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(more coverage on page 13)
On the subject of leadership, almost everyone has something to say. The popular management gurus talk about special skills and techniques that exceptional leaders possess and urge us to emulate those paragons. MBA programs divide between those that cultivate the executive's ability to exercise strategic judgment by honing one's instincts on specific cases and those that convert management training into a discipline of formulating questions that are answerable through quantitative techniques. On many campuses, leadership talent, often assumed in the past to be innate in scholars and teachers, is being sought instead among individuals with experience in nonacademic aspects of institutional management.

Thanks to the periodic surveys of the presidency conducted by ACE, we know that the average length of a college presidency is increasing and presidential tenure continues to be longer in private colleges than in public universities. We also know that the average age of presidents is increasing. Many search consultants regard these trends as a basis for concern. With many retirements looming in the next decade, the consultants worry about the “pipeline” of strong candidates for future college presidencies. In fact, the total number of applicants and nominees for a typical presidential search is smaller now than it was a decade ago, suggesting that the presidency is no longer as widely appealing a career goal as it once was. Moreover, many of the best candidates—who have progressed through the academic line of increasingly responsible positions—have had little or no experience in other aspects of a president's duties, just when many boards of trustees have become more insistent that a good candidate be able to demonstrate skill in such areas as financial management, fundraising, alumni relations, marketing, and community relations. Rather than take a chance on someone who is superbly qualified as a faculty member, department chair, dean, or provost, trustees are turning somewhat more frequently to candidates whose main strength is in one or more of the nonacademic aspects of campus leadership.

Presidents with untraditional backgrounds are not a new phenomenon. Some of today's most effective college presidents entered their positions following successful careers in development, finance, and student affairs. Indeed, some successful college presidents moved from high-level positions in the worlds of business, government service, or the military directly into college presidencies.

CIC has long been concerned about the professional development of campus leaders and has tried to nurture talent wherever it can be found. Workshops for department chairs, new chief academic officers, new presidents, and chief academic officers who are in their third or fourth year of service are all popular features of CIC’s annual array of programs. And CIC’s two major Institutes, for presidents and chief academic officers, regularly include opportunities for practical help on aspects of campus leadership such as strategic budgeting, governance, or capital campaigns. Other services for presidents that, in effect, can enhance effectiveness include CIC’s confidential benchmarking KIT and FIT reports, a CIC guide for presidents to technology costs, and workshops on the design of learning spaces that include opportunities to work directly with many architects and planners.
Now, it appears, more is needed. First, CIC needs to explain better how its programs and services on aspects of leadership development present a coherent collection of professional development opportunities. Staff and CIC Board members are currently developing a document to this end. Second, the actual patterns of presidential careers, especially in the independent sector, need to be better understood. CIC has launched a research project that, we expect, will lead to a more detailed understanding of presidential careers than we now have available. And third, the major problem noted by search consultants—that many of the most promising candidates for college and university presidencies are rejected in the final stages because their experience in academic affairs, although successful, has been too narrow—needs to be addressed directly.

Few deans with solid backgrounds as teachers and scholars will choose to take next jobs as development or admissions officers or vice presidents, even as a calculated step toward a subsequent move to a presidency. Nor should they need to. And not many deans can expect the chief financial officer or chief advancement officer on their own campuses to take the time to run internships for them or to share “tradecraft” with the kind of candor that the dean needs. CIC therefore intends to put more emphasis on helping deans and provosts expand their knowledge of and experience in additional aspects of senior campus leadership.

An important assumption in CIC’s work is that essential characteristics of private colleges and universities make the nature of these presidencies different in important ways from the presidencies of state colleges and universities. Differences in finance and in governance are obvious. Less obvious are the differences that derive from the explicit values orientation of private institutions, often drawn from a founding philosophy of education or religious tradition. At CIC we are skeptical of the view that learning to be a president is a matter of applying techniques that work equally well in all kinds of educational institutions. Of the many CIC activities that proceed from this premise, most important has been CIC’s Lilly-supported “Presidential Vocation and Institutional Mission” program that explores in some depth the “fit” between the calling of the individual to serve as president and the mission of the institution. Burton Clark’s classic work on institutional “saga” figures prominently in this program.

The program has helped many prospective presidents clarify their own motives for seeking a presidency and helped them size up specific presidential vacancies with a better sense of which institutions would be well served by hiring them. In the three years in which the program has operated, ten of about 60 program participants have already become presidents, and appear to be on their way to effective, happy, and—let’s hope—lengthy presidencies.

At the same time, one of the newer trends in presidential careers is an increasing number of talented individuals who serve as president of more than one institution. We need to understand better how an individual can be highly effective in several settings that appear at first glance to represent very different institutional values and styles. There is also some evidence of increasing “crossover” activity—a president of a private college moving to a second presidency in a public college and vice versa. Most of this traffic seems to flow in the direction of private institutions, but these impressions need to be validated by CIC’s current research project.

As most CIC member presidents know, serving as president of a private college can be exceptionally satisfying work—full of difficult challenges, to be sure, but also providing ways of fully engaging one’s talents in the service of helping young people of diverse backgrounds prepare to become educated, productive, and responsible members of society. ■
Leading change on campus is a challenging reality for chief academic officers, who must now understand shifting student demographics, recognize the differing needs and characteristics of the new generation of faculty members, deal with a difficult economic climate, adjust to the federal government’s increasing involvement in higher education, be aware of trends in assessment and accreditation as well as the strengths and limitations of various assessment tools, create and sustain a collegial community, and deliver a “cosmopolitan” education. These were among the topics explored at CiC’s 36th annual Institute for Chief Academic Officers, November 1–4, in Seattle, Washington. Participation in the meeting was a record high for a West Coast meeting, with 323 CAOs and other academic administrators in attendance.

Prominent speakers included Vincent Tinto of Syracuse University, who shared the results of his recent national study of learning communities for academically underprepared students in two- and four-year institutions; Ann E. Austin of Michigan State University, who discussed her research on faculty members and the nature of faculty work; Kwame Anthony Appiah of Princeton University, who explored “Cosmopolitan Education”; and Sharon Daloz Parks of the Whidbey Institute in Washington, who spoke about the role of CAOs in leading their institutions in a complex world. In addition, Kent John Chabotar, president of Guilford College (NC), led an open forum on the economy and presented a workshop on “Implementing a Strategic Plan and Budget.”

Access without Support is Not Opportunity

Academic and social support connected to the classroom can enhance student success, particularly for low-income students, said Vincent Tinto, Distinguished University Professor in the School of Education at Syracuse University and senior scholar of the Pell Institute for the Study of Opportunity in Higher Education. Tinto discussed his recently completed research on low-income college students and practices that can lead to their success during the CAO Institute’s opening session. Prior to his address, Tinto was awarded CiC’s 2008 Award for Academic Leadership for contributions to academic programs and leaders at private colleges and universities.

While Tinto acknowledged that CAOs are aware of the data about low-income students’ success, he maintained that “too many institutions are really not serious in their pursuit of improved graduation rates, in particular for their low-income students. Institutions have been unwilling to change current practices and move beyond the provision of add-on services for low-income students that are placed at the margins of institutional life.”

He described the five conditions necessary to promote the success of low-income students, especially those who enter college academically underprepared: commitment, expectations, support, feedback, and involvement.

“**Institutional commitment** is the willingness to invest the resources and provide the incentives and rewards needed to enhance student success. It reflects as well a commitment of all members of the institution, especially the faculty, to see themselves as responsible for the success of their students.”

“**High expectations** are also a condition for student success. Regrettably, it is too often the case that universities expect too little of students, especially during the critical first year of college.... Universities do not...construct educational activities that require students to expend much effort on their studies, do not provide frequent feedback about their work that requires them to put more effort into their work, and do not evaluate student work in ways that honor greater effort.”

“**Academic and social support** is another condition for student success. For academically underprepared students in particular, the availability of academic support in the form of basic skills courses, tutoring, study groups, supplemental instruction, and learning communities is an important condition for their success. So also is the availability of social support in the form of counseling, mentoring, and ethnic student centers.”

“**Feedback** is also a condition for student success. Students are more likely to succeed in settings that provide faculty, staff, and students themselves frequent feedback about their performance in ways that enable all parties to adjust their behaviors to enhance the likelihood of success.... Entry assessment of learning skills, early warning systems that alert institutions to students who need assistance so that they can be helped before...
their problems overwhelm them, and classroom assessment and feedback techniques...that involve the use of learning portfolios...are techniques that enable students and faculty alike to adjust their learning and teaching in ways that promote learning.

“**Involvement**, or what is now called engagement, is another condition for student success. The more students are academically and socially involved, the more likely they are to persist and graduate.... Involvement in classroom learning, especially with other students, leads to greater quality of effort, enhanced learning, and in turn heightened student success.”

Tinto explained how these concepts might be applied to low-income students, particularly those who enter college academically underprepared. Recent research on learning communities that he conducted with colleagues at Syracuse University shows that “curricular and pedagogical changes and the willingness of faculty and staff to collaborate in ways that provide students a coherently linked set of activities and support will further student education.” These learning communities share a number of characteristics, among them:

- The linking of basic skills courses such as developmental writing/reading to content courses such as history or sociology makes possible the immediate application of skills being learned in a developmental education course to what is being learned in the course to which it is linked.
- The use of pedagogies of engagement such as cooperative or problem-based learning that require students to learn together in a coherent interdependent manner helps students become more academically and socially engaged, learn more, and in turn persist more frequently.
- The linking of classroom activities to support services on campus provides conduits to other support services that low-income students might not otherwise be able to use.

In closing, Tinto stressed that, “It is simply not enough to provide low-income students access to our universities and colleges and claim we are providing opportunity if we do not construct environments that support their efforts to learn and succeed beyond access. Simply put, access without support is not opportunity.”

The full text of Tinto’s address is available on CIC’s website at [www.cic.edu/conferences_events/caos/2008.asp](http://www.cic.edu/conferences_events/caos/2008.asp) under Resources.

**Cosmopolitan Education**

One of the premier philosophers of our time, Kwame Anthony Appiah, Laurance S. Rockefeller University Professor of Philosophy and the University Center for Human Values at Princeton University, challenged chief academic officers to teach students “how to live in a world of ideas that is not simply American but also global and thus, in a certain way, the shared space of all of humankind.”

In his plenary address at the CAO Institute, Appiah maintained that “the spirit of cosmopolitanism provides the proper starting point for thinking about the role of our universities in a global context.” In doing so, he offered a new way of understanding the necessity of “internationalizing” colleges and universities.

The imperative, according to Appiah is, “If our young people are to be ready for life in our globalizing world—or even just for study in our increasingly cosmopolitan colleges—they need preparation for life as citizens not only of their towns and states and our country, but also of our world.”

He suggested that we begin to meet this challenge by borrowing invaluable lessons from the first self-proclaimed “citizen of the world,” Diogenes: 1) Human beings can think of themselves as fellow citizens while rejecting the notion of a single world government; 2) “...We should care about the fate of all our fellow human beings, not just the ones in...our particular political community”; 3) “We can borrow good ideas from all over the world, not just from within our own society”; and 4) “We have much to gain from conversation with one another across differences.”

Cosmopolitanism, then, “believes that every human being matters and that we have a shared obligation to care for one another. But what distinguishes it from many other universalist philosophies is that it also accepts a wide range of legitimate human diversity...and tolerance for other people’s choices of how to live and humility about what we ourselves know.” Practically speaking, Appiah said, “a global community of cosmopolitans will want to learn about other ways of life, through anthropology and history, novels, movies, news stories in newspapers, and on radio and television.” If nothing else, we should encourage students to “do what people all around the world are already doing with American movies: see at least one movie with subtitles a month.”

What makes these ideas so current for colleges and universities, he noted, that contemporary society, unlike the ancient world, is in a position to make cosmopolitanism real—we now have “knowledge about the lives of other citizens, on the one hand, and the power to affect them, on the other.” Appiah left to academic officers and faculty members how to articulate and defend cosmopolitan education to the rising generation in our colleges, but his conceptualization has profound implications for teaching and learning—for the design of study abroad programs to the development of core curricula to the creation of...
Using Strategic Thinking to Attract, Support, and Retain Faculty

During this time of change—with higher education institutions facing a difficult economic environment and a host of other issues—campus leaders must remain focused on supporting faculty members who are the heart of the nation’s colleges and universities, said plenary speaker Ann Austin, a professor at Michigan State University holding the Dr. B. Erickson Distinguished Chair in Higher, Adult, and Lifelong Education, and coauthor of Rethinking Faculty Work.

Specifically, Austin explored the changes that are affecting faculty, the academic workplace, and faculty work, particularly in CIC institutions, and how chief academic officers can help their institutions take a strategic approach to supporting faculty members. In her five-year study on the academic workplace that involved case studies, surveys, and interviews, Austin found that key changes are occurring for faculty members today in their demographic characteristics, in their perceptions concerning work, and in the nature of their work. She discussed the implications of these changes for campuses and stressed the need for the development of policies, programs, and practices that foster academic workplaces supportive of faculty members.

Austin noted the tremendous diversity in today’s faculty workforce in gender, ethnicity, and race. “The increasing presence of women and faculty of color on campus, who frequently feel isolated or that they need to prove their competence, requires leaders to think in new and more focused ways about how best to support them…including offering mentoring programs and creating an inclusive campus community.” Other demographic changes will present challenges for campus leaders, as many more full-time faculty members are on the non-tenure track rather than the tenure track. “How will you create an environment that supports the full range of positions?” she asked.

Changes in perceptions regarding work also have implications for campuses. “The ‘ideal worker,’ post-WWII, who was dedicated to the workplace and organized his or her life around work, is being replaced by a younger generation of faculty members who value meaning, satisfaction, balance, and flexibility in their work.” Austin stressed that programs and policies will need to be developed for the workplace that take these values into consideration.

Changes in the nature of faculty work—including new technologies, the expansion of knowledge, and changes in students—add further challenges for faculty members as well as campus leaders. “The new technologies provide new opportunities for teaching, learning, and research but have also led to the expectation that faculty members are accessible 24/7” and enable them to stay at home or travel and still work. “But what does that mean for the campus community? How do we create communities and deep personal relationships with students in this technological world?”

The expansion of knowledge “creates opportunities, particularly in cross-disciplinary work, but how do we support faculty members who must keep up with rapidly changing bodies of knowledge? This situation increases the need for ongoing professional development but has fiscal and time implications, particularly for smaller colleges,” Austin noted.

And changes in today’s students—who are increasingly diverse and bring new needs and expectations of relevance, convenience, and economy have tremendous implications for faculty members who now must alter the way they teach and interact with these students.

On top of all these challenges, Austin stressed that the impending flurry of retiring faculty members and the need to attract and retain new faculty members will require creative attention to diverse faculty needs. Her study showed that the key priorities for faculty members today—in addition to respect, balance, and flexibility—include opportunities for professional growth, collegiality and community, employment equity, and academic freedom. She asked the chief academic officers to consider, “What can you do to promote these elements?”

Among her suggestions for institutional leaders:

• regularly communicate the value and contributions of all faculty members and devise ways to meet the differing needs of younger as well as more senior faculty;
• enact policies and programs that help faculty members organize their work;
• look at what kinds of leaves and career breaks are available for the faculty, including options to adjust the tenure clock;
• provide flexibility and support for handling personal responsibilities such as child care, elder care, and dual career arrangements as well as allowing faculty to move from full- to part-time employment;
• look for ways to expand tenure policies;
• devise individual growth plans related to career stage;
• establish mentoring relationships;
- think more creatively about professional development opportunities to help faculty members broaden their knowledge, abilities, and skills and find greater satisfaction in their work; and
- be more intentional about creating occasions and spaces for faculty interactions, both formal and informal, to nurture collegiality and create a sense of community.

Finally, Austin suggested that CAOs encourage institution-wide conversations about the nature of their workplace and to request and organize data collection efforts to determine why people come or don’t come to work on their campus and why they leave. “Think strategically about how you attract, support, and retain faculty.”

Austin’s presentation is available at www.cic.edu/conferences_events/caos/2008.asp under Resources.

The Art and Practice of Leadership

“How do you as CAOs define the art and practice of leadership in today’s complex world? What does the art of adaptive leadership require in this time of peril and promise, for emerging adults, for our colleges and universities, for our society, and for our work? Who do you want to become?” Sharon Daloz Parks, author of Leadership Can Be Taught: A Bold Approach for a Complex World, began her remarks at the closing plenary session with a series of questions about leadership that summed up the theme of many of the CAO Institute sessions. “How will we work with the challenge of the multiple pressures now facing American higher education? What is at stake and what will it take to respond to this cultural moment with clarity of purpose, courage, and skill?”

She outlined the essential tasks that CAOs—who are in places of positional authority—provide. “Their tasks are providing place or orientation, providing a sense of direction about how to proceed, establishing norms, dealing with conflicts when norms are not carried out, and providing protection. These functions help maintain a steady state within the social groups from which we can do our work,” she said.

“I find that the CIC CAO Institute is singularly the most helpful meeting for my day to day issues, for giving me ideas on how to grow, and for adding perspective to my work. It is nice sometimes to see the forest (or at least the glade) when I am stuck in the dense thicket of trees!”

—Mark A. Matson, academic dean, Milligan College (TN)

Two challenges in undertaking these tasks that CAOs often confront include technical problems, which can be addressed with tools already in place, and adaptive challenges, which are the toughest issues. The latter “require innovation, new learning, and management of loss and grief,” Parks noted. “A third challenge—to lift up institutions in tangled times—is almost impossible for anyone to accomplish without ‘the vision thing.’ We’re hoping that someone has a blueprint that all the rest of us can follow. Although that does not exist, the alternative is clarity of deep purpose....”

Parks stressed that CIC institutions have the deepest purposes. The three components of deep purpose include “enabling the development of critical, complex thought; the development of intellectual capital; and teaching connective thought—the ability to think about the whole and to determine consequences and effects.”

“As CAOs engage in the practice of academic leadership, the hardest part is making choices—connecting the future without denying the present,” Parks said. She noted that students today are “more diverse, technologically savvy, and more tolerant. They are concerned about their inherited debt, the failures of education, and the threat of cancer. Yet they are volunteering in record numbers, are environmentally aware, and want to create a just and sustainable world.” Parks said that “CIC colleges are right-sized and right-scaled for preparing students to grapple with these challenges. Your institutions provide a mentoring environment to nourish worthy dreams in a micro framework for the macro responsibilities students will face.”

“In this complex society, we know that everyone can have an effect. Every decision we make; every response to questions and demands is an opportunity to reweave our institutions on behalf of human flourishing. What does it take to exercise that kind of leadership when you are expected to maintain a steady state? What kinds of skills and capacities are asked of us?”

Parks suggested that campus leaders need “the ability to help others grow and change; to cultivate partners, allies, and

(Cont’d on page 8)
confidants; to have the guts to say they are wrong; to develop a stomach for chaos; to be able to disappoint people at a rate they can bear; and to distinguish themselves from their role.’”

“In this ‘hinge time,’ we must recognize that the practice of leadership is less a matter of command and control, heavy lifting, and personality traits (having the ‘right stuff’) and more the practice of art and artistry.” Parks maintained that much can be learned about leadership from artists, who “worry the gap between what they know how to do and what they are trying to pull through; between what is and what could be; between what they value and what they do; between what no longer works and what is needed or what works but isn’t enough. Artists—and leaders—live on the edge of familiarity and the unfamiliar. They learn to live on the edge while remaining compassionate and curious.”

Artists also embrace spirituality and ongoing discernment, Parks said, which is an important element of leadership. “We may find in ongoing discernment that there are elements that provide pathways for spacious understanding of the mystery we all share. In tough times, we need to be collectively, spiritually smart. We need to embrace spiritual intelligence as well as emotional intelligence. And we need the willingness to be plugged into the relative mystery of life.”

**Open Forum on the Economy and Private Colleges and Universities**

Scores of chief academic officers packed a room to discuss with an expert on college finances, Kent John Chabotar, president of Guilford College (NC), the potential impact of the economic crisis on college campuses. A late addition to the Institute schedule, the “Open Forum on the Economy and Private Colleges and Universities” provided an opportunity for CAOs to share views with colleagues and gain some early insight into the relationship between economic travail and charitable giving, how the economic downturn might affect independent institutions, and what strategies leaders are implementing to guide their institutions through this period.

Chabotar said “it is way too early to see the effects of the economic downturn on admissions, charitable giving, endowment spending, and financial aid packages.” Some institutions “might see a diminution in enrollment because of the credit crunch,” but he noted that it generally takes six to 18 months for the full effect of a major stock market correction to be felt in the overall economy, so enrollments are not likely to decline any time soon. He also maintained that “there is almost no correlation between charitable giving and the economy. Since 1967, charitable giving has increased every single year with one exception in 1986–1987 when the tax reform bill was enacted.... Charitable giving alone is not a cause for concern. Big givers tend to step up to the plate and smaller givers will not be as affected by economy. It is the middle-sized donors who tend to be most affected by economic downturns.” However, Chabotar stressed that colleges “won’t see declines in bequests and planned giving.... Institutions that have done a good job in ‘friend raising’ and that have stayed in contact with their donor base tend to do better than those who use big donors as a trough.”

Endowments might be affected in the short term, according to Chabotar, but “endowments are usually cushioned by diversification. The whole of your endowment is not in stocks.... And if you have some flexibility, you might be able to temporarily increase spending from your endowment to make up for some funding losses.”

On the other hand, “corporate giving is a concern and can be expected to decline.” In addition, he said, “nonprofit organizations will be hurt by the downturn...but college leaders can position their campuses defensively and protect against the worst-case scenario.”

About financial aid, Chabotar said, “the danger is not so much your total financial aid package—it is how the package is distributed among loans, grants, and work-study. How much of the grant portion is funded by your endowment or by full-pay students? How much of your discount rate is funded versus unfunded?”

Chabotar does not think that access to student loans will be difficult, nor will loan interest rates be a major issue for most students. “With the federal government getting back into student lending, monopolies might become a concern.... But the bigger
crises in the country will be with state and local governments. The extent to which state and local governments are affected is the extent to which colleges and universities will be affected.”

The economic crisis will likely have an adverse effect on environmental and sustainability efforts. Chabotar said these laudable efforts are among the first things to go during economic difficulties, which “is unfortunate and short-sighted.”

Effects also might be felt in earned income (room and board, summer programs, auxiliary events) and cash flow, as well as the governance of colleges. “Trustees on your boards from the business world may make recommendations based on the business model, which often doesn’t translate to higher education.” Chabotar indicated that the colleges most at risk from an economic downturn are “those that are highly tuition dependent, with a high discount rate, small endowment relative to the budget, high debt load, and low competitive advantage.”

He asked CAOs what the effects of the economic crisis have been at their institutions. Some said they have seen more applications for faculty positions as a result of frozen faculty searches at other institutions; others have seen decreases in student applications but increases in the yield. Some have lost international students or seen a decline in traditional students but a significant rise in the adult student population. Retirement is becoming a significant issue on campus as well, with faculty members rescinding or delaying their retirement.

Some of the solutions campuses have begun to consider in response to the economic downturn include:

- hiring freezes and reductions or personnel cuts
- freezing salaries or delaying raises
- suspending, deferring, or lowering 403(b) retirement contributions
- asking employees to agree to a four-day work week or to go part-time temporarily
- asking full-time faculty members to teach more courses
- combining job functions and positions
- increasing endowment spending
- reducing operating costs
- partnering with other institutions
- outsourcing
- targeting adult students
- postponing capital campaigns
- focusing on retention
- creating “funds for excellence” to encourage creativity in academic programs or special initiatives

- contacting current students who owe funds to the institution and working with them to develop a plan for payment
- delay announcing tuition for fall 2009 until a clearer picture of the economy emerges

Chabotar stressed that whatever solutions colleges devise to weather the economic storm, campus leaders “must be open—talk about what you are doing. Doubts are more cruel than the actuality.”

The Future of Nursing Education

Given that almost 40 percent of CIC member colleges offer programs of nursing, the CAO Institute featured a session on nursing education where panelists addressed the question, “What is the best way to learn to be a nurse?” The Carnegie Foundation’s Preparation for the Professions Program is attempting to learn the answer through a series of comparative studies on the role of higher education in building professional understanding, skills, and integrity in five professional fields—clergy, engineering, legal, medical, and nursing education. Each field is studied from the perspective of the others.

In a session at the CAO Institute, a member of the nursing study research team, Patricia Benner, professor and Thelma Shobe Endowed Chair in Ethics and Spirituality in Nursing, University of California, San Francisco, presented some of the results of the study, which consists of two research phases: observations and interviews in nine schools of nursing and a national survey of teachers and students. According to Benner, the study has led to new ways of thinking about teaching a practice. For example, she said that “in professional education there should be a shift in emphasis from learning technical professionalism to learning civic-minded professionalism; from focusing exclusively on critical thinking to learning how to integrate different ways of thinking; and from learning abstract theories to applying theories in practice.”

Several practices of effective teaching of nursing have emerged from this research, she said, including placing students in collaborative nursing roles and engaging in dialogue with students to explore their thinking processes. In addition, the study has identified a number of signature pedagogies of nursing, including coaching, simulation, role-modeling, pre-clinical preparation, and articulating experiential learning.

Beth Cunningham, provost and dean of the faculty at Illinois Wesleyan University, which has a strong school of nursing, underscored the importance of a liberal education for students in professional majors. She noted that Illinois Wesleyan requires nursing students to enroll in liberal arts courses each semester of the four-year program.
Collaborative Approaches to Enhancing Student Learning

Representing the distinctive partnership between CIC and the Foundation for Independent Higher Education (FIHE), this session featured the achievements of FIHE’s First Opportunity Partners Venture Fund grant program. State fundraising associations apply to FIHE for support of collaborative programs designed to increase first-generation, low-income, minority, and new American students’ success in college.

Nina Pollard, vice president for academic and student affairs at Mars Hill College (NC), described an initiative in which colleges and universities in North Carolina collaborate with one another and with the University of North Carolina system on a statewide symposium that features undergraduate student research. The intent of the program, she said, is “to encourage and support student research until individual institutions can build this support into their own budgets.” The program supports 75 students and faculty mentors each year and offers 35 stipends for low-income students in STEM (science, technology, engineering, and mathematics) disciplines. Students gain experience writing and submitting grant proposals that are reviewed and selected for participation by a panel of chief academic officers.

Patrick Allen, provost of George Fox University (OR), discussed the efforts of nine private colleges in Oregon to develop mentoring programs for students from groups underrepresented in American higher education. He said that “grant funds enabled the newly appointed dean of inclusion to select student mentors for ten students brought into its Act Six program, which was established to develop the students’ leadership potential.” Allen also told the story of a racial incident, believed to have stemmed from student dismay at the college’s recruitment and support of students of color through the mentoring program. When news of the incident spread on and off the campus, a “media circus” and an intense period of stress for administrators, faculty members, and students ensued.

Three important lessons emerged from what Allen called “the incident.” First, “high profile inclusive programs can lead to push-back from those who disagree with their goals. All students should be prepared for the changes before they occur. Second, teachable moments can flourish in an atmosphere of tension and conflict.” He described four stages of programs intended to diversify a campus demographically: 1) recruitment and retention numbers increase; 2) the campus climate begins to change; 3) the program affects educational and scholarly programs and institutional mission; and 4) inclusion is vital to and visible in the institution; it embodies the new culture of the institution. Finally, the university found that the other eight partner institutions were extraordinarily helpful and supportive of the staff in meaningful ways during this difficult period.

Participants in the session learned that groups cooperating with one another can either be pre-existing groups such as the members of the North Carolina Independent Colleges and Universities or groups organized around a common theme or for a common purpose, such as the nine colleges that came together in Oregon to increase and educate students from underrepresented groups. They also learned that effective collaborative programs have their roots in academic programs already supported by faculty members and that they require regular and ongoing communication.

Curriculum Is Shared Responsibility of Entire Institution, Panelists Maintain

“What is the curriculum and who is responsible for it?” was the overarching question addressed by R. Joseph Dieter, vice president for academic affairs and dean of the college at Culver-Stockton College (MO) and Kenneth P. Mortimer, senior consultant for the National Center for Higher Education Management Systems (NCHEMS) and former president of Western Washington University and the University of Hawaii at Manoa, during an Institute session on the governance of programs and the curriculum.

While most treatments of academic governance emphasize the faculty’s control of the curriculum, Dieter and Mortimer maintained that “despite the difficulties of working across overlapping claims of legitimacy for control of the curriculum, ultimately the entire institution—the faculty, board, and the administration—need to share responsibility for it.” Mortimer framed the issue in terms of The Art and Politics of Academic Governance (2007), a volume he coauthored with Colleen O’Brien Sathre that addresses the difficulties and rewards of the shared governance model. He explained the increasing importance of the curriculum that “is now often influenced by activities such as marketing to attract students. As students increasingly attend more than one institution, this also creates the need to assess what they have learned.”

In describing Culver-Stockton’s recent experience with the planning and implementation of a newly redesigned academic calendar and curriculum, named EXP@CSC, Dieter said, “Not only were all majors revised, but the new curriculum sought to include more experiential learning and additional opportunities.
An impetus for the redesign was the increasingly apparent loss of new students to competitors, specifically community colleges. Once Dieker and the president made the case to faculty members about the need for change in the curriculum, “this led to a series of ad hoc faculty committees that ultimately didn’t get much accomplished. The committees in the end asked the administration to devise a plan for faculty approval.” With some board-mandated changes and help from an outside consultant who was able to demonstrate to the faculty the urgent need for the revision and provide successful examples such as Hendrix College’s (AR) “Odyssey” program that resulted in increased enrollment, Dieker said “the faculty voted in principle to approve the curriculum redesign with only one dissenting vote.” Once the faculty had agreed to the plan in principle, they were then put to the task of meeting multiple deadlines as they revised majors and added experiential learning elements to courses. Although newly implemented, he said “the results so far have been very successful, including a reenergized faculty as well as the largest freshman class in ten years.” More information about EXP@CSC can be found online at www.culver.edu/academics/exp-csc.asp.

Effective and Sustainable Approaches to Assessment of Student Learning

From accreditors, to trustees, to prospective students and parents, colleges are under increased pressure to provide evidence of student learning. Two Institute sessions provided practical advice to chief academic officers, one taking a broad view of assessment approaches and the other focusing specifically on using the Collegiate Learning Assessment.

“Elements of Effective and Sustainable College-wide Assessment” was led by Jeff Abernathy, vice president and dean of the college at Augustana College (IL), and Randy L. Swing, executive director of the Association for Institutional Research. A challenge for many chief academic officers is to create systemic and sustainable approaches to improving student learning that can be fully integrated into both the curriculum and co-curricular programming.

One strategy offered is to focus on faculty work by using assessment as a faculty development exercise. Abernathy described a multi-institutional approach involving six colleges that share data from a variety of assessment instruments, such as the National Survey of Student Engagement (NSSE), the Collegiate Learning Assessment (CLA), and the Higher Education Data Sharing (HEDS) Consortium alumni survey. In addition, faculty members from these institutions gather to evaluate student papers collectively for writing and critical thinking skills. Asked whether such a collaborative approach was beneficial, one participating faculty member said, “Absolutely. The opportunity to reflect on writing assessment with faculty across disciplines and colleges was very rewarding.”

How does one know if a campus assessment approach is successful? According to the presenters, effective assessments result in action either to continue effective practices or initiate change to make improvements. Swing pointed out some common errors in evaluating campus assessment programs. He reminded attendees of Alexander Astin’s Input-Environment-Outcome (I-E-O) model and noted that “too frequently campus models do not account for all three levels of student experience.” Swing also presented a typology of assessment methods, noting variation in assessment formats (such as surveys or focus groups) and skills or experiences measures (like critical thinking or student behaviors).

“Lessons Learned from Using the Collegiate Learning Assessment” was the topic of another concurrent session. Mary Ann Gawelek, provost and dean of the faculty at Seton Hill University (PA), and Terry Grimes, vice president for academic affairs at Barton College (NC), based their presentations on more than three years of experience in using the CLA on their campuses, including approaches to recruiting student participants, engaging faculty members in assessment activities, and using test results to improve student learning. Grimes provided examples of Barton’s parallel campus-based assessment, dubbed “the placebo test,” which he used to provide evidence to faculty members and trustees of the need to improve student writing skills. Both Seton Hill and Barton are members of the CIC/CLA Consortium.

Lessons learned from the work of the Consortium are detailed in CIC’s recent report, Evidence of Learning: Applying the Collegiate Learning Assessment to Improve Teaching and Learning in the Liberal Arts College Experience, which is available on the CIC website. The CIC/CLA Consortium, funded by The Teagle Foundation, includes 47 college and university members that will collaborate on comprehensive approaches to improving student learning through 2011.
2008 Institute for Chief Academic Officers Awards

The 2008 CAO Institute in Seattle, Washington, featured an opening awards ceremony honoring an organization and more than a dozen individuals who have had a significant impact on independent higher education.

Mark Sargent (center), provost of Gordon College (MA), was awarded the 2008 Chief Academic Officer Award for his notable and exemplary contributions in enhancing the role and work of the private college CAO.

The keynote speaker at the CAO meeting, Vincent Tinto, received CIC's Award for Academic Leadership for his research on student persistence and attainment in higher education, especially of underrepresented students.

James Basker (center right), president of the Gilder Lehrman Institute, accepted the 2008 Award for Academic Excellence on behalf of the Institute, which was honored for providing superb professional development opportunities for faculty members of small private liberal arts colleges. Also pictured is Virginia Gilder (center left), daughter of the Institute’s cofounder, Richard Gilder.

Retiring Task Force members Kristine Bartanen (left), academic vice president and dean of the university of University of Puget Sound (WA) and chair of the Chief Academic Officers Task Force; Helen Ray (right), vice president for academic affairs of Brenau University (GA); and William Pollard (not pictured), vice president and dean of the college of Transylvania University (KY), were honored for their service on the CIC CAO Task Force.

CAO Task Force members include (l-r) Andrew Manion of Aurora University (IL), Katie Conboy of Stonehill College (MA), Deborah Lieberman of Wagner College (NY), Mary Ann Rehnke of CIC, Helen Ray of Brenau University (GA), Kristine Bartanen of University of Puget Sound (WA), and Randy Basinger of Messiah College (PA). Not pictured are Nancy Blattner of Fontbonne University (MO), Linda DeMeritt of Allegheny College (PA), Linda Lankewicz of Sewanee: The University of the South (TN), and William Pollard of Transylvania University (KY).

Members of the CAO Spouses Task Force include (l-r) Leonard Turkenkopf of Mount Saint Mary College (NY), Sharon Day of John Carroll University (OH), Pamila Hoadley of Morningside College (IA), Sandy Aper of Blackburn College (IL), Mary Ann Rehnke of CIC, David McCarthy of William Woods University (MO), and Lynn Buck of Sweet Briar College (VA) and task force chair. Not pictured is Lynn Moore of Chowan University (NC).
2009 Presidents Institute to Feature Gates, O’Neill, Jackson, Broad, and Kuh

CIC’s upcoming Presidents Institute promises an intellectually stimulating experience for participants as a number of distinguished speakers will explore a range of important topics. In addition to those mentioned on page 1, speakers will include Henry Louis Gates, Jr., Alphonse Fletcher University Professor and director of the W.E.B. Du Bois Institute for African and African American Research at Harvard University, who will deliver the keynote address on “Higher Education’s Contribution to the Public Good in a Diverse Society.” Shirley Ann Jackson, president of Rensselaer Polytechnic Institute, will focus her plenary remarks on “Investing in the Future of Science Education.” Molly Corbett Broad, president of the American Council on Education, and George D. Kuh, Chancellor’s Professor of Higher Education and director of the Center for Postsecondary Research at Indiana University, will close the institute with a session on “Investing in Student Success and the Public Good: ensuring the Future of American Private Higher Education.” A workshop on “Strategic Budgeting for Presidents,” led by Kent Chabotar, president of Guilford College (NC), will provide valuable opportunities for hands-on learning.

Concurrent sessions will examine topics such as “Turnaround: Leading Stressed Colleges and Universities to Excellence,” “Reaching Alumni and Donors During Economic Downturns,” “Practical Approaches to Sustainable Campus Designs and Practices,” “Emerging Best Practices in President-Trustee Relations,” “Responding to Changes in Student Demographics: An Agenda for the Future,” “Lessons from the First 120 Days in the Presidency,” “Strategies for Low-Income and First-Generation Student Success,” and “Recruiting and Retaining Key Leadership in the Development Office,” among many others.

In addition, a panel of higher education journalists from four of the nation’s premier news organizations will provide insights on the important issues and cutting edge topics that their publications will be focusing on. John Hechinger, senior special writer for the Wall Street Journal; Tamar Lewin, domestic correspondent for the New York Times; Jeffrey Selingo, editor of The Chronicle of Higher Education; and Kenneth Terrell, education editor for U.S. News & World Report, will discuss how they determine which issues to cover, trends they predict, and how to capture their interest when pitching a story.

The Institute will, as always, include a full Spouses program as well as the new presidents program on January 3-4. Complete program, registration, and hotel information is available on CIC’s website at www.cic.edu/presidentsinstitute.

The conference registration deadline is December 5, 2008.

McPherson, Baum to Lead Presidents Institute Workshop
“Alternatives in Student Aid and Tuition Pricing: Considerations for Institutional and Public Policy”

Michael McPherson, president of The Spencer Foundation, and Sandy Baum, professor of economics at Skidmore College, co-chairs of the Rethinking Student Aid Study Group, will discuss the recommendations of their recently released report, Fulfilling the Commitment: Recommendations for Reforming Federal Student Aid. They maintain that fresh thinking is needed for institutional and public policy regarding student aid and tuition pricing. The Study Group’s proposed approaches to federal aid would significantly alter the environment in which institutions design their own pricing and student aid strategies. The workshop will also address alternative approaches to the high tuition/high discount model of financing undergraduate education. Recent changes in student financial aid, particularly for student loans, along with the current economic downturn, are placing new pressures on college award packages. James H. Day, president of Hardwick-Day, Inc., will present innovative alternatives to the more familiar tuition-pricing and need-based aid schemes. A panel of CIC member presidents, including Margaret L. Drugovich of Hartwick College (NY), Thomas F. Flynn of Alvernia University (PA), and Mary Meehan of Alverno College (WI), will discuss recommendations presented in the workshop.
More than 100 CIC presidents participated in the Council’s 20th Annual Conversation between Foundation Officers and College and University Presidents on October 14, in New York City. The theme for the meeting was “Shifting Perspectives on Educational Leadership and Change—from the Presidency of a College to the Presidency of a Foundation.” Several foundation presidents who were once college or university presidents shared the insights they have gained from both sides of the foundation desk.

Keynote speaker Vartan Gregorian, president of the Carnegie Corporation of New York and former president of Brown University, discussed “How Foundations and Colleges Can Advance Each Other’s Agendas: Two Perspectives on Leadership—the Campus and the Foundation.” Colleges and universities are complex organizations, he said, noting that “presidents have the most complicated job—they are educators and scholars but also must make decisions on finances, construction, maintenance, labor policy, international issues, and the major issues affecting higher education.” Foundation leaders, on the other hand, are in the “ideas business. It’s not the amount of money that is important,” Gregorian said, but rather “how to use it as an instigator—to create something new. Nurturing ideas is the job of every foundation president. We can’t lose touch with the world of ideas.” That said, he added that “foundations are intellectually barren places. The leaders must surround themselves with outsiders who will challenge them. You (presidents) are the challengers. Don’t believe that if you criticize a foundation, they won’t give you money—it’s not true.” Gregorian also stressed that when presidents approach a foundation for funding, they should “come to the point immediately, show that you’re familiar with our guidelines, and ensure that your proposal addresses how the project will be sustained, how it will help other institutions, and how it will transform education…. CIC institutions are the backbone of American higher education—take pride in who and what you are. All together, you create a symphony.”

Margaret McKenna, president of the Wal-Mart Foundation and former president of Lesley University (MA), and Don Randel, president of the Andrew W. Mellon Foundation and former president of the University of Chicago, focused on the liberal arts and social change. In a session titled “The Largest Corporate Foundation and the Largest Foundation devoted to the Liberal Arts: Strategies for College Presidents’ Leadership in the Uses of External Funds,” Randel said, “The value of a liberal education is the salvation of our country…. Higher education is the one thing that enables the nation to continue to thrive and be a leader among nations…. Although the effect of the financial crisis will be felt for some time, foundations are committed to stay with grantees. We are about sustaining both crucial ideas and values on which the future of the country rests.”

McKenna said the philanthropic community has given tremendous amounts of money to higher education, but she questioned “Why isn’t the money changing things for the better? Where is the social change? Why is education not improving, particularly with retention of first-generation students and literacy?” The only way to improve, she said, is if “government, the nonprofit community, corporations, foundations, and higher education work together to achieve change.” As presidents approach the Wal-Mart Foundation for funding, she advised them to “put your request in context and summarize the proposal, describing the problem, how you’re attempting to solve it, what the outcome will be, and how you will be successful. Use citizen, not academic language, and show your proposal to your neighbors—if they don’t understand it, start again.”

Of particular interest to presidents was McKenna’s exhortation to ask for funding. “Wal-Mart has money. Wal-Mart will give you money. We’re looking for projects that will

(Cont’d on page 15)
CIC has invited campus teams to apply for the “Vocation in Undergraduate Education: Extending the Theological Exploration of Vocation” (VUE) national conference that will be held March 12–14, 2009, in Indianapolis, Indiana.

The VUE conference will establish the Network for Vocation in Undergraduate Education (NetVUE), building on the success of recent campus-based programs for the theological exploration of vocation. The conference will feature presentations by noted scholars, theologians, and campus leaders; sessions about successful campus programs and challenges to them; an exchange of best practices; and an opportunity to shape the future developments of NetVUE.

Plenary speakers will include Nathan Hatch, president of Wake Forest University; Beverly Daniel Tatum, president of Spelman College (GA); and William F. May, Cary M. Maguire Professor of Ethics Emeritus at Southern Methodist University. Hatch will focus on the challenges that colleges and universities face in providing a framework for students to answer the big questions about meaning in life and in work. His address will explore the efforts of some institutions that effectively embody the best in theological and secular explorations of vocation and consider the role of campus leaders interested in building such programs. Tatum will discuss the significance of undergraduate vocational exploration for furthering the mission of an institution of higher education. How can leaders of institutions that value the theological exploration of vocation bring various stakeholders together to understand the importance of supporting this work?

May will examine issues that lie at the intersection of vocation, the professions, and the liberal arts. How can programs in the exploration of vocation help to reaffirm the multiple aims of academic institutions?

Several panels of campus leaders will address such topics as “The Varieties of Vocational Experience” and “Institutional Impact of Vocational Exploration Programs.”

Three- to five-member teams, including the president and/or provost, as well as several others who play key roles in helping undergraduates think about their vocation in relation to personal development and postgraduate career choices, will be selected to participate. The cost of accommodations, meals, and materials for the conference will be covered by grant funds, and there is no registration fee. Institutions will be expected to pay for the travel expenses of their team members.

Applications are being evaluated with attention to (a) evidence of an ongoing robust set of activities fostering the theological exploration of vocation; (b) indication of institutional commitment to continue to develop vocational programs for undergraduate students; (c) willingness to participate in a multi-campus, collaborative effort in the coming years; and (d) composition of institutional teams. Institutions that apply will be notified of their status in early December.

The VUE conference schedule and program information are available online at www.cic.edu/NetVUE. Additional information or questions can be directed to NetVUE program director David Cunningham, CIC senior advisor (dcunningham@ic.nche.edu or 616-395-7320).

This initiative is being administered by CIC with generous support from Lilly Endowment Inc.

(Foundation Conversation, continued from page 14)

have a significant impact that are sustainable, scalable or replicable, and that will make a difference in the long term.” She noted that adolescent literacy, dropout prevention, first-generation college students, mentoring programs, and opportunities for partnerships are among the issues and activities of interest to Wal-Mart. “I’m going to do what I can to support CIC colleges,” McKenna said.

In remarks concluding the meeting, Sabine O’Hara, president of the Council for International Exchange of Scholars (home of the Fulbright Scholar Program) and former president of Roanoke College (VA), urged CIC presidents to encourage faculty members to apply for Fulbright Scholarships. “Applications by faculty members at CIC colleges are very competitive.” She also stressed that presidents play an important role in ensuring the success of Fulbright Scholars. “College policies can sometimes make it difficult for faculty members to get Fulbright Scholarships. Please look at the criteria for promotion and tenure in your faculty handbook and make sure that international experience is counted in promotion criteria.”

These foundation executives, as well as Shirley Showalter, vice president-programs at The Fetzer Institute and former president of Goshen College (IN), and Robert Hackett, vice president and national director of the Bonner Program at The Corella and Bertram F. Bonner Foundation, led discussion groups that explored these issues in greater depth. More information about the Foundation Conversation is available on CIC’s website at www.cic.edu/foundationconversation.
2008 CIC/CLA Summer Meeting

Teams from 48 CIC institutions totaling 133 participants in the summer meeting of the CIC/Collegiate Learning Assessment (CLA) Consortium spent time reflecting on lessons learned over the last three years and looked ahead to challenges yet to be faced in their efforts to assess student learning. Representatives from the 33 CIC-member colleges and universities that participated in the Consortium from 2005 through 2008 were joined by participants from new Consortium-member institutions that will participate in the 2008 to 2011 phase of activity.

During the August 4–6 meeting in Washington, DC, Sara Martinez Tucker, Under Secretary of the U.S. Department of Education, discussed ways to increase governmental transparency regarding assessment and accountability as well as ways to publicize “the important work that CIC institutions are already doing. What can the Education Department do to get more people to have conversations like those you’re having here—and to take it to a wider audience? How can we support you?” Tucker asked. She noted that members of the CLA Consortium “are ahead of other institutions” and urged the Consortium to “go public with what you’ve learned.”

Participants were also inspired by Teagle Foundation President W. Robert Conner, who energetically praised their assessment endeavors and exhorted them to advance their work as “CLA combustion engineers,” a theme that continued throughout the conference.

In the opening address, Peter Ewell, vice president of the National Center for Higher Education Management Systems (NCHEMS), said the challenges facing higher education in the 21st century are coming from all levels of society. “Globalization has spurred the competitiveness of higher education and created new demands for higher level skills. Federal and state governments increasingly emphasize the need for accountability while at the same time decreasing institutional funding. The student population is more and more diverse, with rising numbers of underprepared students.” These challenges, said Ewell, necessitate a curriculum that fosters “deep learning” and a focus on assessment that “aligns key learning outcomes across topics, sequences, and courses.” He urged participants to “think concretely about how these challenges will affect your curriculum and assessment in the next decade.”

Alexander McCormick, director of the National Survey of Student Engagement (NSSE), discussed the complexities involved in analyzing student data and demonstrated that there frequently is more variability within institutions than between them. Challenging participants to look within their institutions for ways to improve student learning, he also emphasized the need to reevaluate the meaning of institutional quality.

Roger Benjamin, president of the Council for Aid to Education, closed the meeting by discussing the importance of the CLA in an age of assessment. Noting that common assessment measures are not sufficient, he stressed the need to move beyond passive multiple-choice tests to better measures of performance. He also acknowledged that faculty members must understand and buy into these new methods of testing if policy discussions about assessment and accountability are to continue and asserted that in today’s global and knowledge economy, the ability to accurately assess performance and higher order skills is essential.

Participants heard from staff and faculty members at institutions currently using the CLA about the challenges and successes they have experienced in administering the tool. Participants also had the opportunity to ask advice of CLA staff members Marc Chun, research scientist, Alex Nemeth, program manager, and Esther Hong, program manager. (See Inside Higher Ed story about the meeting, www.insidehighered.com/news/2008/08/04/CLA.)

Institutions represented at the summer meeting included: Alaska Pacific University, Allegheny College (PA), Aurora University (IL), Avrett University (VA), Barton College (NC), Bethel University (MN), Cabrini College (PA), Carlow University (PA), Charleston Southern University (SC), College of Notre Dame of Maryland, College of Saint Benedict/Saint John’s University (MN), College of St. Scholastica (MN), Dominican University (IL), Drake University (IA), Franklin Pierce University (NH), Hilbert College (NY), Illinois College, Indiana Wesleyan University, Jamestown College (ND), John Carroll University (OH), Juniata College (PA), LaGrange College (GA), Loyola University New Orleans (LA),

(Cont’d on page 17)
CIC Announces 2009 Workshops for Department and Division Chairs

CIC issued a call in October for applications for a Learning Spaces and Technology Workshop to help colleges and universities plan effective academic facilities. This fourth—and final—annual workshop, organized by the Council of Independent Colleges (CIC) and the National Institute for Technology and Liberal Education (NITLE) in collaboration with Project Kaleidoscope (PKAL), will be held March 6–8, 2009, at the University of Richmond (VA). Applications are due by December 12, 2008.

All independent colleges and universities are eligible to apply and 15 institutions will be invited to participate in the workshop. For those institutions accepted for participation, there is no registration fee and teams will receive a stipend of up to $1,000 to offset some travel and lodging costs. The program is made possible by the generous financial support of The Andrew W. Mellon Foundation.

The workshop is designed to serve both those institutions that are planning to construct new facilities and those that are intending to renovate existing buildings—seeking in both instances to enable faculty members and students to use technology more effectively and creatively in the service of learning. A learning space could be, for example, a library, computing center, classroom, or computing or multi-media lab usually associated with libraries and computing centers. Because the workshop will outline an approach to careful planning, institutions just beginning the process are especially encouraged to apply to participate. Teams at institutions that are further along in the planning process are also welcome.

An institutional team may have three to five members and must include a vice president of the institution who has budget authority. Institutions are asked to assemble a team representing the particular areas of responsibility and expertise that will be engaged in planning and using the learning space. For example, if the focus is the library, the library director should be part of the team. Faculty members with expertise or interest in incorporating technologies into the learning environment should be included, as well as a senior officer of the institution with information technology responsibilities. The other participants may be chosen from roles such as chief academic officer, instructional technologist, facilities director, budget officer, physical plant representative, or development officer. Each institution knows best which institutional team members can be most effective in advancing a plan for a new or renovated learning space.

More information about the workshop, as well as the application form and agenda, are available on CIC’s website at www.cic.edu/conferences_events/workshop/learningspaces/2009/index.asp.

CIC and NITLE Announce Final Learning Spaces Workshop

CIC and the National Institute for Technology and Liberal Education (NITLE) issued a call in October for applications for a Learning Spaces and Technology Workshop to help colleges and universities plan effective academic facilities. The fourth—and final—annual workshop, organized by the Council of Independent Colleges (CIC) and the National Institute for Technology and Liberal Education (NITLE) in collaboration with Project Kaleidoscope (PKAL), will be held March 6–8, 2009, at the University of Richmond (VA). Applications are due by December 12, 2008.

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More information about the workshop, as well as the application form and agenda, are available on CIC’s website at www.cic.edu/conferences_events/workshop/learningspaces/2009/index.asp.

CIC Announces 2009 Workshops for Department and Division Chairs

| April 2–4 | St. Louis, MO |
| May 27–29 | Cambridge, MA |
| June 2–4 | Pittsburgh, PA |
| June 9–11 | San Diego, CA |

CIC’s eighth annual series of Workshops for Department and Division Chairs will assist independent colleges and universities in strengthening leadership at the departmental level. The workshops, for experienced as well as new department and division chairs, focus on the distinctive challenges of department leadership in small and mid-sized private colleges and universities.

Campuses are encouraged to send several department chairs to the workshop so they can support one another in instituting change upon their return to campus. A single representative from an institution would also find the workshop helpful. Chief academic officers, deans, and associate deans who work closely with chairs would find the program beneficial and are welcome to attend.

Details about the hotel sites and travel information for the workshops are now available on the CIC website at www.cic.edu/departmentchairworkshops. More information about these workshops will also be posted online in early January 2009.

(CIC/CLA Summer Meeting, continued from page 16)

Lynchburg College (VA), Marian University of Fond du Lac (WI), Morningside College (IA), Nebraska Wesleyan University, Pacific University (OR), Seton Hill University (PA), Southwestern University (TX), Springfield College (MA), Stephens College (MO), Stonehill College (MA), Texas Lutheran University, Trinity Christian College (IL), University of Charleston (WV), University of Evansville (IN), University of Great Falls (MT), University of Findlay (OH), Upper Iowa University, Ursinus College (PA), Ursuline College (OH), Wagner College (NY), Wartburg College (IA), Westminster College (MO), Westminster College (UT), Willamette University (OR), and William Woods University (MO).
The impact of the unstable economic markets on colleges and universities was a frequent topic of concern at the eighth annual CIC/AIR Data and Decisions™ Workshop, which took place on October 2–4, 2008, in Farmington, Connecticut. As teams from 24 CIC institutions learned how to make better use of comparative data in institutional decision making, they reported that their most serious problems on campuses were reaching enrollment goals, funding and financial constraints, and attrition—all of which are being exacerbated by the financial crisis. In response to team presentations at the end of the workshop, Mary Ann Coughlin, professor of research and statistics at Springfield College (MA), said that the strong focus of presentations on retention and enrollment “shows the real unknown about the economy and how the events of the past few weeks are going to affect our ability to recruit and retain students.”

The CIC/AIR Data and Decision™ Workshops are designed to assist college and university leaders in making strategic decisions based on targeted data about their own institutions and up-to-date information about peer institutions. Cosponsored by the Association for Institutional Research (AIR), the three-day workshop focused on such topics as the role of strategic assessment in institutional management, conducting reviews of institutional vulnerabilities and competencies, and identifying types of comparison groups and methods for constructing them. Participants learned how to access and make use of the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS), as well as CIC’s benchmarking reports, the Key Indicators Tool (KIT) and Financial Indicators Tool (FIT).

Many of the participating institutions were either at the beginning or end of a strategic planning process. The workshop demonstrated the importance of making data-informed decisions that take into account an institution’s unique environment, rather than indiscriminately forcing data-driven decisions.

This year’s workshop also featured a preview of the IPEDS Data Center, a new program that combines the Peer Analysis System and Data Cutting Tool into a more user-friendly system. Users may perform three tasks through the Data Center: (1) produce ranking reports, (2) produce trend reports, and (3) obtain data on an institution and its comparison group. The Data Center is organized by function, which enables users to obtain data and create reports more easily.

Presenters for the workshop were Mary Ann Coughlin; Randy Swing, executive director, AIR; Harold V. Hartley III, CIC senior vice president; Richard Howard, director of the office of institutional research at the University of Minnesota; Gerald McLaughlin, director of the office of institutional planning and research at DePaul University (IL); and Josetta McLaughlin, director of the school of management, marketing, and information systems of the Heller College of Business Administration, Roosevelt University.

The workshops are supported by a grant to AIR from the National Center for Education Statistics. To date, teams from 200 CIC member colleges and universities have participated in the workshops.

Campuses represented at the 2008 workshop were: Anna Maria College (MA), Arcadia University (PA), Ashland University (OH), Bay Path College (MA), Bluefield College (VA), Concordia College (MN), Cox College (MO), Franklin University (OH), Gardner-Webb University (NC), Hampshire College (MA), Lincoln Memorial University (TN), Morris College (SC), Mount Mercy College (NE), Northwestern College (MN), Northwestern College (IA), Our Lady of the Lake University (TX), Paine College (GA), Saint Thomas Aquinas College (NY), Spalding University (KY), Sweet Briar College (VA), Thomas College (ME), Thomas More College (KY), Union College (NE), and Utica College (NY).
CIC acquired programmatic, financial, and operational responsibilities this year for the annual college media conference, “How Colleges Can Obtain National and Regional Publicity.” The conference—now in its 23rd year and formerly operated by Keith Moore Associates, a prominent campus PR consulting agency—is a national meeting for campus public relations and communications officers as well as representatives of higher education media. CIC has been a cosponsor of the preconference portion of the meeting, which focuses on publicizing the work of faculty members, for the past 11 years.

Under CIC’s leadership, the 2009 conference will be co-hosted by the American Association of State Colleges and Universities (AASCU). Co-hosting with AASCU will assure that the event continues to draw significant numbers of larger institutions, public and private, as well as CIC members, and thus should assure the continued participation of representatives of important media organizations.

This annual gathering has typically drawn about 200 participants, including approximately 40 CIC member public relations directors and about 25 AASCU member public relations directors.

The participation of significant numbers of journalists makes this conference the premier such event each year. During the conference, reporters and editors serve on panel discussions and explain how colleges can interact effectively with them as they report on higher education issues. In addition, the conference features panel discussions by college and university public relations professionals who share best practices and approaches to publicizing campus activities and pitching stories to the media.

CIC’s vice president for communications, Laura Wilcox, will serve as conference director with assistance from AASCU’s vice president for communications, Susan Chilcott, who will also serve as co-moderator.

Past participants of the conference have praised the event as being “the gold standard for PR professionals in higher education” and for offering “the most useful content of any media relations conference I have attended in nearly 30 years of PR.” Networking with colleagues in communications, marketing, and media and public relations from around the country is often mentioned as one of the major benefits of the conference.

PR Directors:
MARK YOUR CALENDARS!

The 2009 College Media Conference will be held June 22–24 in Baltimore, Maryland, at the Tremont Plaza Hotel, the conference site for the past three years.

Communications officers, public and media relations directors, news bureau managers, writers, university relations vice presidents, assistant deans for external relations, and other interested administrators from all colleges and universities are invited to attend. The conference is designed to help campus communications professionals develop techniques that work, prepare news materials that produce results, and make contacts with some of the nation’s top reporters, editors, freelance writers, producers, bookers, educational correspondents, and campus news professionals.

A large number of seasoned journalists have already agreed to speak at the 2009 conference, including:

- Elizabeth Bernstein, Reporter, Wall Street Journal
- Cory Charles, Senior Editorial Director and Executive Producer, CNN International
- Amy Chiaro, Senior Broadcast Producer, NBC’s Today Show
- Kim Clark, Education Reporter, U.S. News & World Report
- Scott Jaschik, Editor, Inside Higher Ed
- Eric J. Kuhn, New Media Consultant and Huffington Post blogger
- Charles Madigan, Professor, Roosevelt University and author of -30-: The Demise of the Great American Newspaper
- Mary Beth Marklein, Higher Education Reporter, USA Today
- Kevin Merida, Associate Editor, Washington Post
- Debra Rosenberg, Assistant Managing Editor, Newsweek
- Claudio Sanchez, Education Correspondent, National Desk, National Public Radio
- Jeff Selingo, Editor, Chronicle of Higher Education
- Tom Siegfried, Editor, Science News

More information about the 2009 conference and registration materials will be available on www.collegemediacconference.org in January.
Ten Teams Explore Language Learning Program

The second meeting of CIC’s Network for Effective Language Learning (neLL) convened teams from ten institutions to explore new approaches to foreign language learning. During the July 7–11 meeting at Pacific Lutheran University (WA), made possible by a grant from the W.M. Keck Foundation, the teams explored ways to improve language learning in the context of cultural competency and devised plans for adapting some new 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.

According to Jan Marston, neLL program director and founding director of the Drake University Language Acquisition Program (DULAP), “the 2008 cohort arrived and hit the ground running. They came with a clear idea of the importance of language technologies and learning strategies, and recognized the fundamental importance of language in its cultural context. Some of the participants have already put new elements in place for the 2008 fall semester.”

Each team, selected through a competitive application process, consisted of four members: a foreign language department chair, a language faculty member, a technology expert, and a provost or dean. Through a series of plenary sessions and smaller break-out discussion sessions, 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 issues.

During the meeting, participants also engaged in simulation exercises to gain first-hand experience with the methods used by DULAP in helping their students gain proficiency in a foreign language and culture. The simulation, using Russian as an example, allowed participants to practice some of the approaches that they might choose to use on their own campuses, including online video and audio resources, web resources that furthered their understanding of Russian culture, and a sample digital audio ePortfolio entry of themselves speaking in Russian. 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. Each team also worked intensively on preparing a realistic plan of action to take back to campus.

All of the participants have become part of an ongoing online eCommunity through which institutions are supporting one another in their efforts to bring meaningful change in language instruction to their campuses. In addition to interacting through a group wiki, where the teams can share ideas and resources, they will participate in several live web conferences where they will have the opportunity to hear from outside experts about topics that are related to the core concepts of neLL. The first of these conferences focused on language lab facilities and introduced team members to the International Association of Language Learning Technology (IALLT).

As the new cohort launches its online community, participating institutions in the 2007 Network have continued to pursue the plans they devised at the summer meeting. The work done at Tougaloo College (MS) is representative of the significant possibilities that NELL offers its participants. In just one year the college launched its new critical languages program and now offers Korean, Arabic, and Japanese—languages previously unavailable to Tougaloo students. As Mary Davis, associate professor of French and one of the team members from Tougaloo College explained, “without the NELL summer meeting, none of this would be happening for us. In every paper or grant I have written, I talk about the impetus for our critical languages program and I always include a description of the DULAP program. We are truly grateful for the opportunity to have been exposed to the expertise and generosity of the NELL facilitators.” Davis also reports that language faculty members have incorporated many of the ideas learned through NELL into their more traditional language classes.

Participating institutions in the 2008 Network are: Augustana College (IL), Brenau University (GA), Cedarville University (OH), The College of Saint Rose (NY), Ferrum College (VA), Georgian Court University (NJ), The Sage Colleges (NY), St. Norbert College (WI), Whittier College (CA), and Wiley College (TX).

Facilitators for the 2008 Network are Jan Marston (program director), founding director, and Marc Cadd, associate director, both of DULAP, Drake University (IA); Mary Beth Barth, director of the Critical Languages Program, Hamilton College (NY); Clayton Mitchell, director of the Jane Evans Language Center at Drake; 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 one more year. The application deadline was November 25, 2008, for the 2009 Network, scheduled to begin with a four-day meeting at Endicott College (MA) in July 2009. More information is available on the CIC website at www.cic.edu/projects_services/grants/nell.asp or by contacting Sarah Stoycos, CIC director of programs, at (202) 466-7230 or stoycos@cic.nche.edu.
Twenty-five New Fellows Added to Woodrow Wilson Program Roster

The roster of Woodrow Wilson Visiting Fellows has been augmented this year with 25 newly appointed Fellows. In addition, CIC has arranged visits by Fellows at more than 100 colleges and universities since January 2008, when the Council began administering the program. More than 50 visits have already been scheduled for the spring 2009 semester.

With the surge of interest in the Visiting Fellows program, CIC will continue to expand the roster, particularly by adding experts in science, studio arts, Asian and Middle Eastern affairs, writing, the environment, and contemporary American politics. Nominations of potential Fellows are welcome and may be sent to Roger Bowen, director of the Woodrow Wilson Visiting Fellows program and CIC senior advisor, at rbowen@cic.nche.edu.

The Visiting Fellows program brings prominent artists, diplomats, journalists, business leaders, and other nonacademic professionals to campuses for week-long residential programs of classes, seminars, workshops, lectures, and informal discussions that benefit the entire campus community. The program is particularly appealing because it is an affordable and convenient way to bring high profile speakers to campuses for extended stays.

Woodrow Wilson Fellow Dimon Liu, a human rights activist, architect, and urban planner, recently visited Benedictine University (IL) where she conducted classroom discussions and open forums, engaging faculty members and students in a variety of issues dealing with human rights within the context of China’s past and present. Maria de la Camara, dean of the College of Liberal Arts, said “Liu’s approach—challenging yet respectful of diverse opinions—provided an excellent opportunity for critical and thoughtful thinking. This was our first time hosting a Woodrow Wilson Fellow, and we could not have been more pleased with the experience. Liu’s public lecture on her last day on our campus attracted a record audience and a number of students and faculty members inquired about the possibility of having a similar experience next year.”

Information about requesting a Woodrow Wilson Visiting Fellow for spring 2009 or for the 2009–2010 academic year is available on CIC’s website at www.cic.edu/visitingfellows. The site also includes the full roster of Fellows, an application form, and a Campus Coordinator’s Planning Manual. The priority application deadline is Monday, March 2, 2009. Colleges may request specific Fellows, and CIC staff members match the institution with the Fellows requested or with those who have expertise in the college’s area of interest. The college approves the final arrangement.

The fee for hosting a Woodrow Wilson Fellow is $6,250 (or $7,250 for hosting a visiting couple). CIC members pay a reduced fee of $5,750 for a standard visit (or $6,750 for a visit by a couple).
CIC/NYT Presidents Council Meets with Business Editor

The highlight of the CIC/New York Times Presidents Council meeting in New York on October 13 was a discussion with Winnie O’Kelley, deputy editor of the Business Day section of the Times. Participants also learned about the New York Times Knowledge Network and discussed the 2009 Student News Editors Workshop.

O’Kelley, who has covered the nation’s financial system for 16 years at the Times, provided a well-received review of the impact of the current economic crisis on America’s colleges and universities, from student lending and school financing to direct lending, gap financing, and a range of other issues. She noted that “fears about students being unable to get loans didn’t happen—they’ve been able to find alternative lenders. The new concern is lenders raising standards or getting out of lending altogether—although many lenders that complained the loudest are now getting back into lending because the loans are federally backed.” However, she said “the economic crisis will ultimately impact student lending, as the decline of institutional endowments—particularly those at smaller colleges—will make it harder to provide loans…. Inability to tap into home equity loans and high credit card debt means that parents also will be less able to pay tuition…”

She wondered whether these and other factors would put more pressure on colleges to decrease tuition and asked participating presidents for illustrative stories on the consequences for the economic crisis on their campuses. “How much has changed on your campus and how is the crisis impacting higher education overall? Are students able to pay tuition? Are your boards less willing to spend endowment funds? Will colleges cut back on classes to save money, for example, by eliminating Friday classes? Will green projects on your campuses be harder to justify?” O’Kelley stressed that she and other reporters are interested in “What’s changing?” as a result of the economic crisis.

Times Education Manager Mark Bechara provided details about the Times’ new Knowledge Network, in which faculty members from colleges are paired with Times reporters to provide online courses through the Times’ online course management system, Epsilen.

Participants also discussed the Student News Editors Workshop, which will be held at the Times on Friday, March 20, 2009 (details to come).

President Les Garner of Cornell College (IA) agreed to serve as the 2009 chair of the CIC/New York Times Partnership in Education and Sharon Herzberger, president of Whittier College (CA), will serve as vice chair (and chair in 2010).

Other meeting participants included presidents Louis Agnese, University of the Incarnate Word (TX); JoAnne Boyle, Seton Hill University (PA); Jonathan Brand, Doane College (NE); Daniel Carey, Edgewood College (WI); Jonathan DeFelice, Saint Anselm College (NH); Jim Dennis, McKendree University (IL); Larry L. Earvin, Huston-Tillotson University (TX); Lorna Edmundson, Wilson College (PA); Karen Gross, Southern Vermont College; Patricia Hardaway, Wilberforce University (OH); Beverly Hogan, Tougaloo College (MS); Jairy Hunter, Charleston Southern University (SC); Thomas Kepple, Juniata College (PA); Dan Lunsford, Mars Hill College (NC); John W. Mills, Paul Smith’s College (NY); Christopher Nelson, St. John’s College (MD); David Olive, Bluefield College (VA); Lisa Marsh Ryerson, Wells College (NY); Neil Salonen, University of Bridgeport (CT); Jane O’Meara Sanders, Burlington College (VT); John Strassburger, Ursinus College (PA); Jo Switzer, Manchester College (IN); Baird Tipson, Washington College (MD); and Charles O. Warren, Defiance College (OH).

Key Indicators Tool Update

In October, CIC distributed to member presidents the fifth annual edition of its benchmarking report, the Key Indicators Tool (KIT). The format of the 2008 KIT is similar to the previous year’s KIT. Comprised of information from over 800 private institutions, the KIT is a 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. The KIT is designed to increase the capacity of member institutions to make more effective use of comparative data in institutional planning and decision making.

Prepared for CIC by The Austen Group, 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 Carnegie classification. The report is formatted to be shared easily by presidents, if they so choose, with trustees, senior administrators, or others on campus.

The third annual Financial Indicators Tool (FIT), which includes financial performance measures, will be distributed in June 2009.

Both the KIT and FIT are now generously supported by TIAA-CREF. The William Randolph Hearst Foundations supported the early development of CIC’s benchmarking reports. More information is available at www.cic.edu/kit.
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 a history of American higher education in the second half of the 20th century, perspectives on governing boards, leadership skills necessary for small college presidents, solutions for turning around an institution in distress, and the historical and social impact of technology on higher education.

**American Higher Education Transformed 1940–2005**
Edited by Wilson Smith and Thomas Bender
© 2008

“The transformation of the postwar American university was so extensive that it resulted in a wholly new institution, qualitatively different from that of the first half of the century,” write Wilson Smith and Thomas Bender in their introduction to *American Higher Education Transformed 1940–2005*, a sequel to Richard Hofstadter and Wilson Smith’s anthology, *American Higher Education: A Documentary History*. This new work presents 172 documents that record the transformation of higher education over the past 60 years. Stressing not only the curriculum and the ideal of liberal learning in an age of mass education, these works focus on the position and leadership of universities in society, the role of the federal government, and academic life as a profession. The book documents how colleges and universities faced a transformation of their educational goals, institutional structures and curricula, and admission policies; the ethnic and economic composition of student bodies; an expanding social and gender membership in the professoriate; colleges’ growing allegiance to and dependence on federal and foundation financial aids; and even the definitions and defenses of academic freedom during this period.

Hardcover copies cost $80 and are available in bookstores or from the publisher, The Johns Hopkins University Press at [www.press.jhu.edu/books/title_pages/9433.html](http://www.press.jhu.edu/books/title_pages/9433.html).

**The Board Book: An Insider’s Guide for Directors and Trustees**
William G. Bowen
© 2008

While recent accounting scandals, CEO dismissals, and Sarbanes-Oxley requirements have increased the public’s interest in board governance, how boards actually work remains mysterious to most. In this book, Bowen draws from over 30 years of experience with both for-profit and nonprofit boards—as both a CEO reporting to the board and as a board member himself—to explain why boards exist and to offer recommendations on board relationships. The book, which draws upon commentary from industry and nonprofit leaders, addresses performance evaluation systems, compensation methods, and transition processes for both the CEO and the board itself. One of the book’s principal themes is the importance of the relationship between the CEO or president and the board.


**Racing Odysseus: A College President Becomes a Freshman Again**
Roger H. Martin
© 2008

After surviving a deadly cancer against tremendous odds, former Harvard dean and then president of *Randolph-Macon College* (VA) Roger H. Martin enrolled at *St. John’s College* (MD), the Great Books college in Annapolis, as a 61-year-old freshman. This memoir of his semester at St. John’s combines humor with the awe of rediscovery as he not only falls in love with classical texts again but manages to find himself on the college crew team. Along the way, Martin ponders one of the most pressing questions facing education today: Do the liberal arts still have a role to play in a society that seems to value professional, vocational, and career training above all else? Martin finds that a liberal arts education may be more vital today than ever before.

Hardcover copies of *Racing Odysseus*, published by the University of California Press, are $24.95 and can be purchased at [www.ucpress.edu/books/pages/11091.php](http://www.ucpress.edu/books/pages/11091.php).
Fearless and Bold: The History of McDaniel College Since Its Founding as Western Maryland College in 1867
James E. Lightner © 2008
This book by McDaniel College (MD) historian and alumnus James E. Lightner is a 728-page history of the college that includes over 200 illustrations and photographs. Beginning with the founding of the college in 1867 as Western Maryland College, this book traces the history of the institution decade by decade from the days of Old Main to extending the educational mission to Budapest, Hungary. Fearless and Bold is derived from a number of sources, including earlier written histories, minutes from trustee and faculty meetings, diaries, memoirs, scrapbooks, student newspapers and yearbooks, and first-person interviews with senior alumni who shared their own experiences and memories for this volume. Published by McDaniel College and the WMC Heritage Society, paperback copies of this book cost $25 and are available for purchase online at www.mdcaniel.edu/collegehistory.

Leading a Small College or University: A Conversation that Never Ends
Harry L. Peterson © 2008
Why do some university presidents succeed while others fail? Peterson focuses on what the job of a university president actually entails and what it takes to be successful. This book analyzes the environment of today’s presidency during a time of declining trust and respect for authority and loss of community. A former president of Western State College of Colorado, Peterson posits that these conditions require leadership and communication skills. To help understand the behavior of university members and developing community, the book analyzes the context in which leaders work. Peterson describes the four characteristics that successful presidents of smaller institutions all share: they understand the unique characteristics of small colleges and universities and take advantage of that smallness; they understand the nature of the job; they understand people; and they understand themselves. Presidents and aspiring presidents will find guidance here, as will those who support and observe their work: department chairs, deans, vice presidents, and board members. Paperback copies of this book are $27.95 and are available from Atwood Publishing at www.atwoodpublishing.com.

Turnaround: Leading Stressed Colleges and Universities to Excellence
James Martin and James E. Samels and Associates © 2008
College and university leaders who face challenging issues such as natural catastrophes, the loss of accreditation, or low enrollment will find in this book the tools they need to put their institutions back on a path to success. The authors outline how board members, presidents, and other administrators can identify their institutions’ weaknesses, implement plans for improvement, and mitigate existing damage. Turnaround also identifies the legal pitfalls that often accompany institutional change and offers solutions for how to overcome or avoid such obstacles. College leaders share such useful information in this volume as the indicators of institutional vulnerability, the necessary skills presidents need for directing a turnaround, and the characteristics of institutions that have completed successful turnarounds. Hardcover copies will be available beginning in December from Johns Hopkins University Press for $45 at www.press.jhu.edu/books/title_pages/9424.html. Participants in the CIC 2009 Presidents Institute will be able to order the book at a discount.

The Race Between Education and Technology
Claudia Goldin and Lawrence Katz © 2008
Two leading economists argue that technological change and education have been involved in a kind of race. For most of the 20th century—the American Century—technological change boosted the demand for educated workers while the supply of educated workers more than kept pace. As educational attainment grew, incomes increased and helped the nation grow together. The authors note that technological change continues to increase the demand for educated workers, but they stress that an educational slowdown since 1980 has contributed to rising inequality. The book examines some historical factors in the 20th century that have contributed to increasing inequality and explores policies that will be needed if America is to regain its educational leadership in the future. Hardcover copies are available from Harvard University press for $39.95 at www.hup.harvard.edu/catalog/GOLRAC.html.
Campus Activities for 2008 Presidential Election

Many CIC campuses hosted rallies, forums, and other events during the 2008 presidential campaign. Just days before this year’s historic election, Widener University (PA) hosted a campaign event for presidential candidate Barack Obama that attracted a crowd of nearly 10,000 students and other members of the community who braved the rain for a chance to hear the Democratic Senator from Illinois speak. Pennsylvania Governor Ed Rendell and Widener University President James T. Harris III also spoke during the event. Harris noted that Senator Obama’s running mate, Senator Joseph R. Biden, Jr., is a longtime member of the faculty at Widener’s Delaware campus law school. Capital University (OH) held a voter-registration drive and rally in late September that featured presidential candidate John McCain and his running mate Sarah Palin. Libertarian presidential candidate Bob Barr spoke at Capital in early October. And Michelle Obama visited the campus and spoke for about 30 minutes in late October in place of her husband who left the campaign trail on short notice to visit his ailing grandmother in Hawaii.

In early October, environmental policy advisors for Obama and McCain discussed their candidates’ proposals at the University of Richmond (VA). Elgie Holstein, representing Obama, and Rebecca Jensen Tallent, representing McCain, presented the energy, natural resources, and environmental issues and policy proposals of their respective candidates.

Typical of the many activities occurring on CIC campuses as the election drew to a close, Campbellsville University (KY) held a forum on the election called “Presidential Politics 2008” in late October for students and the public to learn more about the candidates, sponsored by Campbellsville’s Kentucky Heartland Institute on Public Policy. Goucher College (MD) hosted political pundit and social commentator Arianna Huffington, who presented “Countdown: McCain and Obama 12 Days Before the Election,” at the fall 2008 President’s Forum lecture. And Lindsey Wilson College’s (KY) Katie Murrell Library organized a display about the presidential nominees that also included information about the two vice presidential nominees, copies of the Republican and Democratic national platforms, and a description of the Electoral College. An open forum to discuss the presidential race was also held at the end of October. Alverno College (WI) for the first time declared Election Day a holiday so that students could vote and have the opportunity to volunteer as poll workers without missing class.

Reactions to Economic Downturn

CIC institutions are reacting to the economic crisis in a variety of creative ways. With federal loan applications on the rise and campus financial aid offices receiving more requests from families who in the past might not have qualified for assistance, many colleges are exploring new ways to help students pay for college. In mid-October the board of trustees of Benedictine University (IL) voted to freeze tuition at its current level through spring 2010 for traditional undergraduate students already attending Benedictine and have guaranteed that next year’s freshman class will not see a tuition increase through spring 2011. Shenandoah University (VA) and Hamilton College (NY) attracted national media attention with their responses to the crisis. USA Today reported that Shenandoah enacted temporary measures including an emergency fund for textbooks and meal plans and flexible tuition payment schedules, and that Hamilton increased its
financial aid endowment and sent a letter to prospective students promising to meet demonstrated financial need for all admitted students.

Business faculty members from the University of Evansville (IL) hosted an economic forum in October to discuss the economic situation facing Americans today. Four faculty members from UE’s Schroeder Family School of Business Administration comprised a panel that commented on the crisis and then answered questions from the audience. Chowan University’s (NC) School of Business hosted guest lecturer and alumnus Kemper Baker for a discussion in early November entitled “Current Economic Events” to promote understanding of the crisis affecting domestic credit markets and its implications for the global economy. Baker, a career economist at the Federal Reserve Bank, is also chair of Chowan University’s board of visitors. (For more examples of how campuses are responding to the economic crisis, see the story on page 7 about Guilford College (NC) President Kent John Chabotar’s Open Forum on the Economy at CIC’s Institute for Chief Academic Officers.)

Dorms of Distinction

Several CIC institutions were recognized for their distinctive residence halls in the inaugural “Dorms of Distinction: Top Residence Halls for Today’s Students” competition sponsored by University Business. Four winners were selected along with eight runners-up from the 76 nominations received for the competition. The dormitories that were recognized were chosen for their ability to meet the needs of today’s students—including making students feel at home, fostering a sense of community through interior and/or exterior spaces, helping keep students and their belongings safe, and incorporating green elements in an aesthetically pleasing way. Wofford College’s (SC) Village Housing Complex won in the small private institutions category and College of St. Catherine’s (MN) Henrietta Schmoll Rauenhorst and Susan Schmid Morrison Halls were the highest rated residence halls in the medium private institution category. Southwestern University (TX) was honored as a runner-up in the small private category for its Dorothy Manning Lord Residential Center, and Rollins College’s (FL) Ward Hall was a runner-up in the medium private category. An article featuring all the “Dorms of Distinction” can be found online in a special section of the August issue of University Business at www.universitybusiness.com/viewarticle.aspx?articleid=1115.

Announcing New Programs and Majors

Bloomfield College (NJ) was recently selected by the Korean government to teach English to Korean teachers. Bloomfield’s American Language Center, a department in the Institute of Technology and Professional Studies, has inaugurated the Total Immersion Course for Korean English Teachers (TICKET). Bloomfield College is the only institution of higher education outside of Korea to provide this type of education, training, and support for Korea’s English teachers. Fifty top Korean elementary school teachers were chosen to participate.

Numerous CIC institutions have expanded their academic offerings with new degree programs. Saint Mary’s College (IN) announced a new major in communicative disorders, which had been a minor for over a decade. Trine University (IN) now offers two new majors—hospitality and tourism management, and informatics—in its undergraduate program and added a biomedical major to its master’s of engineering program.

Springfield College’s (MA) School of Health Science and Rehabilitation Studies introduced a new bachelor’s degree program in health science/general studies this fall. The degree will prepare students for careers in public health agencies, human services agencies, wellness services, health insurance, hospital administration, pharmaceutical sales, elder services, scientific writing, research, and other health care venues. Also beginning this fall, Alvernia College (PA) is offering a master’s degree program for nurses designed to prepare nurse educators. The program responds to a national shortage of nurse educators and is a hybrid program consisting of both in-class and online instruction.
Westminster College (UT) enrolled its first class in the bachelor of business administration program this fall. This project-based degree-completion program is geared toward helping individuals complete their business degrees who have either an associate’s degree or the equivalent in college credits.

Mount Mary College (WI) has added a diagnostic medical sonography major to its undergraduate program offerings. The major, a four-year program, is made possible through a partnership between Mount Mary and Columbia St. Mary’s hospitals. The first two years of the program are spent at the Mount Mary College campus completing general education courses and prerequisites for the major, and the last two years of coursework are completed at Columbia College of Nursing with clinicals at Columbia St. Mary’s hospitals and clinics.

York College of Pennsylvania recently received a $2 million gift allowing for the creation of the Donald and Dorothy Stabler Nursing Program. The college will also use the gift to enhance its life sciences program by improving laboratories and creating special nursing scholarships. Recent additions to the program include master’s degree tracks in the fields of clinical nurse specialist, nurse educator, and certified registered nurse anesthetist, as well as a nurse practitioner track to be implemented in fall 2009.

Campaign Success

King’s College (PA) announced the successful completion of the “Legacy of Excellence” capital campaign, having raised more than $37 million in gifts and pledges to surpass its $30 million goal. Albright College (PA) celebrated the successful completion of its comprehensive fundraising campaign, “Crossing Boundaries: The Campaign for Albright.” The college exceeded its $35 million goal and raised a total of $43 million in gifts and pledges. And Defiance College (OH) recently received gifts and pledges that total $13.5 million as it opens its new comprehensive capital campaign, “The Transforming Difference: A Campaign to Defy the Ordinary”—the largest campaign in the college’s history.

Announcing Gifts and Grants

Le Moyne College (NY) announced a $50 million gift in November that will double the size of the institution’s endowment. The funds, which come from the estate of a couple that long supported Le Moyne and Jesuit education, will be used for computer science, information processing, physics, and religious philosophy. The Duke Endowment has awarded Furman University (SC) a $17 million grant—the largest single cash commitment in the university’s history—the bulk of which will go to establish the Charles H. Townes Scholarship, a major scholarship program for out-of-state students to complement the Hollingsworth Scholarship program for South Carolina residents. The grant will also provide endowed professorships for the university’s nationally prominent department of Asian studies. University of Evansville (IN) announced its receipt of a $7.85 million grant from Lilly Endowment Inc., for Phase II in the continued development of its Institute for Global Enterprise in Indiana. The grant will allow the university to expand the ways in which it serves students, faculty members, and the Indiana business community through the support of international learning opportunities and programs focused on business initiatives in Asia.

Two CIC institutions recently received gifts for the purpose of constructing Leadership in Energy and Environmental Design (LEED) science learning spaces. Westminster College (UT) received $5.5 million from the Meldrum Foundation to support the construction of the college’s new science center. The facility, scheduled to open in spring 2010, will be LEED gold-certified and house 14 open and flexible classroom/laboratories and five
Creating Partnerships

Two colleges in Vermont are merging this fall. Woodbury College, which is located in Montpelier and enrolls 125 students, will join forces with Champlain College in Burlington to form the Woodbury Institute at Champlain College. The merger will add to Champlain College’s legal studies and mediation offerings, two of Woodbury College’s specialties. Lourdes College (OH) and University of Detroit Mercy (UDM) are partnering to offer a new Engineering Transfer Program that allows students to take math, science, and humanities classes at Lourdes for one to two years, then transfer to complete their designated Bachelor of Engineering degree at UDM.

With an increasing number of students now enrolling at community colleges, Mount Vernon Nazarene University (OH) and Columbus State Community College have signed an agreement that facilitates the transfer of business associate degree graduates into the university’s bachelor’s degree programs. The agreement essentially lays out a “road map” for Columbus State business students so they know which courses to take in order to fulfill their bachelor’s degrees at MVNU and ensures that their courses and credits are recognized by the university.

A new agreement between Wilson College (PA) and Vermont Law School (VLS), one of the nation’s premier environmental law schools, will smooth the way for Wilson bachelor’s degree recipients to be admitted to VLS. Under the articulation agreement, Wilson graduates in good standing who meet standards in grade-point averages and entrance exam scores would be guaranteed admission to the law school, which admits only 200 students from more than 1,100 applicants each year.

Olympic Athletes

Athletes from two CIC institutions demonstrated their prowess at the summer Olympics in Beijing. Bryan Clay, a graduate of Azusa Pacific University (CA), took the gold in the decathlon. Jenn Stuczynski, a graduate of Roberts Wesleyan College (NY), took the silver medal in the pole vault. Prior to taking up the pole vault only four years ago, Stuczynski was a standout basketball player for Roberts Wesleyan.

New Facilities

Georgian Court University (NJ) officially opened its new $26-million Wellness Center Complex. The 67,000 square-foot building and complex includes state-of-the-art athletic fields, an eight-lane track, six tennis courts, a two-court arena with seating for 1,200 spectators, a training/exercise science laboratory, two studios for dance, ballet, and aerobic programs, a fitness center,
administrative offices, a classroom, locker rooms, outdoor spaces for reflection and gathering, and the new university bookstore. The facility will allow Georgian Court to increase the number of NCAA Division II sports it offers to 11 from the current 8. The complex incorporates recycled materials as well as water, material, and energy efficiency.

Saint Vincent College (PA) officially opened the $14 million Fred M. Rogers Center. The center was named in honor of the late Latrobe native, Fred Rogers, who was the internationally popular host of Mister Rogers’ Neighborhood on PBS and a lifelong friend of Saint Vincent College. The center is a two-story, 36,500 square-foot, ultramodern building which houses the Fred Rogers Center for Early Learning and Children’s Media, the Fred Rogers Archive, the Foster and Muriel McCarter Coverlet Gallery, the Conference Center at Saint Vincent College, and an interactive exhibit about Fred Rogers’ life and work.

Launching New Centers and Institutes

Grace College (IN) was recently awarded a $1.07 million grant from the U.S. Department of Justice for the development of an Integrated Community Emergency Response Training Center. The grant will allow both emergency first responders and local community members to respond to sudden disasters and emergencies by endowing community outreach, disaster simulations and drills, and local workshops. Merrimack College (MA) announced the establishment of a new center to encourage the study of the interreligious connections among Jews, Christians, and Muslims, expanding on the college’s 14-year-old Center for the Study of Jewish-Christian Relations. Lewis University (IL) in October launched the Lewis University History Center: Urban, Cultural and Catholic History of the Upper Midwest. The center will engage in scholarship, education, and community outreach activities as well as featuring guest lecturers/speakers and history exhibits.

Adult Learners

Benedictine University’s (IL) new “Weekend College” program allows adults to take classes on Saturdays or Sundays so that they can complete an associate’s or bachelor’s degree in about two years. Benedictine University offers an associate of arts in business administration, a bachelor of arts in management, and a master of business administration through the program. St. Andrews Presbyterian College (NC) announced the formation of the St. Andrews Center for Adult and Professional Studies. This initiative combines opportunities for online, main campus, weekend, and evening courses for working adults who wish to pursue a degree. The center offers bachelor of arts degrees in business administration and liberal studies as well as courses for baccalaureate degree holders who wish to pursue teacher licensure. In January, Utica College (NY) will begin offering an online master’s degree in criminal justice administration in eight-week modules to accommodate the lives of working professionals.

Environmental Leadership

Georgian Court University (NJ) has announced that it is the first higher education institution in New Jersey to get all of its electricity from renewable resources and has purchased approximately 6,122,000 kilowatt hours of wind power, an amount equivalent to the university’s annual electrical power usage, in the form of Renewable Energy Certificates. The decision to purchase wind power is part of the university’s commitment to sustainability. According to the Environmental Protection Agency, an energy purchase of this magnitude will eliminate approximately 5,247 tons of carbon dioxide emissions, the equivalent of eliminating pollution from the use of 872 cars on the road for one year or burning 24.9 railcars worth of coal.

Furman University (SC) and Unity College (ME) are two of 12 U.S. colleges and universities nationwide selected to work with a team of energy researchers from the Rocky Mountain Institute (RMI) to pursue “breakthrough” projects on campus to design innovative, greenhouse gas reduction projects on campus. The institutions will also be eligible for seed funding to carry out the projects. They hosted a two-day site visit by RMI this fall and will collaborate in a workshop with officials from RMI and the Association for the Advancement of Sustainability in Higher Education (AASHE). The project also will include collaboration with the institutions to identify barriers to their campuses going “carbon neutral” and to map viable solutions; examination of possible scenarios for climate action related to institutional practices, school governance, financial decision-making, and the social landscape on campus; and publication of a comprehensive, web-based framework that all institutions can consult for guidance on climate action planning.

In October, the New York Times featured three CiC institutions, Ripon College (WI), University of New England (ME), and Saint Xavier University (IL), that have established bike-sharing programs, including providing free bicycles to first-year students.

Name Changes

Malone University (OH) and Alvernia University (PA) have recently changed their status from college to university. Additionally, Warner Southern College has officially changed its name to Warner University (FL).
CIC NEWS

CIC Launches New Website Homepage

CIC launched a new website homepage this fall that offers an improved look and expanded features. The new design provides a better visual platform for major announcements and important program information. New features also include a quick search menu for enhanced navigation and an interactive membership map (powered through Google). The new homepage can be viewed at www.cic.edu.

CIC Cosponsors Webinar on Economic Impact

The Council cosponsored a webinar hosted by the National Association of College and University Business Officers on December 2. A panel of experts addressed major economic trends that are having an impact on higher education, and discussed areas that institutions should monitor as they move forward.

CIC in the News

Several opinion pieces by CIC President Richard Ekman and CIC member presidents (at CIC’s request) have been published recently in University Business magazine under the section heading, Independent Outlook, including “The Road to Excellence Passes through Assessment” (June) by Ed Welch of University of Charleston (WV); “Higher Ed Journalism: New Realities” (August) by Ekman; and “Seeking a Drinking Age Debate: Perspectives from an Amethyst Initiative Signatory About Moving the Dialogue Forward,” (October) by Elisabeth Muhlenfeld of Sweet Briar College (VA).

Ekman also published “Reevaluating Learning Assessment” in the July/August edition of Change magazine.

At CIC’s request in response to a USA Today editorial on the work of the Spillings Commission, “Debate–Our View on Helping Students Compete: Higher Education Slumps,” John Strassburger, president of Ursinus College (PA) and chair of CIC’s Board of Directors, provided the “Opposing View: One Approach Can’t Fit All” opinion piece that ran August 1.

The announcement in July of CIC’s Wal-Mart College Success Awards was widely covered by a variety of print and online publications, including the Wall Street Journal, Forbes.com, Chicago Tribune, and Inside Higher Ed, as well as dozens more regional media outlets focusing on the college in the region that was selected for the award.

The online publication Inside Higher Ed included two stories on CIC’s Institute for Chief Academic Officers, “The Heavy Hitters” (November 4) and “Condescending Negativism and Other Transgressions” (November 6); a report on CIC’s Collegiate Learning Assessment (CLA) Consortium summer meeting, “Private Colleges, Serious About Assessment” (August 4); and other stories, “Let the Assessment PR Wars Begin,” (August 18) and “Will More Colleges Merge?” (August 25).

Ekman was also quoted in the August 17 edition of the Columbia Daily Tribune in a story about Culver-Stockton College’s (MO) new block schedule.

Staff News and Notes

CIC President Richard Ekman became a member of the Chronicle of Higher Education/New York Times Higher Education Cabinet, which held its first meeting in New York City on September 15.

CIC Senior Vice President Harold V. Hartley III co-authored “The Role of Active Learning in College Student Persistence,” a chapter in The Role of the Classroom in College Student Persistence, A New Direction for Teaching and Learning volume edited by John Braxton. Hartley also co-authored “More Bang for the Buck: Examining Influencers of Fundraising Efficiency and Total Dollars Raised,” presented at the Association for the Study of Higher Education (ASHE) meeting, November 6–8, in Jacksonville, Florida.

CIC Vice President for Communications Laura Wilcox served as chair of the Women Administrators in Higher
Michelle Friedman joined the CIC staff as conference coordinator in July 2007. Her duties, originally focused on supporting the Presidents Institute and other CIC meetings, expanded in June 2008 when she took on the additional responsibilities of program manager of the Woodrow Wilson Visiting Fellows program. Previously, she served in positions related to membership and meetings at the International Real Estate Federation, an international association for real estate professionals.

Friedman graduated magna cum laude from The George Washington University and majored in American studies with a minor in American art history and architecture. During her time at GWU she held internships with The National Museum of Women in the Arts and The National Museum of American History, Smithsonian Institute.

Friedman lives in Washington, DC, with her two kittens. She enjoys visiting museums and art galleries, attending live music performances, exploring the diverse cultural experiences Washington has to offer, and cooking. Friedman participates in a Community Supported Agriculture program that financially supports local farmers during the off-season while providing city residents with weekly deliveries of fresh farm produce during the growing season.
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<tr>
<th>Date</th>
<th>Conference</th>
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<tbody>
<tr>
<td>January 3–4</td>
<td>New Presidents Program</td>
<td>Bonita Springs, FL</td>
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<td>January 4–7</td>
<td>Presidents Institute</td>
<td>Bonita Springs, FL</td>
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<td>January 7</td>
<td>CIC/Aspen/Wye Seminar on Leadership</td>
<td>Bonita Springs, FL</td>
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<td>January 7–8</td>
<td>Presidential Vocation and Institutional Mission Seminar</td>
<td>Bonita Springs, FL</td>
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<td>March 6–8</td>
<td>Learning Spaces and Technology Workshop (Application Deadline: December 12, 2008)</td>
<td>Richmond, VA</td>
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<td>March 12–14</td>
<td>Vocation in Undergraduate Education (VUE) Conference</td>
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<td>March 20</td>
<td>New York Times Student News Editors Workshop</td>
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<td>April 2–4</td>
<td>Division and Department Chair Workshop</td>
<td>St. Louis, MO</td>
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<td>May 27–29</td>
<td>Division and Department Chair Workshop</td>
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<td>June 2–4</td>
<td>Division and Department Chair Workshop</td>
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<td>June 7–10</td>
<td>CIC/Gilder Lehrman American History Seminar</td>
<td>New Haven, CT</td>
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<td>June 9–11</td>
<td>Division and Department Chair Workshop</td>
<td>San Diego, CA</td>
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<td>June 22–24</td>
<td>College Media Conference</td>
<td>Baltimore, MD</td>
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<td>July 13–17</td>
<td>Network for Effective Language Learning</td>
<td>Beverly, MA</td>
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