating resource sufficiency; (2) the viability ratio as a gauge of debt management; (3) the return on net assets ratio to track financial asset performance; and (4) the net operating revenues ratio measuring operating results. These ratios are then standardized, weighted, and combined into a single index score—the CFI—to indicate the financial health of the institution.

The seventh annual edition of the KIT will be sent to member presidents in October. The benchmarking report contains data from IPEDS for 20 indicators of institutional performance with respect to students, faculty, financial resources, and expenditures. The 2010 KIT will feature two new indicators: the Tuition Discount Rate will be calculated by dividing institutional aid (funded and unfunded) by total tuition and fee revenue, a method used by both NACUBO and the College Board; and the Endowment Assets per Student indicator, based on NACUBO’s endowment definition and now available from IPEDS, will replace Long-term Investments per Student as an indicator of the institution’s financial investments.

The benchmarking project was developed with grants from the William Randolph Hearst Foundations and is now underwritten by TIAA-CREF, enabling the reports to be provided at no cost to CIC members. The Austen Group gathers the data and prepares CIC’s benchmarking reports. For additional information about these and other benchmarking services, visit www.cic.edu/KIT or www.cic.edu/FIT.
CAMPUS UPDATE

A compendium of recent news from CIC member institutions

In July, Dillard University’s (LA) Deep South Center for Environmental Justice hosted a meeting with U.S. Health and Human Services Secretary Kathleen Sebelius to explore solutions to challenges faced by oil spill workers, Louisiana fishers, community leaders, and local government officials affected by the Gulf oil spill disaster.

Campuses Respond to Gulf Oil Spill

Several CIC institutions responded to the oil spill in the Gulf of Mexico that was the result of BP’s Deepwater Horizon oil rig explosion in April. Loyola University New Orleans (LA) established a comprehensive “Crude Awakening” website that offers blogs, articles, and resources about the spill and its impact. Several Loyola faculty members have provided expert advice to the media about the spill’s environmental and health effects, and the university’s Small Business Development Center has reached out to more than 1,000 affected small businesses in the area, offering them assistance in filing claims, counseling, and support.

Seventy-five graduates of a training program cosponsored by the Environmental Justice Resource Center at Clark Atlanta University (GA) and Dillard University’s (LA) Deep South Center for Environmental Justice are assisting in cleanup operations for the oil spill. The center’s Minority Worker Training Programs are offered in Georgia, Louisiana, Mississippi, Texas, and Florida and provide technical training in construction and academic remediation and life skills training for residents of communities that are economically and environmentally disadvantaged. The programs include a 40-hour hazardous waste worker certification that is required for oil spill cleanup.

College Releases Timely Civility Study

Allegheny College (PA) this spring released one of the first comprehensive studies of how Americans view the tone of political discourse. As the election season and campaign rhetoric heat up, the “Nastiness, Name-calling, and Negativity” study and the college’s call for civility in politics is attracting national attention. The study has already received widespread media coverage, including features in 47 major and regional newspapers and 139 broadcasts. The study found that although an overwhelming number of Americans say they believe civility and compromise are essential characteristics of a democracy, they also say that they do not see these values reflected in today’s political environment. Instead, citizens say they see rancor, anger, and hostility—and they’re worried. The study springs from a telephone survey of 1,000 adults nationwide, developed and commissioned by the Center for Political Participation at Allegheny College. The full study is available on Allegheny’s website at http://sites.allegheny.edu/civility/. Allegheny sees this survey as an important first step in addressing a critical national issue and is developing other programs and tools to help citizens assess the tone being used by candidates for public office. The college hopes that these programs and others like them on campuses will play a key role in elevating the level of campaign debates and political discourse nationwide.

Environmental Leadership

Southwestern University (TX) has signed an agreement with the City of Georgetown that will enable it to meet all its electricity needs for the next 18 years from wind power. As a result, Southwestern will be the first university in Texas to have all of its electricity supplied by wind power and one of about 20 universities in the country to have a totally “green” source of power, according to the U.S. Environmental Protection Agency. The electricity will come from the Southwest Mesa and South Trent Wind Farms in west Texas.
In June, Ohio Governor Ted Strickland announced that five CIC institutions—Defiance College, Lourdes College, Oberlin College, Ohio Wesleyan University, and Ursuline College—were among 14 higher education institutions in the state that will receive grant awards through the American Recovery and Reinvestment Act’s Energy Efficiency and Conservation Block Grant: Local Governments and State Energy Program. The institutions were selected based on their ongoing commitments to reduce energy usage and fossil fuel emissions.

Wilson College’s (VA) Harry R. Brooks Complex for Science, Mathematics, and Technology has been certified through the U.S. Green Building Council’s Leadership in Energy and Environmental Design (LEED) program. The project involved the renovation of the former Havens Science Center, as well as 25,000 square feet of new construction, resulting in a 76,500-square-foot state-of-the-art educational facility.

International Activities

Bloomfield College (NJ) expanded its global mission by adding a new international exchange and cooperative agreement with South Korea’s Seokang University. The agreement allows for an exchange of scholars—including faculty, graduate fellows, researchers, and students—and academic materials as well as cooperation among student internship programs. The institutions will organize joint research programs with co-authorship in academic and professional journals and joint participation in conferences, workshops, and supporting activities such as language training, orientation, and preparatory courses for exchange and research programs. The Institute of Technology and Professional Studies at Bloomfield has been working with colleges and universities in 13 countries through similar agreements and has hosted several programs in which students from China, Romania, and elsewhere attend intensive English language courses coupled with courses in the health and IT fields.

Hollins University (VA) recently received a gift of $1 million to support Hollins’ study abroad program in Paris from alumna Jean Hall Rutherford and her husband, Thomas. This endowed fund will pay the salary and benefits for what will now be titled the Rutherford Director of the Hollins Abroad Paris Program. Established in 1955, the program was one of the first international study programs in the country. The semester-long curriculum combines classes, field trips in and around Paris, guided group excursions to other regions of France, and special academic options to provide a comprehensive cultural experience.

Expanded Library Offerings

The collection at Chatham University’s (PA) Jennie King Mellon Library was recently expanded thanks to the generosity of book collectors Melanie and Fred R. Brown. This spring, the university dedicated the Melanie and Fred R. Brown Special Collection of Literary Fiction consisting of 3,262 books—over 98 percent of which are first printings, first editions, or advance reading copies. More than half of the books in the collection have been signed by the authors. Oberlin College’s (OH) Mudd Library received a collection of artists’ books donated in honor of Ruth Hughes ’85, chief cataloger at the Library Company of Philadelphia. The collection of 100 artists’ books by 79 individual book artists was exhibited this spring in “Show and Bestow: The Ruth Hughes Collection of Artists’ Books.” In other library news, Saint Leo University’s (FL) library recently acquired an extensive e-book database and, as a result, more than half of the library’s collection will consist of online material and e-books that can be downloaded to students’ computers, smartphones, and iPads.

Announcing New Majors and Programs

Many CIC institutions have expanded their academic offerings with new degrees and programs. Benedictine University (IL) this summer announced a new doctoral program designed to equip ethical leaders for success. The new Doctor of Philosophy/Doctor of Business Administration in Values-Driven Leadership will prepare organizational consultants and senior business executives as socially and environmentally responsible leaders for the 21st century. The three-year
program, scheduled to begin in the spring of 2011, is designed for senior leaders who want to build a successful and sustainable enterprise by aligning social, ethical, and environmental performance with their core business strategies. Benedictine also will launch a bachelor of arts in criminal justice in the fall. The major will provide a liberal arts preparation for students who wish to work in areas of law enforcement, probation and parole, the judicial system, or attend law school to become a criminal law attorney and will be offered through the department of sociology and psychology.

In response to the large number of federal jobs that are now related to homeland security, Pace University (NY) has developed a new master’s-level program in homeland security under the University and Agency Partnership Initiative created by the federal Center for Homeland Defense and Security. The goal of the master’s in management for public safety and homeland security professionals is to educate and prepare a national cadre of local, state, tribal, and federal leaders to collaborate across professional disciplines and levels of government. This collaboration will develop new policies, strategies, and organizational arrangements to prevent and respond to future terrorist attacks.

Another new law enforcement-related program includes Unity College’s (ME) updated Seasonal Law Enforcement Training Program in conjunction with the National Park Service. This intensive training program, first developed in 1977 to prepare seasonal park rangers to perform law enforcement duties, added new topics such as federal criminal law and court procedures, pistol and shotgun qualifications, emergency response driving, patrol skills, and defensive tactics.

This fall, Concordia University Texas will launch three new programs: a bachelor of science in nursing, a bachelor of applied arts and science degree, and a master of business administration. Voorhees College (SC) will add a new major in sports management, and Manchester College (IN) will offer a new master of education degree. Tailored for current teachers or administrators, most of the coursework is designed to be completed online or as independent studies to allow working teachers a more accommodating class and study schedule.

Mars Hill College (NC) announced it will offer an integrated education major that allows graduates, upon completion of a single major, to be fully certified in both general elementary education and special education. For those studying to be general education teachers, the ongoing assessment emphasized in this major will train students to detect and solve issues for children who are at risk of needing special intervention.

Saint Martin’s University’s (WA) is launching a new bachelor of science in mechanical engineering through the University Center of North Puget Sound at Everett Community College. All classes will be taught in the evening or online.

Saint Joseph’s College of Maine recently announced a new online master of accountancy degree. The program will prepare people who have an undergraduate business degree for a career in public accounting or auditing and help them prepare for the certified public accountant exam. Robert Morris University (PA) will increase the number of online degree programs to be offered starting in the fall, including an MBA, master’s programs in business education and instructional leadership, and a bachelor’s program in applied psychology.

Arcadia University (PA) announced five new three-year accelerated undergraduate programs in business administration, communications, international business and culture, international studies, and psychology to begin this fall. Arcadia has also introduced nine new Majors Abroad Programs (MAPs)—four-year programs that require a year of study abroad: fashion, digital media, media industries, sound and music, Spanish cultural studies, global legal studies, sports psychology, French, and Italian.
New and Recently Renovated Facilities

Trine University (IN) recently opened its Keith E. Busse/Steel Dynamics Athletic and Recreation Center that includes a 200-meter indoor track, indoor tennis courts, batting cages, and space for intramural sports. In June, Elmira College (NY) opened a new dormitory that will begin housing students this fall. The 140-bed facility includes several lounges, fireplaces, and a multimedia classroom and seminar room. Endicott College (MA) began construction this spring on a new $12.5 million, 260-bed residence hall that is scheduled to open in fall 2011. And this summer Chowan University (NC) is undertaking more than $2 million in renovations across campus including the refitting and modernizing of residence halls.

Creating Partnerships

Saint Joseph College (CT) and the Connecticut Community Colleges announced a degree-completion program that guarantees enrollment in Saint Joseph College for qualified graduates of the Connecticut Community College's nursing program. These graduates can earn a bachelor of science degree in nursing with a concentration in multicultural health at Saint Joseph. The program will allow working registered nurses the opportunity to earn their degrees in two calendar years by taking evening, weekend, and online classes.

Houghton College (NY) and the State University of New York at Buffalo's School of Pharmacy and Pharmaceutical Sciences will cooperate in providing an accelerated 3+4 undergraduate/professional school education leading to a baccalaureate degree from Houghton and a doctor of pharmacy degree from Buffalo. Under the new agreement, students must complete at least 91 semester hours in the biology program at Houghton and 33 semester hours in the doctor of pharmacy program at Buffalo. They then receive their baccalaureate degrees from Houghton and, upon approval by Buffalo, students will complete the remaining requirements for the doctor of pharmacy degree.

Celebrating Achievements

Wartburg College (IA) was one of only two American colleges and universities to receive the MacJannet Prize for Global Citizenship. Wartburg was recognized for its “Community Builders: Fostering Intergenerational Civic Engagement” project, which brings together people of all ages to discuss and share what it takes to build a sense of local and global community and the value of doing so. The purpose of Community Builders is to help people be better citizens by talking about the importance of community, practicing the skills that can help improve communities, and engaging in projects that support communities. The seed money for the start of this work was a CIC grant awarded to Wartburg more than a decade ago as part of CIC’s Engaging Communities and Campuses initiative.

McDaniel College’s (MD) Carpe Diem Campaign has exceeded a six-year comprehensive $65 million fundraising goal by raising over $77 million, a record amount for the college. The campaign will fund priorities in the areas of student financial aid and residential life, faculty support and development, and campus facilities. Olivet College (MI) has officially closed the largest fundraising campaign in its history. With more than $17 million raised through the capital campaign, the college has been able to construct three new buildings on campus and renovate several others, revise its curriculum to create new academic majors and minors, and support initiatives in academics, athletics, and more. Goucher College (MD) announced that it has received $2.4 million as an unrestricted gift from the estate of Florence Hochschild Austrian, a Baltimore artist who graduated from the college in 1910.

Changing Names

Columbia Union College (MD) has officially changed its name to Washington Adventist University. Shorter University (GA), Bethel University (IN), Clarke University (IA), and Otterbein University (GA) have announced university status. Effective in August, Mount Union College (OH) is officially University of Mount Union.

Michelle Kwan, the most decorated figure skater in U.S. history, received an honorary Doctor of Humane Letters from Southern Vermont College in May at the college’s commencement. “In most pursuits, you can’t look up on the scoreboard and know precisely where you stand,” Kwan said in her keynote address. “And so most of the time, in your lives and careers, you’ll be the one scoring yourself. Let the standard be high.”
Presidents Survey Report

In spring 2010, a large number of CIC member presidents responded to a survey developed and conducted by Steven L. Mourning, a partner at Jerold Panas, Linzy & Partners. CIC Board member Jerold Panas had volunteered the services of his firm pro bono to gather presidents’ evaluations of CIC programs and services. The comprehensive survey and analysis has helped CIC understand better the perceptions and attitudes of its members—how much members know about the activities of CIC, at what level they value their membership, and whether there might be ideas for new programs and activities to consider.

The survey of 36 questions was distributed by email to nearly 600 CIC member presidents; a total of 171 respondents completed the survey instrument (a 28 percent response rate, which is considered very good in the industry). Among the key findings related to CIC programs and services:

- **Overall Satisfaction**: Seventy-four percent of CIC presidents are either extremely satisfied or very satisfied with CIC programs and services, and another 23 percent are satisfied.
- **Highly Valued Programs**: Presidents were asked to rate the importance of CIC conferences and programs. The following were judged important or very important by respondents (in order of importance): presidents institute, institute for Chief Academic Officers, Walmart College Success Awards, new presidents program, and the Presidential Vocation and Institutional Mission Seminar.
- **Highly Valued Projects and Services**: Presidents also were asked to rate the importance of CIC projects and services. The following were judged important or very important by respondents (in order of importance): Financial indicators tool (Fit), Key indicators tool (Fit), tuition exchange program, Making the Case website, CIC publications and reports, and the CIC/CLA Consortium.
- **Presidents Institute**: More than two-thirds of presidents indicated that the Presidents Institute is at least very useful with half of that group rating it “the most useful conference I attend.” Seven respondents said the Institute was somewhat useful. Narrative comments about the Presidents Institute closely align with those received in the annual evaluation of the Institute.
- **New Presidents Program**: More than three-fourths of presidents indicated that the New Presidents Program is useful or very useful. Another fourth said the Program was somewhat useful.
- **Presidential Spouses Program**: More than half of presidents indicated that the Presidential Spouses Program is useful or very useful. Another third said the Program was somewhat useful.

The survey also included questions about CIC’s communications activities. Among those findings:

- **Independent**: Almost two-thirds of presidents (64 percent) read the Independent newsletter on a regular basis, and 63 percent report they prefer to receive the Independent in print while 20 percent prefer to receive the publication online. Over half of the respondents (51.6 percent) report that they circulate it among their executive leadership team.
- **Website**: Two-thirds of respondents report that they rarely visit the CiC website. Another 8 percent stated that they don’t visit the CiC website. One quarter of respondents reported visiting the site at least once a month, and not quite one in four respondents characterized it as a very useful source of information.
- **Listservs**: Almost one in five respondents reported actively participating on the presidents listserv. Another one in three respondents reported that they only read the posts and find the listserv helpful; 45.6 percent don’t participate on the listserv.

Many CIC staff members worked closely on this project with Steve Mourning and were deeply saddened by his sudden death in July. “Steve’s insights, good humor, and gracious style certainly aided us all in our discussion of the report and its implications for CIC’s work. It was a pleasure to get to know Steve and to work with him. We will miss him,” said CIC President Richard Ekman.

**FIHE Update**

In recent months, more than $1.6 million in grants were provided to consortia of independent colleges by the Foundation for Independent Higher Education (FIHE), CIC’s affiliate in the cause of supporting independent higher education.

FIHE provided $1.5 million to 32 state associations in July to fund scholarships for their member colleges and universities. These scholarships were given by the state associations in the name of UPS, FIHE’s long-time lead corporate partner.
Direct grants to four state associations from FIHE’s National Venture Fund and its Walmart Foundation College Access and Success Fund included $25,000 to The Independent College Fund of New Jersey to develop its “Veterans Education Website”; $50,000 to the North Carolina Independent Colleges and Universities to begin an inter-collegiate “Ethics Bowl” competition for student debate teams; $22,500 to the Ohio Foundation of Independent Colleges to support an “Undergraduate Research Symposium”; and, $41,500 to the Wisconsin Foundation for Independent Colleges to develop its college readiness program for minority or low-income high school students.

In addition, FIHE recently presented its major national award, the Charles W. L. Foreman Award for Innovation in Private Higher Education, to Jerry Fuller, executive director of the Associated Colleges of Illinois. The award, named for the late former chair of the board for both UPS and FIHE, was given in recognition of the many leading-edge, multi-college collaborations implemented by the Illinois fund during his tenure.

CIC in the News

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

In addition, the announcement of the CIC/Walmart College Success Awards Winners in May received extensive regional and business news coverage, including stories in the Houston Business Journal, San Jose Mercury News, and Daytona Beach News-Journal, among many others.


As part of CIC’s ongoing partnership with University Business, two columns by a former and a current member of the CIC Board of Directors were published in the magazine’s Independent Outlook section, including “Auxiliary Enterprises: Asset or Albatross?” by Wells College (NY) President Lisa Marsh Ryerson (April) and “The Odd Couple: University and Business” by Kenyon College (OH) President Georgia Nugent (June). Nugent currently serves as chair of the Programs Committee of the Board.

In a lengthy article on “Paths to the Presidency,” University Business (March) cited data from CIC’s study on presidential career patterns, quoting both Richard Ekman and CIC Senior Vice President Hal Hartley. Another University Business article, “Leveraging Technology to Increase Enrollment, Capacity, and Revenues” by Arthur F. Kirk, president of Saint Leo University (FL), mentioned the capacity of CIC institutions to offer online education (February).

The March/April edition of Change magazine described work being done by members of CIC’s Collegiate Learning Assessment Consortium in “Taking Teaching to (Performance) Task: Linking Pedagogical and Assessment Practices.”

Campus Activities on Constitution Day

Constitution Day will be observed and celebrated on September 17, 2010 to commemorate the signing of the U.S. Constitution on September 17, 1787, when the delegates to the Constitutional Convention met for the last time to sign the document they had created. In 2004 Senator Robert C. Byrd (D-WV) fathered a law to encourage all Americans, including colleges and universities, to observe this historic event. CIC is interested in learning about the variety of events and activities held on member campuses in recognition of Constitution Day. Please send a short description of your campus activities to Independent editor Laura Wilcox at lwilcox@ic.nche.edu, for inclusion in the next issue of the newsletter.

Staff News and Notes

Harold V. Hartley III, senior vice president, represented CIC at a White House conference on Advancing Interfaith and Community Service on College and University Campuses on June 7 sponsored by the White House Office of Faith-Based and Neighborhood Partnerships.

Hartley and Research Manager Eric Godin co-authored the Study of Chief Academic Officers of Independent Colleges and Universities published in July (see page 17). A presentation based on the study was given at the Annual Forum of the Association for Institutional Research in Chicago in May.

In March, Hartley moderated a webcast, “Financial Distress Strategy and Management,” cosponsored by CIC and NACUBO. In June, for the third year in a row, Hartley presented a session on “Financial Benchmarking” for the annual Higher Education Management Institute at Vanderbilt University’s Peabody College.

Barbara Hetrick, senior vice president, in May was named to McDaniel College’s (MD) advisory council for the Women’s Leadership Network. McDaniel is her alma mater. Hetrick also represented CIC at an April meeting of higher education leaders from Hong Kong convened by the American Council on Education to explain the American systems of higher education.
and the associations that serve them; and she served as a panelist for the ACE Fellows’ Closing Seminar in June to help fellows understand the role that major higher education associations play in serving higher education.

Marylouise Fennell, RSM, senior counsel, delivered the commencement address and received an honorary doctoral degree from Bethany College (WV) in May.

STAFF SPOTLIGHT—People Who Make CIC Work

Laura Wilcox is vice president for communications, overseeing CIC publications, electronic communications, and media and public affairs. She also is director of the annual CIC/AASCU College Media Conference. She came to CIC as director of communications in December 2000 from the American Council on Education, where she had served as assistant director for public affairs and managing editor of ACE’s public policy newsletter. Prior to joining the higher education community, Wilcox was a public affairs associate at the Urban Institute, and she worked on Capitol Hill and also as a radio news reporter and editor. A graduate of Kent State University, Wilcox received her master’s degree in legislative affairs from George Washington University. Wilcox is a member of the planning committee for Women Administrators in Higher Education and in her spare time enjoys watercolor painting, cooking, reading, and relaxing in the Laurel Highlands of southwestern Pennsylvania.

THE BOARD OF DIRECTORS AND STAFF OF CIC WELCOME THE FOLLOWING NEW MEMBERS SINCE SPRING 2010

New Institutional Members
Aquinas College, TN
Cambridge College, MA
Covenant College, GA
Lindenwood University, MO

New Affiliate Member
Public Conversations Project, MA

New International Members
American University of Beirut, Lebanon
American University of Iraq
CETYS University, Mexico

There are several ways to reach CIC.
Let us hear from you.
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. Visit the site for news about CIC conferences and programs, to download CIC publications, and for links to CIC member colleges and universities.

Listservs
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.

To join the discussion groups, send your request for a specific list via email to cic@cic.nche.edu. Make sure to 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.

PRESIDENTS (cippres-list@cic.edu): Open only to current presidents of CIC member institutions.

CHIEF ACADEMIC OFFICERS (cicdean-list@cic.edu): Open to chief academic officers, provosts, and those with similar rank at CIC member institutions.

STUDENT AFFAIRS (cicstuaff-list@cic.edu): Open to student affairs officers and staff at CIC member institutions.

PUBLIC RELATIONS (cicpr-list@cic.edu): Open to public relations officers and staff at CIC member institutions.

ADVANCEMENT (cicadvance-list@cic.edu): Open to development officers and staff at CIC member institutions.

FINANCE (cicfinance-list@cic.edu): Open to business and financial officers at CIC member institutions.

SPOUSES (cicspouse-list@cic.edu): Open to spouses of current presidents of CIC member institutions.

TECHNOLOGY (cicnet-list@cic.edu): Open to those at CIC campuses interested in discussing issues of information technology.

DEPARTMENT CHAIRS (cicchair-list@cic.edu): Open to department and division chairs of CIC member institutions.

DATA (cicdata-list@cic.edu): Open to those at CIC member institutions interested in discussing issues of data and institutional research.

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