2008 Presidents Institute
Revaluing Higher Education

The Presidents Institute returns to the newly-renovated Marco Island Marriott in Marco Island, Florida, January 4–7, 2008. The program, based on the theme of “Revaluing Higher Education,” is designed to help leaders of independent colleges and universities understand and respond to new societal expectations, student preferences, and demands for accountability. Many presidents find that these issues can challenge the institutional values that anchor their leadership. Presidents will benefit from sessions that sharpen the questions they face, formulate meaningful processes for exploring choices, and learn from the experiences of fellow presidents and other experts. The Spouses Program, running concurrently with the program for presidents, includes sessions on the role of presidential spouses and opportunities to learn from colleagues. Presidential spouses are also welcome at sessions designed for presidents.

Immediately preceding the Institute on January 3 and 4, CIC will once again offer its popular New Presidents Program for recently appointed college presidents, typically in their first or second year. Coordinated by Marylouise Fennell, RSM, senior counsel for CIC, the workshop is led by experienced presidents and affords opportunities for new presidents to meet and share ideas with others who are new to the presidency. The spouses of new presidents are invited to participate in the New Presidential Spouses Workshop led by experienced presidential spouses.

Howard Gardner will deliver the keynote address on “Five Minds for the Future: Intellectual and Ethical Dimensions,” in which he will describe the importance of the “five minds”—or mental abilities needed to be successful in today’s rapidly changing world—and how to nurture them in leaders as well as students, particularly regarding ethical issues. Gardner is John H. and Elisabeth A. Hobbs

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Common sense has long argued for the creation of voluntary associations by colleges that possess similar characteristics. For small or geographically isolated institutions especially, a forum to compare notes with counterparts in other places can be very valuable. And some teaching and administrative functions are more feasible or cost-effective if they are approached on a multi-institutional basis. American colleges are well served by a tradition of institutional autonomy coupled with a number of national, regional, state, and local voluntary associations, as well as by other groupings based on common characteristics such as religious affiliation or philosophy of education.

At the same time, the competition among colleges—for students, publicity, and funds—has grown more intense, and this intensity has exacerbated a tendency at almost every institution to underscore its distinctive, even unique, features and sometimes to claim that it has no true peers. It is easy to forget that the commonalities among institutions are much more important than the differences. In fact, even the differences among institutions are more often differences of degree, not kind.

Two common strategies have dominated association responses. On the one hand, large numbers of institutions possess certain interests and problems in common, and the American Council on Education, the most comprehensive membership association, tries to articulate the interests of the entirety of higher education to Congress and executive Branch agencies. Also very capacious, the National Association of Independent Colleges and Universities tries to give voice to the consensus perspective of all private colleges and universities on federal legislative and regulatory questions.

At the other end of the spectrum, much smaller groupings of colleges find benefit in working closely together. For example, the 12 colleges in the Great Lakes Colleges Association—all reasonably affluent, selective, and located in the same geographic region—offer many academic programs on a shared basis. The seven “work colleges” share a philosophy of education, which they help one another to promote. The 28 Jesuit institutions share a distinctive religious tradition, as well as a form of governance.

But what about the middle ground of consortia and associations—such as CiC? CiC’s 588 members see their relatively smaller size and their commitments to undergraduate education and the liberal arts as giving them a point of view that differs from other private institutions—including those that are focused primarily on research, those that are very large, and those that do not view the liberal arts as central.

How does a college or university decide which of these groupings are useful and which associations to join? In large part, these choices depend on perception of value in the programs and services that the associations offer. Most of CiC’s programs, for example, focus on distinctive areas of assistance to college leaders that are not duplicated elsewhere and are informed in specific ways by the circumstances of smaller, private institutions. Indeed, we try hard not to duplicate others’ services.
Imitation is the highest form of flattery, but it may also lead to the perception that an association doesn’t offer distinctive benefits to its members. Here’s an example. For many years, ACE offered a program for department chairs, but few chairs from small colleges participated because they believed that the program was geared mainly to the circumstances of large departments. Many colleges subsequently asked CIC if it would run a program for chairs that was more tailored to the needs of small institutions. For six years, CIC has offered workshops for department chairs in smaller institutions. The program is of shorter duration than ACE’s and less expensive, and it focuses on the distinctive needs of chairs of small departments in private colleges and universities. The workshops have proven to be popular and, because they are not expensive, quite a few institutions send teams comprised of anywhere from three to ten department chairs, many of whom participate year after year.

Recently, two smaller private college associations—one defined by geography and the other by religious identity—announced their own workshops for department chairs. The programs are similar to CIC’s but emphasize certain features that are defining characteristics of their member institutions.

The range of choices now available to a department chair who is looking for help is impressive. The challenge for all of the associations, however, is to be clear about the distinctions among programs that may look superficially similar. The challenge for the individual college or department chair is to be clear about what is needed most. The people who believe that the gathering of chairs at the CIC workshops is too heterogeneous are hopeful that even the same topics could be discussed more fruitfully if limited to a group of chairs from very similar institutions. (My view, not surprisingly, is that—especially for department chairs who rarely have opportunities to rub elbows with their counterparts elsewhere, in contrast to, say deans and presidents, who attend many conferences as representatives of their institutions—a more diverse grouping is a significant advantage.)

What lessons can be drawn about the role of associations and consortia? The first is that every college shares many characteristics in common with others; dwelling on the distinctive features of a college is useful only up to a point, and we must resist the temptation, even in an era of intensifying competition, to overstate institutional uniqueness. Second, some differences are more important than others. I have come to believe, for example, that the line between the public and private sectors of higher education is fundamental and the interests of the two sectors are, for better or worse, becoming increasingly different. I say this even as public universities complain about less generous state government support and the need to—in their terms—“privatize” their base of support. Third, a membership association needs to be certain when expanding its range of activities that another association is not already providing the same service. Providing a redundant service squanders precious resources and ultimately does a disservice to individual colleges by undermining confidence that the association offers good value.

Other lessons emerge when contemplating the alternatives. In some countries, the associations of colleges are themselves government agencies or nongovernmental organizations that are supported largely by government funds. In addition to serving as common ground for similar institutions to confer, these associations are expected to implement government policies. In the United States, we have usually respected the autonomy of voluntary associations because they encourage a range of approaches and are more likely to foster innovation than are government entities.

We have come a long way since the 1960s when Franklin Patterson, the founding president of Hampshire College (MA), forged the first consortium among five very different colleges and universities in western Massachusetts. Its members—Smith, Hampshire, Mount Holyoke, Amherst, and University of Massachusetts—represented large and small, public and private, and varying degrees of admissions selectivity and affluence. And yet, the consortium has worked well. Patterson frequently argued as the consortium matured that a consortium offers a good way to enrich programming—every consortium member in effect is offering the courses of all the consortium members, for example—but, he said, a consortium will never save money. In the 1990s, however, consortia began to find ways to save money as well as enrich programs.

We have also come a long way in our expectations of national associations of colleges and universities. They now offer a wider array of services that address more varied needs of their members. We should sustain the current system of voluntary consortia and associations of colleges and universities, recognizing our commonalities whenever possible, even as the pressure to emphasize institutional differences grows stronger.
Additional Sessions Planned for CAO/CFO Institute

Due to popular demand and to serve as many CAOs and CFOs as possible, the enrollment limit for the Strategic Budgeting Workshop has reached maximum enrollment.

Additional sessions and speakers have been scheduled for the CAO/CFO Institute in Philadelphia, Pennsylvania, on November 3–6, and the Strategic Budgeting Workshop has reached maximum enrollment.

2008 CAO/CFO INSTITUTE

November 3–6
Philadelphia, PA

Plenary Speakers Include:

Herbert M. Allison Jr., TIAA-CREF

Peter T. Ewell, National Center for Higher Education Management Systems

Blenda J. Wilson, BJW Consulting

Carol A. Twigg, National Center for Academic Transformation

John D. Walda, National Association of College and University Business Officers

The Key Role of Faculty in Internationalizing an Institution

Preparing students for understanding and dealing with globalization should be one of the primary concerns of institutional leaders. Campus plans for internationalization often focus on attracting more international students and increasing American student participation in study-abroad programs but overlook the key role of the faculty. The session will explore why international experience should be a major emphasis in faculty development in the 21st century and provide strategies for doing so in a cost-effective way. Opportunities for Fulbright awards for faculty members at smaller colleges will be discussed, as well.

David B. J. Adams, Senior Program Officer, Asia/Middle east, Council for International exchange of Scholars

Robert K. Holyer, Provost, Presbyterian College

Improving the Student Academic Profile and Increasing Net Revenue through Enrollment Marketing

How can institutions improve the profile of the incoming class without expanding academic programs or facilities? What are the best strategies and tactics to reach potential students and their families and to persuade them to apply and enroll? Speakers in this session will share lessons in student recruitment that can help CAOs and CFOs increase net revenue and shape both the academic and financial profile of the institution.

Adrienne Israel, Vice president for Academic Affairs and Academic dean, Guilford College

Bill Royall, president, Royall & Company

Jack A. Gochenaur, Chief Financial Officer and treasurer, Manchester College

More information about the CAO/CFO Institute and registration materials are available on the CIC website at www.cic.edu/conferences_events/caois2007.asp.
In a plenary session entitled “Higher Education Leadership to Create a Healthy, Just, and Sustainable Society,” Ray Anderson and Anthony Cortese will consider specific ways in which colleges and universities can respond to global climate change. Anderson is founder and chairman of Interface, a global company manufacturing carpet tiles and upholstery fabrics. He served as president of the President’s Council on Sustainable Development during the Clinton administration and is recognized as a corporate leader in creating sustainable businesses. Anderson has been lauded by government, environmental, and business groups alike. In 1996, he received the Inaugural Millennium Award from Global Green, presented by Mikhail Gorbachev, and won recognition from Forbes Magazine and Ernst & Young, which named him Entrepreneur of the Year. In January 2001, he received the George and Cynthia Mitchell International Prize for Sustainable Development. Anthony Cortese is president of Second Nature, a nonprofit organization with a mission to catalyze a worldwide effort to make healthy, just, and sustainable action a foundation of all learning and practice in higher education. He also serves as codirector of the American College and University Presidents Climate Commitment. Cortese was the first dean of environmental programs at Tufts University and head of the Department of Environmental Protection in Massachusetts.

In the third plenary session, Ann Austin, professor at Michigan State University holding the Dr. Mildred B. Erickson Distinguished Chair in Higher, Adult, and Lifelong Education, will discuss the president’s role in addressing changes in faculty demographic characteristics, types of appointments, and the nature of faculty work. Austin’s research concerns faculty careers and professional development, teaching and learning in higher education, organizational change and transformation in higher education, and reform in doctoral education. She is coauthor of Rethinking Faculty Work: Higher Education’s Strategic Imperative (2007). (See page 19 for a description of the book.) Austin was a Fulbright Fellow in South Africa in 1998 and the 2001–2002 president of the Association for the Study of Higher Education.

The closing plenary session will feature Robert Berdahl and Stephen Trachtenberg, two extraordinary former presidents who represent the public and private sectors, respectively. Together they offer a perspective informed by more than 40 years of service in the role of university president or chancellor. Berdahl is currently president of the Association of American Universities, and earlier served as chancellor of the University of California, Berkeley, and president of the University of Texas at Austin. He is a graduate of CIC member Augustana College (SD). Trachtenberg is president emeritus and university professor of public service at George Washington University. Previously he was president of the University of Hartford. Together they will explore the future of American higher education. Their commentary is based on unparalleled depth and range of experience in the presidency.

Among the concurrent sessions to be offered during the Presidents Institute: “Financial Benchmarking for Better Planning and Decision-Making”; “Presidential Role in Disaster Planning and Response: Lessons from the Front”; “Fundraising and Boards of Trustees”; “Innovative Practices to Enhance Trustees’ Effectiveness”; “Attracting Transfer Students from Community Colleges”; “Recent Research about Prospective Students”; “Development of Senior Staff”; “Rethinking Presidential Relations with the Faculty”; “The Creative Campus of the 21st Century”; “Higher Education’s Response to Global Climate Change”; “Issues in College Athletics”; and “Media Perspectives on Higher Education.”

More information about the Presidents Institute, including an online registration form, is available on CIC’s website at www.cic.edu/conferences_events/presidents/2008.asp.
CIC/CLA Consortium Digs Deeper at Summer Meeting; Announces Next Phase

Campus teams from the 33 members of CIC’s Collegiate Learning Assessment (CLA) Consortium shared their progress in using the CLA to document student learning during a meeting on August 6–7 in Washington, DC. Participants at this third annual meeting compared notes on sharing CLA results with faculty members and key administrators, explored ways to improve teaching and learning, and discovered a new resource for using the CLA in classroom settings.

Comparing Score Results. The meeting began with participants reviewing the CLA score reports from 2006–2007 for their campuses. Results were discussed by campus teams, comparing this year’s report with prior reports, and comparing results with other campus assessment activities. Participants then shared important discoveries and raised probing questions with other attendees.

Developed by the Council for Aid to Education (CAE), the CLA assesses the “value-added” contribution of an institution to gains in students’ higher order skills, such as critical thinking, analytic reasoning, problem solving, and written communication. Two types of scores are provided. An actual score shows how students performed relative to their ability—at, above, or below expected—for samples of first-year and senior students. The “value-added” score indicates how the first-year to senior gains on these higher order skills compare with other institutions.

Sharing Institutional Practices. A significant portion of the meeting was devoted to sharing institutional practices in using the CLA for positive change. Terrence Grimes, vice president for academic affairs, described how Barton College (NC), which has shared CLA results even with prospective students and their parents, is using CLA results as hard evidence—not simply anecdotal accounts—to continue to press for improvements in student writing and critical thinking skills. “We’re using the CLA to change campus culture,” Grimes said. Marian Sherwood, director of institutional research at Allegheny College (PA), detailed campus efforts to compare CLA results with data from other assessment efforts.

Additional sessions addressed other campus strategies to use the CLA to improve student learning. Jeffrey Babetz, director of institutional effectiveness at Charleston Southern University (SC), and Linda Webster, interim associate dean of the faculty and director of assessment at Westminster College (MO), discussed approaches to sharing the institutions’ CLA reports with key campus constituents. Strategies for engaging members of the faculty were shared by Joel Frederickson, assistant dean of institutional assessment at Bethel University (MN), and Brandon Claycomb, chair of the arts and humanities division at Marian College (WI). Comparing CLA results with data from the National Survey of Student Engagement (NSSE) was the topic of a discussion led by Charlie McCormick, dean for academic affairs, and Chad May, director of institutional research and analysis, both at Cabrini College (PA).

CLA in the Classroom. A new resource for using CLA in classroom settings was unveiled at the meeting. This tool was developed by CAE in response to requests from members of the CIC/CLA Consortium. Marc Chun, director of the CLA in the Classroom initiative, and Esther Hong, program manager at CAE, demonstrated the resource using a mock version of CLA results and engaged participants in a simulation. Representatives from Cabrini College, including McCormick, May, and Lisa Ratmansky, director of the center for teaching and learning, described their experience as the first campus to pilot this new tool. The CLA in the Classroom promises to have a marked impact on engaging faculty members, incorporating other sources of evidence, and ultimately fostering an environment on campus in which assessment is taken seriously.

Additional Perspectives. Participants also heard from two noted assessment experts. “The Erosion of Faith in Higher Education” was the topic of a presentation by Richard Hersh, co-director of the CLA and former president of Trinity College (CT) and of Hobart and William Smith Colleges (NY). He argued that American higher education can no longer accept by “faith” that it produces liberally educated graduates but instead must provide solid evidence of such outcomes. “We have to be better diagnosticians when it comes to teaching and learning,” Hersh said, “and that’s where assessment becomes a powerful way of teaching.”

Donna Heiland, vice president of the Teagle Foundation, provided observations on assessing student learning gleaned from the numerous projects supported by Teagle. These efforts, Heiland claimed, are raising a new level of awareness and

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Prospective college presidents and their spouses gathered in mid-July for a four-day seminar to commence CIC’s 2007–2008 Presidential Vocation and Institutional Mission program. The meeting was held July 15–18 at Glendorn, a retreat setting in the wooded mountains of north-central Pennsylvania. A follow-up session will be held February 25–26, 2008, in Atlanta, Georgia.

The seminar is designed to help participants think deeply about their own sense of vocation or calling, the significance of mission in a college or university they might lead, and the connections between personal vocation and institutional mission. Drawing upon a series of pre-event readings—from Aristotle and Kant to Dorothy Sayers and Malcolm X—participants considered such questions as, “What are the distinguishing attributes of vocation?” and “What sustains the zest of the college or university president?” Burton Clark’s concept of organizational saga was a particularly potent construct for understanding institutional mission.

The seminar was structured as a series of plenary sessions in which the central topics were considered, along with a variety of small-group discussions for more in-depth conversation. Participants also had opportunities for one-on-one conversations with program facilitators to consider more personal dimensions of the topics and areas for continued exploration in the coming year.

The 19 participating prospective presidents—each nominated by a CIC member president—serve in a variety of senior administrative roles, including chief academic, finance, student affairs, and advancement officers. Seventeen spouses also participated in the seminar. (See the participants list, page 8.)

The project director is William Frame, president emeritus of Augsburg College (MN) and CIC senior advisor. Other facilitators included current CIC presidents Joel Cunningham, University of the South (TN), Mary Ann Dillon, RSM, Mount Aloysius College (PA), and Jake Schrum, Southwestern University (TX). Two presidential spouses, Trudy Cunningham and Anne Frame, also served as facilitators.

While the program is designed for individuals who are considering whether to seek a college or university presidency, it is not a typical “how-to” program for those entering the search process. Rather than focus on the mechanics of search firms, application materials, and interviews, CIC’s Presidential Vocation and Institutional Mission program for prospective presidents focuses on the motivations for wanting to be a president and how best to achieve alignment, or fit, between one’s own sense of vocation and the mission of the institution one might lead.

Now in its third year, the Presidential Vocation and Institutional Mission program appears to be having an impact on the presidencies of small and mid-sized independent colleges and universities. To date, more than 60 prospective presidents, along with their spouses, have participated in the program. Already, seven participants in the prospectives program have been appointed as college presidents. An additional 28 presidents and 21 spouses have participated in the parallel program for current presidents. Another seminar for presidents and spouses will be held in 2008–2009 (see box). This program is generously supported by a grant from Lilly Endowment, Inc.

For additional information about CIC’s Presidential Vocation and Institutional Mission program, please visit CIC’s website, www.cic.edu/conferences_events/workshop/seminar/vocation_mission/2007prospective_presidents_program.asp, or contact Harold V. Hartley III, vice president for research and evaluation, at hhartley@cic.nche.edu or (202) 466-7230.
engagement with evidenced-based efforts to improve student learning and faculty instruction. The Teagle Foundation is generously supporting the work of the CIC/CLA Consortium.

**Going Deeper.** Participants also learned additional strategies for using the CLA at a deeper level to improve student learning. Harold V. Hartley III, vice president for research and evaluation at CIC, along with CAE’s Chun, presented preliminary findings from their analysis of CLA and NSSE data from Consortium institutions, suggesting connections participants might explore on their own campuses. Methods for conducting between-group comparisons using in-depth sampling were detailed by Alex Nemeth, program manager at CAE. Finally, an introduction to designing course-level performance tasks was presented by CAE’s Chun and Hong.

**Key Lessons.** Two key lessons have emerged from the consortial experience. First, engagement of faculty members in assessment is essential to improve student learning. Second, CLA results are best interpreted when used in conjunction with other assessment measures, such as NSSE and portfolio analyses. Taken together, these lessons point to an even larger agenda—that of creating a campus culture of assessment that is based on evidence.

**Next Phase.** Thanks to a substantial recent grant from the Teagle Foundation, the CIC/CLA Consortium will extend its work with a new phase running from 2008 through 2011. Participants were given details about this opportunity, which will continue to feature annual summer meetings of Consortium member institutions. Campuses selected to participate in the next phase of the Consortium will be asked to adopt broad assessment strategies that will feature the CLA as one of several sources of evidence of student learning.

Institutions participating in the CLA Consortium’s summer meeting included Alaska Pacific University, Allegheny College (PA), Aurora University (IL), Averett University (VA), Barton College (NC), Bethel University (MN), Cabrini College (PA), Charleston Southern University (SC), Franklin Pierce University (NH), Heritage University (WA), Indiana Wesleyan University, Loyola University New Orleans (LA), Lynchburg College (VA), Marian College (WI), Pace University (NY), Seton Hill University (PA), Southwestern University (TX), Stonehill College (MA), Texas Lutheran University, University of Charleston (WV), University of Evansville (IN), University of Great Falls (MT), Ursinus College (PA), Ursuline College (OH), Wagner College (NY), Wartburg College (IA), Westminster College (MO), Westminster College (UT), and William Woods University (MO).

For additional information, please visit CIC’s website at www.cic.edu/projects_services/coops/clas.asp or contact Harold V. Hartley III, CIC’s vice president for research and evaluation, at hhartley@icdcbe.edu or (202) 466-7230.
NELL Participants Gain Practical Approaches to Improve Language Learning, Cultural Competency

The inaugural meeting of CIC’s Network for Effective Language Learning (NELL) at Drake University (IA) convened teams from six institutions and one consortium to learn about new approaches to language learning. During the four-day meeting, made possible by a $360,000 grant from the W.M. Keck Foundation, teams explored language learning in the context of cultural competency and devised plans for adapting some of these approaches to the needs of their own campuses.

The plans allow participating institutions to invigorate their current course offerings and add additional languages to their curricula. In addition to attending the meeting, each team member has become a participant in an ongoing online “eCommunity” through which institutions are supporting one another in their efforts to bring meaningful change in foreign language instruction to their campuses. Participating institutions in the first Network are: Bethany College (WV), Carson-Newman College (TN), Colleges of the Fenway (MA), Saint Joseph College (CT), Salve Regina University (RI), St. Edward’s University (TX), and Tougaloo College (MS).

Each team, selected through a competitive application process, consists of four members: a language department chair, a language faculty member, a technology expert, and a provost or dean with budget authority. Through a series of plenary sessions and smaller break-out discussion sessions that corresponded to the individual’s role within the institution, participants examined a wide range of topics, from creating a learner-centered approach to language learning and working with native language speakers to faculty development and budgeting issues.

During the meeting, participants also engaged in simulation exercises to gain first-hand experience with the methods used by the Drake University Language Acquisition Program (DULAP) in helping their students gain proficiency in a foreign language and culture. The simulation, using Russian, allowed participants to practice with some of the approaches that they might choose to use on their own campuses, including online video and audio resources (some in Russian and some in English), web resources that furthered their understanding of Russian culture, a sample digital audio ePortfolio entry of themselves speaking in Russian, and reflective writing exercises on a NELL blog about their progress as language learners. They also worked with a native Russian speaker who helped them with conversation skills and the Cyrillic alphabet as well as with understanding aspects of Russian culture. By the end of the meeting, even those participants who had been the most apprehensive about the prospect of learning Russian by this method had become enthusiastic language learners.

Each team also worked intensively on preparing a detailed and realistic plan of action to take back to campus. At the end of the meeting, each team gave a report on its plan and received feedback from facilitators and other participants.

Participants praised the NELL meeting for its effectiveness. Jane Bethune, chair of the department of modern and classical languages at Salve Regina University said the program “provided me with the best professional experience of my career. The interaction between the presenters and the teams has energized me so much that I want to get to work immediately on my courses.” Language faculty members were not the only ones to benefit. Billye Auclair, interim vice president for academic affairs at Saint Joseph College said she “gained valuable information for [her] own professional development, acquired a new appreciation for the faculty who teach foreign language, and learned more specifically how and why we should concentrate efforts on the teaching of a second language as a part of higher education.”

The end of the summer meeting marked the beginning of the ongoing Network that will collaborate through a NELL blog and several web conferences on a variety of topics. The ongoing eCommunity will provide participants the chance to communicate with one another and with NELL facilitators about their successes and the challenges they face as they implement their plans. In addition to participating in online activities, each institution also will host on its campus one of the NELL facilitators, who will provide on-site advice as teams continue to move forward with their plans.

Facilitators for the 2007–2009 Network are Jan Marston (program director), founding director of DULAP; Drake University; Mary Beth Barth, director of the Critical Languages Program, Hamilton College (NY); Marc Cadd, associate director of DULAP; Drake University; Clayton Mitchell, director of the Jane Evans Language Center, Drake University; Samuel H. “Pete” Smith, assistant vice president for academic affairs, University of Texas at Arlington and outside examiner for DULAP; and Neal Sobania, executive director of the Wang Center for International Education at Pacific Lutheran University (WA).

CIC plans to offer NELL for two more years. The application deadline is November 20, 2007, for the 2008–2009 Network, scheduled to begin with a four-day meeting at Pacific Lutheran University in July 2008. For more information, visit the CIC website at www.cic.edu/projects_services/grants/nell.asp or contact Sarah Stoycos, CIC program officer, at (202) 466-7230 or sstoycos@niche.edu.
CIC Faculty Members Study *Odyssey* at Week-Long Seminar

Twenty-eight CIC faculty members from a wide variety of fields attended a seminar on Ancient Greece in the Modern College Classroom that focused on teaching the *Odyssey*. This seminar, the second cosponsored by the Center for Hellenic Studies and CIC, was held July 9–13 at the Center’s Washington, DC, campus and was again made possible through the generous support of the Gladys Krieble Delmas Foundation.

Directed by Gregory Nagy, Francis Jones Professor of Classical Greek Literature and professor of comparative literature at Harvard University, and Kenneth Scott Morrell, associate professor of classics at Rhodes College (TN), the seminar on “Homer Across the Curriculum: The *Odyssey*” provided faculty members with varying degrees of expertise on Homer the opportunity to extend their knowledge of ancient sources and develop strategies for incorporating them into their courses.

The seminar was designed primarily for those who have not had formal training in ancient Greek literature, and seminar participants spent the week discussing various topics related to teaching the *Odyssey*, including the historical and cultural contexts of the epic, and questions of social dynamics as well as the linguistic, poetic, and cross-cultural context of the poem among other topics. “It was a wonderful week for connecting and sharing with so many different colleagues from colleges across the country and from disciplines across the curriculum. This aspect of the seminar was extraordinarily valuable,” said Pamela Gurney, assistant professor of English at Walsh University (OH).

The movies *Chunhyang* (2000), *Alien* (1979), and *Le Retour de Martin Guerre* (1982) were shown in the evenings, and participants were invited to consider ways that the motif of the *Odyssey* was echoed in these films. Participants also had access (continued on page 12)

**PARTICIPANTS IN THE ANCIENT GREECE IN THE MODERN COLLEGE CLASSROOM SEMINAR**

- Donna Allegro  
  Assistant Professor of Language and Fine Arts  
  Gwynedd-Mercy College (PA)

- John Countryman  
  Associate Professor of Theater  
  Berry College (GA)

- Angela DiPace  
  Associate Professor of English  
  Sacred Heart University (CT)

- Nasswan Dossabhoy  
  Professor of Business  
  Endicott College (MA)

- John Elia  
  Assistant Professor of Philosophy and Religion  
  Wilson College (PA)

- Winter Elliott  
  Assistant Professor of Humanities  
  Brenau University (GA)

- Richard Erable  
  Associate Professor of English  
  Franklin College (IN)

- Sally Fischer  
  Professor of Philosophy  
  Warren Wilson College (NC)

- Pamela Gurney  
  Visiting Assistant Professor of English  
  Walsh University (OH)

- James Harrigan  
  Assistant Professor of Political Science  
  Saint Vincent College (PA)

- Andrew Harvey  
  Associate Professor of English  
  Eastern Mennonite University (VA)

- David Hunt  
  Associate Professor of Philosophy  
  Whittier College (CA)

- David Hutto  
  Assistant Professor of English  
  Juniata College (PA)

- John Jackson  
  Assistant Professor of Bible and Humanities  
  Milligan College (TN)

- Timothy Kircher  
  Professor of History  
  Guilford College (NC)

- David Kite  
  Associate Professor of Philosophy  
  Champlain College (VT)

- Timothy Knowlton  
  Assistant Professor of Sociology and Anthropology  
  Berry College (GA)

- John Phillip Lomax  
  Professor of History  
  Ohio Northern University

- Heather Morton  
  Assistant Professor of English  
  Centre College (KY)

- Mark Peach  
  Professor of History  
  Southern Adventist University (TN)

- Ann Pelelo  
  Associate Professor of Language and Literature  
  Clarke College (IA)

- Scott Pike  
  Assistant Professor of Environmental and Earth Sciences  
  Willamette University (OR)

- Lillian Roland  
  Associate Professor of English  
  Lindsey Wilson College (KY)

- Michael Russell  
  Assistant Professor of History  
  Kansas Wesleyan University

- Sandra Sprayberry  
  Professor of English  
  Birmingham-Southern College (AL)

- David Strain  
  Professor of English  
  University of the Ozarks (AR)

- John David Tatter  
  Professor of English  
  Birmingham-Southern College (AL)

- Gregory Viggiano  
  Assistant Professor of History  
  Sacred Heart University (CT)
Department Chairs Gain Essential Leadership Tools at CIC Workshops

Nearly 250 division and department chairs from 121 colleges and universities participated in the 2007 Department and Division Chair Workshops, held in San Francisco, CA (March 30–31); Chapel Hill, NC (May 22–24); Philadelphia, PA (May 30–June 1); and St. Paul, MN (June 5–7). Through case studies, discussions, and sessions on best practices, workshop participants explored topics such as using conflict for improvement, conducting difficult conversations, using data for program review, working with the chief academic officer, and navigating through the legal thicket.

Strategies for addressing conflict was the topic of one of the most popular sessions offered at CIC’s sixth annual series of workshops that focused on “Essential Tools for Leading the Academic Department.” “Conflicts are a department chair’s best friend—they are the events and energy that offer an opportunity to improve the chair’s department and institution,” said a presenter at the workshop.

Many institutions sent teams of three or more department chairs to build stronger interdepartmental relationships. Some institutions took the team-building approach to heart: Northwestern College (MN) sent a team of nine chairs to the workshop in St. Paul, MN. In some cases, chief academic officers such as George Forsythe, senior vice president and dean of faculty at Westminster College (MO), joined the team of department chairs. Other institutions were represented by department and division chairs at two or three workshops to gain the perspectives of different speakers and learn from multiple approaches. Chairs from Wheaton College (MA), for example, attended workshops in San Francisco, Chapel Hill, and St. Paul.

One topic at this year’s workshop focused on using data for program review, a subject of growing interest on many campuses. Presenters maintained that when chairs understand how to interpret data, they are more apt to make better decisions. Many chairs commented in their evaluation that the strategies they learned in using data were “empowering.”

Workshop participants also noted that the sessions offered “a good combination of theory and practical advice” that will be useful back on campus. One department chair said, “Most of us have never been trained like this before—the workshop was very beneficial.” The sessions on conducting difficult conversations especially proved to be “a growth area for chairs” with “good tips and suggestions for handling such conversations in a professional manner.”

Jane Jakoubek, vice president for academic affairs and dean of the faculty at Monmouth College (IL) and one of the speakers on “Using Conflict for Improvement,” clarified the difference between simply managing conflict and using it as a catalyst for change. In her view, “managing conflict seeks to remedy the immediate situation, soothe feelings, remove the source of conflict, and contain conflict. Using conflict for improvement seeks to see potential for long-term benefits, use the power of feelings to foster change, elucidate the issues underlying the conflict, and capture the creative potential of conflict.” She advised participants to view conflict as an opportunity to improve both the department and the institution.

2008 Department and Division Chair Workshops

| April 4–5       | Portland, OR |
| May 20–22      | Atlanta, GA  |
| May 28–30      | Chicago, IL  |
| June 3–5       | Albany, NY   |

Teachers for the 21st Century

Participants from 19 institutions that are serving as the leadership group in CIC’s Teachers for the 21st Century initiative met in Reston, VA, on June 8–10 to continue designing a national faculty development network for teacher educators from independent colleges and universities. Through the “Teach 21” program, cosponsored by CIC and the Microsoft Corporation’s Partners in Learning initiative, college and university faculty members who prepare future teachers will become more familiar with 21st century skills and technologies.
Global Context of the Civil War is Focus of History Seminar

Thirteen CIC faculty members (selected from nearly 40 nominations) participated in a week-long seminar this summer on “The Civil War in Global Context” cosponsored by the Gilder Lehrman Institute of American History and CIC. This sixth seminar in the series was held at New York University on June 25–29 and was led by Thomas Bender, professor of history and director of the International Center for Advanced Studies at New York University. He is the author of *A Nation Among Nations: America’s Place in World History* (2006) and *The Unfinished City: New York and the Metropolitan Idea* (2002), among other titles.

Designed to provide an opportunity for faculty members in history and related fields to strengthen their teaching and recharge their intellectual batteries, the seminar also provided participants the opportunity to examine documents pertaining to the Civil War and Reconstruction at the New-York Historical Society and to explore “African American Greenwich Village” during a walking tour. Thomas Kinney, assistant professor of history at Bluefield College (VA), said the seminar was “exceedingly useful, not only in the extensive readings and day-long sessions, but also in the form of its participants. The high level of interest and enthusiasm displayed by my fellow attendees added an important dimension to the experience. Not only did I come away with a much deeper understanding of a pivotal event in U.S. history, I also discovered a major resource in the Gilder Lehrman Institute, which promises to continue to enhance my teaching.”

In addition to discussing assigned readings with Bender, guest lecturers included historians Alice Fahs of the University of California, Irvine, who discussed literature and the Civil War; Martha Hodes of New York University, who focused on issues of race and gender from a transnational perspective; Mark Elliott, Wagner College (NY), who addressed the legacy of Reconstruction and the Imperialist Debate of 1898; David Quigley of Boston College, who explored the roles of Presidents Grant and Lincoln in the war; and Barbara Krauthamer, also of New York University, who discussed Native Americans and African Americans in the era of Reconstruction.

Founded in 1994, the Gilder Lehrman Institute of American History promotes the study and love of American history, serving teachers, students, scholars, and the general public. The Institute maintains a website (www.gilderlehrman.org) that serves as a portal for American history on the internet in order to offer online high-quality educational material for teachers and history scholars.

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(Ancient Greece Seminar, cont’d from page 10)

to the Center’s renowned library and worked collaboratively on materials for their courses. Sally Fischer, professor of philosophy at Warren Wilson College (NC), said she already has “a new interdisciplinary course planned out, inspired by the seminar.”

The Center for Hellenic Studies is a world-class research institute affiliated with Harvard University. Since its founding in 1962 as an “educational center designed to rediscover the humanism of the Hellenic Greeks,” the Center has brought together scholars, teachers, students, and resources in a variety of contexts to support the study of Hellenic civilization. In 2006 the Center was awarded the Onassis International Prize for its ongoing commitment to the promotion of Hellenic studies throughout the world.
CIC Announces Final Library Workshop and Next Learning Spaces and Technology Workshop

CIC has issued a call for applications for two 2008 workshops designed to help institutions adapt to the rapidly changing technological world. These workshops, made possible by the generous financial support of the Andrew W. Mellon Foundation, are organized by CIC and the National Institute for Technology and Liberal Education (NITLE).

The Transformation of the College Library Workshop, Baltimore, MD — March 27–29, 2008

This will be the final workshop in a highly successful series that began in 2002. To help small and mid-sized colleges and universities deal successfully with the dramatic changes occurring in academic libraries, the workshop will focus on information literacy as a fundamental element of liberal education and as a powerful instrument for the transformation of the library and its place in the academic life of the campus. For more information about the library workshop, as well as the application form and draft agenda, visit CIC’s website at www.cic.edu/conferences_events/workshop/library/2008/index.asp. Applications are due by October 1, 2007.

Learning Spaces and Technology Workshop, Agnes Scott College, Decatur, GA — April 4–6, 2008

To help institutions plan academic facilities that make effective use of new information and learning technologies, CIC and NITLE will once again offer this well-received workshop that is conducted in collaboration with Project Kaleidoscope. The workshop is designed to serve both those institutions that are planning to construct new facilities such as libraries and classroom buildings and those that are intending to renovate existing structures—seeking in both instances to enable faculty members and students to use technology more effectively and creatively in the service of learning. For more information about the learning spaces workshop, as well as the application form and draft agenda, visit CIC’s website at www.cic.edu/conferences_events/workshop/learningspaces/2008/index.asp. Applications are due by October 5, 2007.

All independent colleges and universities are eligible to apply for one or both of these workshops. Preference will be given to applications from institutions that have not previously sent teams to the workshop for which they are applying and to those that are currently members of CIC and/or participants in NITLE. There is no registration fee for either workshop, and participating institutions will receive a travel stipend of up to $1,100 to offset some of the costs of participation by their team.

KEYNOTE SPEAKER ANNOUNCED FOR FOUNDATION CONVERSATION

The keynote speaker at CIC’s 2007 Foundation Conversation will be Gene Tempel, executive director of the Center on Philanthropy at Indiana University. Named one of the 50 most influential leaders in the nonprofit sector by the NonProfit Times, Tempel has been at the center of many of the recent trends and reform movements in the foundation world. He will help focus the day’s discussions on the intersections between higher education and the foundations.

In addition, a seasoned group of senior foundation officers will serve as facilitators of the small breakout discussion groups that follow the keynote presentation: Daniel Fallon, program director of higher education, Carnegie Corporation of New York; Ilene Mack, program director, grants, William Randolph Hearst Foundations; Donna Heiland, vice president for programs, Teagle Foundation; and Eugene M. Tobin, program officer, Andrew W. Mellon Foundation.

The final session will be a panel presentation and discussion about “How Internal and External Influences Come Together to Shape What Foundations Expect of the Institutions Receiving Their Grants.” The panelists will be Edward Jones, vice president, JPMorgan Chase Bank and Booth Ferris Foundation; Ryan LaHurd, president and executive director, James S. Kemper Foundation; and James E. Collins, treasurer, George I. Alden Trust.

The 2007 theme is “Foundations Debate Their Own Future: The Impact on Higher Education of Changing Assumptions about How Philanthropy Works.” The meeting will take place on Tuesday, October 9, 2007, at the Wharton Auditorium of TIAA-CREF on Third Avenue in New York City. It will begin at 8:15 a.m. and conclude early in the afternoon. Participation is limited to CIC member presidents and foundation representatives. For more information, visit the CIC website at www.cic.edu/conferences_events/foundation/2007.asp.
Deadline Approaches for American Graduate Fellowships Applications

The deadline for applications for CIC’s 2007–2008 American Graduate Fellowships (AGF) is October 15, 2007, for graduate study beginning in fall 2008. The program, made possible by a generous grant from the Wichita Falls Area Community Foundation (TX), is intended to promote and support advanced study in the humanities by talented graduates of small and mid-sized private liberal arts colleges and universities.

This is the second year CIC has accepted applications for the fellowships. Fellowship recipients are awarded $50,000 for a year of graduate study—renewable for a second year—at one of 23 leading private doctoral institutions in the United States, Great Britain, and Ireland:

United States: Brown University, Columbia University, Cornell University, Duke University, Emory University, Georgetown University, Harvard University, Johns Hopkins University, New York University, Northwestern University, Princeton University, Rice University, Stanford University, University of Chicago, University of Pennsylvania, Washington University in St. Louis, Yale University

Great Britain and Ireland: University of Cambridge, University of Oxford, King’s College London, University College London, University of Edinburgh, Trinity College Dublin

This year’s applications will be reviewed by a panel of distinguished humanities scholars:

Suzanne Preston Blier, Allen Whitehill Clowes Chair of Fine Arts and African and African American Studies, Harvard University

Rebecca L. Copeland, Professor of Japanese Language and Literature and Director of the East Asian Studies Program, Washington University

Andrew Delbanco, Julian Clarence Levi Professor in the Humanities, Columbia University

William C. Jordan, Professor of History and Director of the Program in Medieval Studies, Princeton University

Robert Pippin, Evelyn Stefansson Nef Distinguished Service Professor in the Committee on Social Thought and Department of Philosophy, University of Chicago

The eligible fields of graduate study include history, philosophy, literature and languages, and fine arts. Guidelines and application forms for the 2007–2008 competition are available at www.cic.edu/projects_services/grants/americangrad.asp.

CIC ANNOUNCES INTERNATIONAL PROGRAM IN MEXICO

CIC’s International Higher Education Partners initiative is planning a program in Mexico in summer 2008. The program is designed to help presidents of independent colleges and universities to expand their international knowledge and establish contacts that could lead to partnerships and exchanges with Mexican institutions. Trip organizers include Jonathan A. Brown (pictured right), president of the Association of Independent California Colleges and Universities, and Guillermo Hernández Duque Delgadillo (center), rector of the Universidad Politécnica de Aguascalientes. Wesley College (DE) President Scott Miller (left) also participated in a planning meeting for the trip at CIC on September 10.

Program details will be announced in early November 2007.
CIC’s Historic Campus Architecture Project (HCAP) website has been revised significantly since its launch in November 2006, with the inclusion of more than 500 new images from 23 additional institutions. HCAP is the first nationwide architecture and landscape database of independent college and university campuses (www.cic.edu/hcap).

The HCAP website now features approximately 5,000 images relating to 2,100 significant buildings and heritage sites from a total of 389 participating colleges and universities. In addition, since the site’s launch, 46 participating campuses have updated the information about their historic sites. The display of data on the HCAP website has also been revised—it now includes more in-depth information about landscape sites, campus arrangements, and building groups than had previously been possible on the early web versions of the project.

The 23 new institutions include Albright College (PA), California Lutheran University, Carroll College (WI), Chowan University (NC), Claflin University (SC), Clarkson University (NE), Columbia College Chicago (IL), Culver-Stockton College (MO), DePaul University (IL), Hanover College (IN), Immaculata University (PA), John Brown University (AR), Lebanon Valley College (PA), Lincoln Memorial University (TN), Milligan College (TN), Mills College (CA), Mount Vernon Nazarene University (OH), Naropa University (CO), Northwestern College (MN), Saint Joseph College (CT), Trevecca Nazarene University (TN), Wheelock College (MA), and Willamette University (OR).

Barbara S. Christen, an architectural historian, has been leading the HCAP initiative since 2002. HCAP is supported by two generous grants from the Getty Foundation.

Key Indicators Tool Offers New Data

In October, CIC will be distributing an update of its increasingly familiar benchmarking report, the Key Indicators Tool (KIT). The 2007 KIT will be expanded from 18 to 20 indicators, offering new data on admissions yield rates and unfunded institutional aid. It will also provide additional comparisons for each indicator using the new “basic Carnegie” classifications.

CIC’s KIT is an annual benchmarking report that uses national data from the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS) and is made available exclusively to the presidents of CIC member colleges and universities. It is designed to increase the capacity of member institutions to make more effective use of comparative data in institutional planning and decision-making.

The KIT provides useful institutional performance indicators with essential data on students, faculty, financial aid, revenue, and expenditures. Indicators are tracked over a five-year period. Benchmarking information is provided using four different comparisons: region of the country, financial resources, enrollment size, and—new for 2007—Carnegie classification. The report is formatted to be shared easily by presidents, if they choose, with senior administrators, trustees, or others.

CIC’s Key Indicators Tool is an important component of the array of benchmarking services prepared for CIC by The Austen Group and generously supported by the William Randolph Hearst Foundations. Additional information is available at www.cic.edu/projects_services/infoservices/kit.asp.
Making the Case—
Independent College Alumni More Satisfied with Education

CIC’s Making the Case website, www.cic.edu/makingthecase/index.asp, provides a wealth of data about the experiences of graduates of small and mid-sized independent colleges and universities compared with those of alumni of public institutions. Data from a variety of sources indicate that independent college alumni are more likely than their publicly-educated peers to be satisfied with their undergraduate education and to rate their undergraduate experiences as excellent.

Satisfaction across Many Types of Institutions
A survey of public opinion on higher education for the Chronicle of Higher Education concludes that graduates of private liberal arts colleges (66 percent), large private research universities (70 percent), and mid-sized private universities (62 percent) are more likely than alumni of large public universities (54 percent) or small state colleges (45 percent) to indicate that they are very satisfied with the education they received.


Excellent Undergraduate Experience
Independent college alumni, according to a survey by Hardwick-Day, are more likely than public university graduates to rate their overall undergraduate experience as “excellent” (61 percent vs. 40 percent).

Survey Question: How would you evaluate your overall undergraduate experience? Would you say it was excellent, good, fair, or poor?

Satisfaction across Many Aspects of College Life
An analysis by the National Association of Independent Colleges and Universities shows that students at independent colleges are, across-the-board, more satisfied than students at public universities with aspects of college life such as counseling, advising, class size, and contact with faculty.

Source: Analysis by the National Association of Independent Colleges and Universities as reported in Independent Colleges and Universities: A National Profile (2004). Higher Education Research Institute, College Student Longitudinal Survey (94-98).
Margaret McKenna, former CiC Board Chair and president emerita of Lesley University (MA), was recently named president of the Wal-Mart Foundation, the charitable arm of Wal-Mart Stores Inc. The Wal-Mart Foundation is the largest corporate foundation in the world, giving over $300 million each year. McKenna noted that, “It is nice to be on the other side of the development equation.”

The Foundation gives to charities that focus on economic opportunities, education, and health and human services. McKenna “will be charged with taking the company’s corporate giving to a greater level of impact and excellence,” said Leslie Dach, executive vice president of corporate affairs and government relations for Wal-Mart. “Margaret McKenna has a proven track record in leading organizations to achieve their goals and managing programs that have a positive impact on communities,” she said.

Carnegie Newsletter Focuses on Collegiate Learning Assessment

The fall 2007 edition of Carnegie Results, a quarterly newsletter published by the Carnegie Corporation of New York, provides a review of the evolution of the Collegiate Learning Assessment (CLA) and how the results of a liberal arts education are measured.

The newsletter chronicles how and why the CLA came into being, provides examples of how the instrument is being used on campuses today, and highlights CIC’s CLA Consortium. CIC President Richard Ekman is quoted in the article. He explains the growing “culture of evidence” and CIC’s consortium that allows liberal arts colleges “to use quantitative measures to talk about the benefits” of the kind of education they provide.

Carnegie Results is available as a PDF on the Carnegie Corporation’s website at www.carnegie.org/results/index.html.

Brochure Tackles Intellectual Property Issues

The Association of Research Libraries has created a useful brochure, Know Your Copyrights, about intellectual property issues for college and university faculty members. The brochure offers tips on “fair use” of copyrighted works; describes uses permitted by copyright licenses, including the new web-based “Creative Commons” licenses; and provides examples of public domain works, among other information. The brochure also includes a chart indicating when works can be used lawfully in teaching as well as a Q&A section on questions commonly asked by instructors. The brochure is available online at www.knowyourcopyrights.org.

In other foundation news, Robert M. Frehse Jr. retired as executive director of the William Randolph Hearst Foundations in July after 32 years. The Hearst Foundations has been a generous supporter of many CIC member colleges and universities and of CIC itself. Frehse currently serves as a member of the CIC Board of Directors and will continue to serve as a consultant to the Hearst Foundations. He will be succeeded by Paul “Dino” Dinovitz, who headed the Foundation’s San Francisco office as vice president and western director.

Also this summer, Sabine O’Hara was appointed executive director of the Council for International Exchange of Scholars (CIES) and vice president of the Institute of International Education (IIE). CIES operates the Fulbright program in which faculty members of CIC colleges have participated frequently. Most recently, O’Hara was president of Roanoke College (VA) where she served as the institution’s tenth president.
Books of Note

A number of recently published books will be of interest to presidents and other leaders of small and mid-sized private colleges and universities. The books tackle a range of topics, including results of a large research project on responsibilities, meaning, and ethics of work; best practices for a research-supportive curriculum; the role of the library in the first year of college; and new ideas for collaborations between foundations and educational institutions. Several institutions also published historical coffee table-style books in honor of important anniversaries.

Responsibility at Work focuses on how workers conceptualize and act upon their responsibilities at work. It examines creativity, drive, caring, and purpose as models for responsibility in the workplace. Factors such as gender, spirituality, time, leadership, and professional standards play a part in an individual’s ability to function at work. Based on a large-scale research initiative, the GoodWork® Project, the book reflects the information gleaned from in-depth interviews with more than 1,200 people from nine different professions—journalism, genetics, theatre, higher education, philanthropy, law, medicine, business, and pre-collegiate education. Of particular interest to higher education readers is research that shows that only students at three of ten colleges studied—Morehouse (GA), Mount St. Mary’s (CA), and Swarthmore (PA)—actually experienced at high levels the values that the faculty and administrators thought they were passing along. Gardner will present at CIC’s 2008 Presidents Institute details from his most recent book, Five Minds for the Future: Intellectual and Ethical Dimensions, describing the importance of the “five minds” and how to nurture them in leaders as well as students, particularly regarding ethical issues (http://www.cic.edu/conferences_events/presidents/2008.asp).

Hardcover copies of Responsibility at Work, published by Jossey-Bass, cost $27.95 and are available in bookstores.

Developing and Sustaining a Research-Supportive Curriculum: A Compendium of Successful Practices Edited by Kerry K. Karukstis, Harvey Mudd College and Timothy E. Elgren, Hamilton College © 2007

The publication is designed to share successful practices that enable faculty and institutions to design, implement, and sustain a research-supportive curriculum. The volume focuses on three broad areas: curricular elements and teaching and learning strategies that develop critical research skills; curricular infrastructure that enhances a research-supportive curriculum; and administrative contributions that initiate and sustain a research-supportive curriculum. Authors across disciplines and from a variety of types of institutions have contributed over 30 chapters and 50 “highlights” describing curricular approaches, methods, and techniques developed for their courses and programs of study to enhance the research experience of students and the research culture of their institutions. Specific examples of known practices at particular institutions are included in each chapter.

Copies of the publication, published by the Council on Undergraduate Research, may be ordered for $35 (CUR members) or $45 (nonmembers) through the CUR website at www.cur.org/publications/componderform.pdf or by calling the office at (202) 783-4810.

The Role of the Library in the First College Year

Larry Hardesty © 2007

This monograph reviews the present state of practice in integrating library instruction and first-year college programs in order to more effectively educate students. Written for librarians and faculty members, the book provides literature reviews of key issues, explorations of current strategies, and case studies of best practices. On a broader level the book investigates the growing complexity and evolution of college libraries into dynamic, teaching/learning institutions and relates those changes to another significant movement on campus—efforts to address the challenge of student failure in the first year of college though the creation of first-year programs.

“By focusing on student learning, these two movements seek to continually transform the structure and processes of what they do to enable students to learn and succeed.” Chapter authors explore structures and practices for helping students learn to navigate the college library; use the Internet effectively; and find, analyze, and incorporate information into their academic work—a critical foundation for college success.

Paperback copies of this monograph cost $40 and can be ordered from the National Resource Center for the First-Year Experience & Students in Transition at www.sc.edu/fye/publications/puborder/m45form.pdf.
The partnerships forged between foundations and educational institutions have long been a distinctive strength of American society and culture, but many are concerned that this relationship has frayed in recent years. Bacchetti and Ehrlich propose a new basis for collaboration against the background of provocative essays by leaders of both foundations and education. The book is part of a series from the Carnegie Foundation for the Advancement of Teaching.


This book shows how profound changes in higher education are transforming the careers of faculty members and provides a model that makes it possible for all faculty members to be in a position to do their best. Fiscal constraints, growing competition for enrollments, new technologies, and demands for greater accountability are among the forces affecting faculty. The book offers a vision of academic workplaces that will attract superb faculty committed to fulfilling the missions of the universities and colleges where they work. The authors hold that five key elements are essential to help ensure that faculty members find their work satisfying and meaningful: equity, academic freedom, flexibility, professional growth, and collegiality. Ann Austin is a plenary speaker at CIC’s 2008 Presidents Institute.


St. Ambrose University’s (IA) 125th anniversary is commemorated in this comprehensive history of the institution’s founding in 1882 through the present. Written from the perspective of a historian, Rev. George McDaniel, the book explains the evolution of St. Ambrose University, Davenport, and the surrounding communities within the broader context of American history, higher education, societal norms, the history of Catholic education, and even global events. Father McDaniel shows how St. Ambrose fits into the larger history of Catholic higher education, the history of the Midwest, and the diocese of Davenport.

Hardcover copies of this book cost $34.95 and can be ordered from the St. Ambrose website at www.sau.edu/125.

As part of Lynchburg College’s (VA) centennial celebration, this 160-page heavily illustrated book provides a look at the college today and features profiles of some of the most beloved faculty members and coaches from the past, as well as testimonies from many of those who know the college best. It includes a brief historical overview of Lynchburg College, which was founded in 1903, and captures the spirit of the campus community through chapters that feature academics, spiritual life and the college’s relationship to the Christian Church (Disciples of Christ), athletics, campus life, community outreach, alumni, the centennial celebration, and Centennial Hall.

Hardcover copies of this book cost $36.70 including tax and may be ordered through the Lynchburg website at www.lychburg.edu/morethanbooks.xml.
Presidents and the Institutional Saga by Russell Garth

This column typically spotlights independent colleges and universities that are providing national leadership on a particular topic. However, for this issue, I want to address a more subtle and personal aspect of that leadership—the ways in which a president’s own sense of calling can help to foster the institutional story, or saga. This opportunity to consider a different aspect of action leadership stems from CIC’s program on Presidential Vocation and Institutional Mission, now in its third year.

The premise of the CIC initiative is that presidential leadership is strengthened by a congruence of institutional mission and personal vocation, and that occasions for reflection and dialogue can help presidents discern and reinforce that congruence. Thanks to a grant from the Lilly Endowment, the program provides a series of structured conversations that occur during a four-day summer seminar and an overnight winter follow-up meeting. Parallel programs are run for current presidents as well as for those who are considering the presidency. (See page 7 for a related story.)

Presidential Vocation

Individuals often bring to a presidency—or discover as president—a deep sense of vocation or calling to the work of leading a specific college. One president said, “The experience of vocation is a constant discovery; it is not a precise moment, but [an experience] clarified in our interaction with persons and circumstances.” Such deep reflection can also shed light on the challenges of the presidency and the limitations of one’s calling. “I don’t think I could be a president of a large institution; it would not be a good match with my gifts,” said another president.

Institutional Saga

An institution’s mission springs from multiple sources. It may include the values of a founding religious denomination, the history of a place or region, characteristics of a student population, and/or a particular educational philosophy. Each institution, as a result, has a distinctive self-definition that comes to life in oft-repeated stories, beloved campus features, cherished events, and memories of respected individuals. Presidents, more so than others at the institution, must be able to appreciate, articulate, and represent these facets of a lived mission.

The concept of “institutional saga” has resonated with presidents participating in this program championed by eminent sociologist Burton Clark in his descriptions of Reed, Swarthmore, and Antioch, as the narrative that illuminates institutional mission. “The college has its vocation. The president’s job is to help the college find its voice. As presidents, we are the chief story-tellers,” observed a participant. Recalling a particularly painful racist event in the college’s history, another president reminded his peers of the need to embrace aspects of the institution’s story that are not always positive, particularly if the process can be redemptive.

Alignment: President and Institution

The journey of one president poignantly portrayed the intersection between presidential vocation and institutional mission. This individual, in the early years of his first presidency, reflected on the process that led him to the presidency of a church-related college. “My vocation and sense of calling took me in search of a certain kind of college,” he said. His understanding of the history of the place “enabled the college to reclaim the institution’s heritage and legacy. We made the legacy an institutional ‘brand,’” he said. Reflecting on his experience, he commented, “A lot of institutions lose their history. [In the process] they lose their core values.”

Participants in the seminars have noted how the experience of disciplined reflection on the program topics have shaped their leadership of and commitment to their places of service. The program also has created for many a welcomed space in which presidents can reflect deeply on the opportunities and challenges of presidential leadership in a new light. “Given the pace at which we presidents move from one project to another, from one venue to another and from one challenge to another, there is little if any place in which to reflect on questions of grounding, purpose, and personal energy. Yet such an exercise is essential in order to act deliberately and clearly over the long term,” commented another participant.

William Frame, retired president emeritus of Augsburg College (MN) and program director, said, “We are now hearing what we had hoped to hear when we began: that presidents are finding more fulfillment in their work and that prospective presidents feel more prepared and confident for it.” We will learn more about its impact in future years, but at this juncture it appears to be having a significant, albeit quiet, imprint on the presidencies of those who have participated.
Westmont College (CA) installed a new 24-inch reflector telescope in its campus observatory, made possible by $635,000 in contributions from the W.M. Keck Foundation, the James L. Stamps Foundation, and other donors. The telescope will be used for astronomical research by faculty and students, and the observatory will be open for monthly public viewings.

Rare Suffragist Collection

Swarthmore College (PA) is the new home for a rare collection of suffragist papers. The papers were the property of Mariana Wright Chapman, president of the New York State Suffrage Association in the 1890s. Chapman’s collection includes dozens of letters by leading women’s rights advocates Susan B. Anthony, Elizabeth Cady Stanton, and Carrie Chapman Catt, as well as news clippings, journals, and photographs documenting the women’s rights movement. The collection is a gift from Anne Chapman Booth, Chapman’s granddaughter and a member of Swarthmore’s Class of 1932. Previously, the collection had not been available to the public.

Honoring Nickel Mines, Pennsylvania

Mount Aloysius College (PA) bestowed its highest honor, a Formal Commendation, on the Amish community of Nickel Mines, Pennsylvania, for its handling of a schoolroom shooting that occurred in the community in October 2006. The tragedy—in which five young girls were killed and five others were wounded—made national news and received much public attention. Mount Aloysius granted the Commendation to the Nickel Mines community for its “forgiving and nonviolent response” as a “shining example for our graduates to carry on in their lives.”

International Programs and Activities

Concordia College (MN) and Illinois Wesleyan University have been selected as the first institutions to participate in a series of dialogues with Muslim universities to be funded by the Hollings Center. Concordia’s dialogues will occur with Independent University (Bangladesh) and involve an exchange program with a Bangladeshi Nobel Laureate. Illinois Wesleyan’s dialogues will occur with Al Akhawayn University (Morocco), the Association of Arab Institutions of Private Higher Education (Jordan), and the American University of Kuwait, as well as a conference on liberal arts education in the Middle East. The dialogues are a follow-up initiative to a January 2007 conference held by the Hollings Center in Istanbul, during which 35 university presidents (several from CIC institutions as well as CIC President Richard Ekman), senior administrators, and higher education experts from the U.S. and Muslim countries met to discuss independent higher education in the U.S. and non-American settings. More information on the Hollings Center, its Istanbul conference, and these dialogues is available on the Center’s website at www.hollingscenter.org.

CIC institutions continue to increase their international program offerings. Augustana College (IL) has added a new program in India, allowing students to travel to and study in over 15 major locations across the country. Centre College (KY) has reported that almost 82 percent of its 2007 graduating class has participated in study-abroad, with 26 percent participating in two or more international programs. Centre has seen growing interest in the Near and Far East with record numbers of students in Japan, Indonesia, Turkey, and Australia. University of Richmond (VA) has achieved a 70 percent study-abroad rate. The 3,000-student university has exchange agreements with more than 50
Wilson College (PA) is hosting the first scholarship recipient of AMIDEAST’s new Diana Kamal Scholarship Search Fund (DKSSF). The award was presented to Mariam Khalifeh of Lebanon, who is attending Wilson on a full four-year scholarship, including room and board. AMIDEAST is a private, nonprofit organization dedicated to strengthening understanding and cooperation with the Middle East and North Africa. AMIDEAST created DKSSF to assist underserved populations in those areas in pursuing undergraduate study in the United States.

Linfield College (OR) sent students to Cameroon in Africa to conduct health work for Women, Environment, and Health (WEH), a humanitarian organization specializing in the needs of women, orphans, and vulnerable children. The students conducted assessments on orphaned and vulnerable children in several Cameroon villages by taking temperatures, blood pressures, and pulse and heart rates, and documenting the villagers’ vaccinations, diet, and use of mosquito nets. The assessments were later used to establish a database for WEH to track the health of the local children.

Environmental Leadership

Warren Wilson College (NC) held its first Sustainable Development Conference in summer 2007. The conference focused on general contractors, landscape architects, developers, lawyers, and facility managers in a search for ways to build sustainable developments in the college’s local mountain region. During the conference, classes were taught by guest teachers on a variety of topics such as renewable energy, green marketing, and environmental regulations. A second annual conference is already planned for summer 2008.

Chapman University’s (CA) Hobbs Institute for Real Estate, Law, and Environmental Studies has launched “Green Both Ways,” an initiative to encourage environmental sensitivity through business market incentives. Under the “Green Both Ways” initiative, the institute will launch a website (www.greenbothways.com), offer a certificate program, and lead international expeditions for entrepreneurs seeking first-hand experience of sustainable developments in the real world. The “Green Both Ways” website will be the key platform for the initiative, showcasing faculty work, ideas, and experiences from the above-mentioned expeditions, thereby serving as a key reference for investors, business and community leaders, educators, and real estate developers who are seeking to learn how to serve the environment and make a financial profit.

Digital Campus Experiences

CIC institutions continue to offer creative ways to make their campus resources more widely available through digital technology. Lourdes College (OH) has launched www.lourdesworld.com, a new campus social networking website for the college. Designed for current and prospective students, alumni, and other members of the Lourdes community, the site offers an interactive, multimedia view of Lourdes College life through daily photos and videos, podcasts, blogs, online chats, and links to Lourdes pages on websites such as Facebook, Flickr, MySpace, and YouTube. Since Lourdes is largely nonresidential, the LourdesWorld site provides an expanded way for individuals to connect, socialize, and explore Lourdes while living off-campus.

Mercyhurst College (PA) has created a campus cybertour featuring virtual guides. By visiting Mercyhurst’s website (www.mercyhurst.com) and choosing one of two real-life Mercyhurst campus guides (Mihailo “Mixa” Jovanovic, a sophomore business major from Serbia, or Kara Stadelman, a sophomore music major from Ohio), individuals can view images of Mercyhurst’s campus while Mihailo or Kara provides a unique campus narration. Mihailo and Kara’s video images are superimposed over dozens of panoramic campus views and building interior pictures, while their recorded voices provide information, facts, and history on what individuals are seeing. Individuals are able to control their tour by dragging and clicking around a campus map, and some parts of the tour feature video footage of campus events.

Wofford College (SC) has begun offering a campus audio tour via iPod. The audio tour is specifically designed for viewing the 250 species of trees planted across campus (the campus is well-known for its diverse selection of trees and is officially designated as an arboretum). Individuals download the audio tour from the college’s website, upload it on their iPod, and then listen as they walk and view the trees around campus. Individuals
can also download campus maps and pictures of the trees ahead of time to supplement their walking tour. Use of the iPod tour was inspired by the increase in iPod audio tours in museums, aquariums, and other public learning spaces around the country.

**Announcing New Programs**

Numerous CIC institutions have expanded their academic offerings with new degree programs. Mount Mary College (WI) has added a new Master of Business Administration program; Molloy College (NY) has added a Master of Science in Criminal Justice; Goshen College (IN) will offer its first master's degree program, a Master of Arts in Environmental Education; Montreat College (NC) has added a Bachelor of Arts in Communication; Mount Vernon Nazarene University (OH) is launching two blended online programs—a Bachelor of Business Administration in Organizational Leadership and a Master of Science in Management; Olivet College (MI) is offering a major in special education; Naropa University (CO) has added a new peace studies major; Elmhurst College (IL) will offer a Bachelor of Fine Arts degree; Aurora University (IL) has introduced Bachelor of Arts degrees in art, theatre, and special education; Pikeville College (KY) has announced a new Bachelor of Social Work degree; and Benedictine University (IL) has created two new degrees, an interdisciplinary global studies major and a Bachelor of Arts in Bilingual Journalism.

Loras College (IA) has implemented an Irish studies minor; and Gordon College (MA) has started a new classics minor.

**Campaign Success**

An impressive number of CIC institutions successfully reached the financial goals of their fundraising campaigns—all of which were the largest campaigns in the institutions’ histories. University of Richmond (VA) completed its “Transforming Bright Minds” capital campaign more than a year ahead of schedule. The campaign raised over $200 million for the construction of a new stadium as well as expansions of the business school, law school, library, and campus center. St. Edward’s University (TX) completed “A Special Destiny: The Campaign for St. Edward’s University,” which raised more than $70 million to be used for scholarships and the endowment. The College of Wooster (OH) completed “Independent Minds: The Campaign for Wooster,” which garnered more than $147 million to be used for new and renovated facilities as well as endowed scholarships and professorships. Regis University (CO) officially concluded “The Campaign for Regis University, Writing the Next Chapter,” a five-year, $82.7 million campaign. The funds are being used for campus improvements and student financial aid. Finally, Lebanon Valley College (PA) completed its $50 million comprehensive campaign, “Great Expectations.” The campaign raised over $55 million to increase the college’s endowment, enhance current operations, and complete several capital projects.

**Announcing Gifts and Grants**

Three CIC institutions have announced record-breaking gifts—the largest in their respective histories. Gordon College (MA) received a $60 million gift from Dale E. and Sarah Ann Fowler to be used for unrestricted endowment. The gift nearly triples the size of the current endowment. Moravian College (PA) received $4.5 million from the late Charles D. Couch, and Lindsey Wilson College (KY) received $725,124 to be used for a residence hall renovation.

Other CIC institutions have received sizeable gifts. University of the Ozarks (AR) received $20 million from the late Helen Walton (the wife of Wal-Mart founder Sam Walton) to kick off the university’s “Promise of Excellence Campaign.” Hollins University (VA) raised a total of $15 million from students, alumni, faculty members, and others in a seven-month period to match a $5 million challenge gift by an anonymous donor. The funds will be used for endowed scholarships, academic programs, campus beautification, distinguished speakers, and other purposes. College of Saint Benedict/Saint John’s University (MN) received $10.3 million from Tom Petters and Dan and Katharine Whalen to establish a center for global excellence and a center for public policy and civic engagement. University of Richmond (VA) received $9 million from former university trustee Carole Weinstein to construct the Carole Weinstein International Center. Lynn University (FL) received $6 million from Elaine J. Wold to build a performing arts center.
In what is surely a first among college presidents, University of Charleston (WV) President Edward Welch has had a towboat named in his honor. Welch (pictured left) stands with Charles T. Jones, chairman of Madison Coal and Supply, the company that owns the towboat. The towboat, built in 1959, will be called the “Dr. Ed” and will tow coal from the West Virginia coal fields to power plants along the Ohio River. According to sources, “the ship’s captain was an underclassman at West Virginia Wesleyan College and had young Dr. Welch for New Testament history in 1971. He received a D; however, he became an excellent towboat captain.”

Other gifts and grants are enabling institutions to endow chairs, create or add to academic centers, and increase enrollment. Seattle Pacific University (WA) received an unrestricted cash gift of $4.83 million from the late Winifred Weter to build a performance hall. Furman University (SC) received a $4 million challenge gift from four alumni couples and a corporation to help complete funding for the Charles H. Townes Center for Sciences. Ohio Northern University received a $3 million gift from Eugene A. Beeler to be used for the university’s endowment and general fund. Marywood University (PA) received a $2.3 million gift from Richard Maslow that includes funds for the university’s endowment and a renovation of the Shields Center for Visual Arts, as well as a notable collection of art work by Andy Warhol, Jasper Johns, Roy Lichtenstein, and other artists, to be housed in the renovated Shields Center. St. Bonaventure University (NY) received $2 million from Louis and Patricia Magnano for the university’s “Anniversary Campaign.”

College of Santa Fe (NM) received a $1.5 million grant from the Thaw Charitable Trust to establish the Eugene V. Thaw Professorship of Art History. Northland College (WI) received $1.25 million from John H. Chappell to establish and endow a chair in business ethics and social responsibility. Central College (IA) received a $1 million gift from Barry and Michelle Griswell to fund the psychology wing of a planned education and psychology building. Lourdes College (OH) received a $950,000 grant from the U.S. Department of Health and Human Services to increase student enrollment and diversity in its Certified Nurses Aides program, and Barry University (FL) received a $778,000 grant from the Eckerd Family Foundation to create a Juvenile Justice Center.

Roanoke College (VA) completed construction of the new $2.7 million Donald J. Kerr Stadium. The all-weather stadium features 1,030 seats, artificial turf, new fencing, and non-glare lights and will be used for a variety of sports. Newman University (KS) completed two new residence halls. The new facilities include 72 traditional-style suites, 29 two-bedroom apartments, and six four-bedroom apartments.

King’s College (PA) has begun three major renovation projects totaling nearly $10 million. The first project—the most expensive, costing $8 million—involves renovating Holy Cross Hall, the primary men’s residence hall, to include triple rooms, new lighting and windows, upgraded lounges, and refurbished air conditioning; the second project involves extensive infrastructure improvements to the college’s theatre facilities including installation of a state-of-the-art electrical distribution system and a new lighting control panel; and the third project includes a $1 million expansion of the Scandlon Physical Education Center that will add a two-story window-lined enclosure around the exercise center and upgrade the building’s lobby. These recent projects are in addition to $30 million that King’s College has spent in the last six years on campus improvement projects.

Waynesburg University (PA), Franklin Pierce University (NH), and Misericordia University (PA) recently changed their status from college to university.
Proposed Change in College Chemistry Department Accreditation is Blocked

The American Chemical Society (ACS) recently weighed a proposal to change its standards for the accreditation of college and university chemistry departments. ACS had proposed to raise the required number of full-time faculty members to a minimum of five. Many CiC presidents objected to the proposals. In a letter as well as in an article (www.universitybusiness.com/viewarticle.aspx?articleid=732), CiC President Richard Ekman also strongly opposed the proposal. “This change defies common sense: some of the colleges with the best track records of graduating chemistry majors who earn Ph.D.s have done so with departments of four faculty members or fewer. Earlham College (IN) is a prime example. The ACS should look at results, not inputs. We need to increase, not constrict, the number of accredited institutions that have excellent track records of producing career scientists, even if they employ only four faculty members in chemistry.” The backlash to the ACS proposal was considerable, and the ACS has revised the proposal to allow the smaller faculty cohort.

CIC Makes the Case in the News

College presidents should and are speaking out about contentious higher education issues as well as larger societal challenges, writes Ekman in his most recent column for University Business magazine. “The Public Voices of Private College Presidents,” the fourth in a series of essays for the magazine, appeared in the August 2007 edition. Ekman also was interviewed by several higher education reporters, including David Wessell of the Wall Street Journal and Alan Finder of The New York Times, about the decision by scores of college presidents not to participate in the reputational portion of U.S. News & World Report’s college rankings survey. The flurry of stories nationwide on that issue began with a session at CiC’s 2007 Presidents Institute, “Ranksteering” by Lloyd Thacker of the Education Conservancy, who urged presidents to boycott the survey.

Ekman has been speaking out about a number of other higher education issues as well. In an interview with InsideHigherEd about the decision to close Antioch College (OH), he stressed the need to preserve diversity of mission among higher education institutions as well as institutional autonomy. And he argues in a letter to the editor of the Modern Language Association newsletter (published in its fall 2007 edition) that “undergraduate foreign language learning is in crisis, with too few students, too few languages, and inadequate linguistic and cultural competence.” The letter is in response to an essay in the summer edition of the newsletter by MLA Executive Council President Michael Holquist that criticized CiC’s Network for Effective Language Learning program. Ekman noted in his letter that the purpose of NELL is “to increase foreign language enrollments, not eliminate them,” as Holquist had inexplicably charged.

Marylouise Fennell Celebrates 50th Anniversary as a Sister of Mercy

CiC congratulates Senior Counsel Marylouise (Weezie) Fennell as she marked her 50th year as a member of the Sisters of Mercy on September 2. A celebration of the occasion was held at the Art Institute of Pittsburgh and included many dignitaries from higher education, foundations, and the Pittsburgh community as well as many of the Sisters. “It’s been a terrific life for me—I’ve been honored to be a member of this wonderful group of women who do so much good around the world,” Weezie said. The Sisters of Mercy is an international community of more than 4,500 Catholic women who have vowed to serve people who suffer from poverty, sickness, and lack of education with a special concern for women and children. The Order sponsors 17 colleges and universities in the U.S., most of which are CiC members. In addition, it is one of the largest providers of health care in the nation, second only to the federal Veterans Administration.
The most recent addition to CIC’s staff roster is Michelle Friedman, who was appointed conference coordinator in July. Previously, she was assistant secretary general for the U.S. chapter of the International Real Estate Federation, a global networking organization for international real estate professionals based in Paris, France. She received her undergraduate degree from George Washington University, graduating magna cum laude in American studies, with a minor in art history.

William Julian was appointed as CIC senior advisor to assist in planning the 2007 Institute for Chief Academic Officers and Chief Financial Officers. Julian has spoken frequently at the CAO Institute and contributes regularly to the CAO listerv. He retired in June 2007 as provost at Lindsey Wilson College (KY) where he served since 1997. Previously, he served as dean of the college at Monmouth College (IL). His career began at Central College (IA) where he taught political science and later served as associate academic dean.

Congratulations are due to several CIC staff members who were recently promoted. In recognition of the widening range of Hal Hartley’s responsibilities and the growing role of research and assessment activities both at CIC and in member colleges, he has been named vice president for research and evaluation. Tiwanda Washington-Settlers was promoted to development associate, reflecting the additional responsibilities that she has assumed for sponsorships and grant records. Leslie Rogers was named conference manager both to acknowledge the expansion of her responsibilities and to anticipate the continuing growth in conferences and workshops as a central element in CIC’s programs and services.

At the Campus Technology 2007 conference in Washington, DC, CIC President Richard Ekman moderated two panel discussions on August 1 on “Leading Organizational and Program Change to Foster 21st Century Digital Literacy” with Robert Johnson, chief information officer at Rhodes College (TN) and “Forget the Deep Pockets: Build a Successful Online Program Consortium” with Thomas Kennedy, president and executive director of New Ventures of Regis University (CO). Also this summer, Ekman was invited to join the newly created TIAA-CREF Direct Client Advisory Council. Other members of this 12-person group from the private higher education sector include Jeffrey Mudrak, human resources director at Transylvania University (KY); Ron Cattelino, executive vice president of Kansas City Art Institute (MO); and Joe Cortese, assistant director of human resources at the University of Scranton (PA). In addition, Ekman served as the keynote speaker at Immaculata University’s (PA) board of trustees retreat on September 18.

CIC’s Vice President for Advancement Barbara Hetrick gave the opening presentation at a faculty retreat at Franklin College (IN) on August 23. The address, “Teaching at Franklin: Engaging Students in Learning,” kicked-off a day of activities designed to help faculty members prepare for the academic year ahead.

Vice President for Programs Mary Ann Rehnke and Program Officer Sarah Stoycos served as judges for the 2007 CASE Professor of the Year awards.

Hal Hartley was recently named to a three-year term on the initial panel to review applications for the new AIR/NCES Graduate Fellowship for study in institutional research and was asked to serve for three years as a member of ACE’s Center for Policy Analysis advisory committee. In addition, Hartley served as a session facilitator at the annual AIR Forum, held June 3–6, 2007, in Kansas City, MO. Hartley also served as a reviewer for the Fund for the Improvement of Postsecondary Education’s (U.S. Department of Education) Student Achievement and Institutional Performance program.

Allison Blackburn joined CIC as director of conferences in fall 2006. She is responsible for all hotel negotiations, contracting, and conference logistics. Before joining CIC, Blackburn served as manager of conferences and meetings for the International Life Sciences Institute where she worked for eight years and had responsibility for managing multiple international conferences, both large and small, each year. She earned a master’s degree in tourism and travel management from New York University as well as professional certification in meeting planning. Allison is proficient in both French and Spanish, having grown up in Trinidad and Tobago where she worked at the Ministry of Foreign Affairs. Over the years, she has volunteered in various organizations teaching English to French- and Spanish-speaking residents in DC and New York City.

A resident of Silver Spring, MD, Blackburn enjoys reading and is a member of two book clubs. She loves traveling, is an avid movie fan, and takes pleasure in the many excellent museums, concerts, and other DC attractions. She is interested in interior design, has studied Latin dancing, and intends to take up fencing as her newest hobby.
Congratulations also are extended to CIC’s resident artists. **Stephen Gibson**, director of projects, is the featured artist in a gallery show entitled “Plazas (Palaces)” in Durham, North Carolina, that will run from September 21 to October 31. The exhibit in the Bull City Arts Collaborative’s Upfront Gallery will feature a collection of Gibson’s recent gouache drawings and paintings as well as a large site-specific painting installation. **August Adams**, communications and web manager, will be the featured author in October at the Page & Palette bookstore in his hometown of Fairhope, Alabama. He will be reading from his new novel, *National Darkroast Day* ([www.nationaldarkroastday.com](http://www.nationaldarkroastday.com)).

![Stephen Gibson, “A Few Hopeful Spires,” gouache on paper, 4 x 8 in.](image)

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### THE BOARD OF DIRECTORS AND STAFF OF CIC WELCOME THE FOLLOWING NEW MEMBERS SINCE JUNE 2007

#### New Institutional Members
- Our Lady of Holy Cross College (LA)
- Shaw University (NC)
- Union College (NE)
- Union Pacific College (CA)
- University of Redlands (CA)

#### New International Members
- Effat College, Saudia Arabia
- Polytechnic of Namibia, Namibia
- University American College Skopje, Macedonia

#### New Affiliate Members
- Colleges of the Fenway, Inc. (MA)
- Concordia University System (MO)
- Kansas Independent College Association (KS)
- Modern Language Association of America (NY)

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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](http://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 other sites in higher education.

#### 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** ([cicpres-list@cic.edu](mailto:cicpres-list@cic.edu)): Open only to current presidents of CIC member institutions.
- **CHIEF ACADEMIC OFFICERS** ([cicdean-list@cic.edu](mailto: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](mailto:cicstuaff-list@cic.edu)): Open to student affairs officers and staff at CIC member institutions.
- **PUBLIC RELATIONS** ([cicpr-list@cic.edu](mailto:cicpr-list@cic.edu)): Open to public relations officers and staff at CIC member institutions.
- **ADVANCEMENT** ([cicadvance-list@cic.edu](mailto:cicadvance-list@cic.edu)): Open to development officers and staff at CIC member institutions.
- **FINANCE** ([cicfinance-list@cic.edu](mailto:cicfinance-list@cic.edu)): Open to business and financial officers at CIC member institutions.
- **SPOUSES** ([cicspouse-list@cic.edu](mailto:cicspouse-list@cic.edu)): Open to spouses of sitting presidents of CIC member institutions.
- **TECHNOLOGY** ([cicnet-list@cic.edu](mailto:cicnet-list@cic.edu)): Open to those at CIC campuses interested in discussing issues of information technology.
- **DEPARTMENT CHAIRS** ([cicchair-list@cic.edu](mailto:cicchair-list@cic.edu)): Open to department and division chairs from CIC member institutions.
- **DATA** ([cicdata-list@cic.edu](mailto:cicdata-list@cic.edu)): Open to those at CIC member institutions interested in discussing issues of data and institutional research.

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<td>Data and Decisions Workshop</td>
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<td>CIC/New York Times Presidents Council Meeting</td>
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<td>July 13–16, 2008</td>
<td>Presidential Vocation and Institutional Mission Seminar for Current Presidents</td>
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