Inaugural “Vocation/Mission”
Seminars Are Launched

Presidents and their spouses, and
prospective presidents and their
spouses, explored the ideas of vocation
and mission and what it means to bring
them into alignment during the first
two seminars in CIC’s Presidential
Vocation and Institutional Mission pro-
gram. Eighteen college and university
presidents and 13 presidential spouses
met on July 25-27 at Airlie House, a
retreat center in the Northern Virginia
countryside; a week later, 20 prospec-
tive presidents and 14 spouses met for a
similar program. Participants in both
gatherings were enthusiastic in their
praise for this new CIC initiative.

Each seminar included a mix of ple-
nary meetings, small group discussions,
and frequent opportunities for informal
discussion—all guided by a set of
texts—literary, historical, theological,
spiritual, and others—about vocation
and mission. Issues that came to the
fore included the possibility that “all of
the pieces” of a vocation in the college
presidency “may come together in one
place but would not elsewhere,” as one
participant put it. In the words of

CIC/CLA Consortium
Participants Discuss
Campus Goals and
Strategies

Members of the CIC/Collegiate
Learning Assessment (CLA)
Consortium met for the first time this
summer to work on campus goals and
strategies for administering the new
assessment instrument. On July 18 and
19, teams from 35 institutions gathered
in Washington, DC to discuss the
design, administration, and use of the
CLA, and were given the opportunity to
ask questions, express concerns, and
offer suggestions.

The meeting was cosponsored by
CIC and the Council for Aid to
Education (CAE), the organization that
designed the instrument. The CLA is a
new assessment tool—one of the first of
its kind—that measures the cognitive
growth of students and attempts to
define the “value-added” contributed by
the institution to student learning.
Consortium members have committed
to administer the CLA to groups of
freshmen and seniors during the next
tree academic years, and will meet
annually to discuss results and share
best practices.

During the opening presentation,
Richard Hersh, senior fellow at CAE,
stressed that “the accountability move-
ment is upon us because the importance of
higher education is much greater

Participants in CIC’s inaugural seminars on vocation and mission last month included (l-r) Saundra
Tracy, president of Alma College (MI); Mary Ellen Jukoski, president of Mitchell College (CT);
Joel Cunningham, president of University of the South (TN); and spouse Trudy Cunningham.
Summer 2005

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FROM THE PRESIDENT’S DESK

Responsible Citizens and Terrorists

By Richard Ekman

What can American colleges and universities do to help prevent the rise of adolescent terrorists? Robert Pape of the University of Chicago has observed that most of the recent terrorists, including suicide bombers, are young, not from the lowest economic stratum, and appear to have already made something of their lives. Pape also points out that almost all are natives of countries that have friendly relations with the U.S. and are receptive to American cultural influences—Egypt, Saudi Arabia, and Pakistan, for example—and not America's ostensible enemies such as Iran. Moreover, most have had experience living in Europe. Indeed, Pape argues, terrorism is more readily incubated in places where Western culture is familiar than in countries ruled by Islamic fundamentalists.

Perhaps the explanation is that while life is usually better for immigrants in London or Paris than in the home countries, the next step up the ladder to success in the new country remains elusive. The new generation of American college-goers, by contrast, includes large numbers of low-income and immigrant young people. For many, burgeoning community colleges offer the first rung on the ladder to success. These institutions are doing an outstanding job of providing initial access to college. But drop-out rates for first-generation and low-income students are very high. Of those who make it to the second rung, the junior year—either as transfers from community colleges or as rising juniors in the four-year colleges and universities where they began as freshmen—the patterns are clear. Students with a variety of “at risk” factors in their backgrounds enter state universities and smaller private colleges in about the same proportions (although still at lower rates than more affluent and native-born students), but the ones who enroll at smaller private colleges have a much greater chance of completing their degrees. There is also evidence that, after graduation, the small-college graduates become more involved in their communities, vote more frequently, and engage in volunteer activities in greater numbers than graduates of other kinds of colleges and universities.

What do small colleges do to produce these impressive results in civic responsibility? One of the mantras of liberal arts colleges and universities is that the study of the liberal arts prepares people for responsible lives in democratic societies. We try to foster the abilities of our students both to embrace great ideas and to challenge them. When our students dissent, they do not usually act on their ideals in ways that incite violence or cause the loss of bystanders' lives.

We teach our students the basic civics lesson that there is such a thing as “loyal opposition” and that it is critical to the workings of a democracy. Not until the 18th century in America could a critic of the state voice his or her view without risking arrest and possible imprisonment or worse. Now it is well established that the truth of an idea and the right to express it are more important than the idea’s alignment with state orthodoxy. From early days American colleges and universities have tried to develop students’ ability both to comprehend potent ideas, and also to challenge them, test their durability, try out their opposites—all in an effort to produce alumni who are capable of distinguishing cogent reasoning from ideology and clichés.
Terrorists are not overly earnest idealists, engaging in adolescent protest activities. They believe that it is legitimate to kill one’s opponents, and even innocents who are only loosely associated with their opponents. To be sure, free speech on campus may be easier to sustain when the surrounding society embraces free expression, but the connection is not inevitable. Colleges must be vigilant about insuring an atmosphere of free expression.

Social scientists have tried to explain why the 1960s student protesters behaved in ways that appeared oblivious to the material comfort, freedom of movement and expression, and upward mobility that they enjoyed. Kenneth Keniston’s Young Radicals (1968) offered the persuasive view that, in a long American tradition of middle-class revolution, the radicals of the 1960s were not members of a proletariat, but of a suburban-bred and well-educated generation whose rising expectations and level of affluence were sufficient to make acts of idealism more feasible. It is the level and type of education of the protesters that may best explain the relative non-violence of Vietnam-era clashes of opinion in comparison with terrorism today.

“We try to foster the abilities of our students both to embrace great ideas and to challenge them. When our students dissent, they do not usually act on their ideals in ways that incite violence or cause the loss of bystanders’ lives.”

To prevent the worldview of today’s terrorists from becoming more widely held among adolescents we need to do more than inoculate people with a dose of the liberal arts and four years at a small college. Mere exposure to Western, democratic culture—whether in the form of Aristotle, the Federalist Papers, or Hollywood films—will not be sufficient if campus freedom of expression and the larger society’s are both absent.

Liberal arts colleges and universities are to be found in many settings—including rural and inner-city locations and immigrant communities. At present, about one third of CIC’s 544 member institutions are located in rural areas, one third in large metropolitan areas, and one third in small towns and cities. Most CIC colleges—indeed, most U.S. colleges and universities of all types—now draw their students primarily from their own and adjacent states. As each college comes to understand better the make-up of its newest generation of students, it will recognize distinctive opportunities to educate those from particular backgrounds. For those colleges that enroll the low-income and immigrant students who have the most to gain from college, the stakes for our country in the outcomes are especially high. We should be optimistic that smaller, private colleges and universities will do a superior job of preparing these students for lives of civic responsibility.

The Board and Staff of CIC Extend a Warm Welcome to the Following New Members Since Spring 2005:

**Institutional Members**
- Oral Roberts University (OK)
- Salve Regina University (RI)
- Trinity College (CT)
- William Penn University (IA)

**International Members**
- American University of Sharjah, United Arab Emirates
- American University-Central Asia, Kyrgyzstan
- Richmond, The American International University in London

**Affiliate Members**
- Illinois Institute of Independent Colleges and Universities
- Wisconsin Foundation for Independent Colleges, Inc.
How can CAOs balance the sometimes competing goals of stimulating change, innovation, and improved educational quality while keeping an eye on improving the bottom line? Building Institutional Strength: Programs, Procedures, and the Professoriate is the theme of CIC’s 2005 Institute for Chief Academic Officers. The meeting will be held on November 5-8 in San Antonio, TX.

Conference participants will address such issues as: How do CAOs actually make change happen? How can they: Balance enrollment goals with informed strategic planning? Analyze financial data in support of institutional effectiveness? Use data effectively in the decision-making process? And work effectively with the new generation of faculty members?

“The chief academic officer’s role continues to expand, encompassing not only the traditional academic areas, but also increasingly broad concerns,” said CIC President Richard Ekman. “The CAO frequently has responsibilities for campus-wide operations, serving to assist a president who is preoccupied with external audiences, the community, and fundraising. And as the CAO strives to build a high-quality curriculum, challenges emerge in balancing the liberal arts and professional programs, determining which new programs will best meet the needs of today’s students, and developing new initiatives with limited resources. This conference will help CAOs contend with these competing responsibilities,” he added.

Plenary session speakers include Richard Chait, professor of higher education and director of the Study of New Scholars in the Harvard Graduate School of Education, who will deliver the keynote address on “When the Next Generation of Faculty Members Meets the Current Generation of Chief Academic Officers”; Richard Hersh, senior fellow at the Council for Aid to Education and co-director of the Collegiate Learning Assessment project, who will discuss the gulf between the promise of undergraduate education and the reality, encouraging institutions to measure student learning so they can document their success and inform change; Stanley N. Katz, director of the Center for Arts and Cultural Policy Studies of the Woodrow Wilson School, Princeton University, and president emeritus of the American Council of Learned Societies, who will discuss “Doesn’t the Curriculum Really Matter?”; and Mary Patterson McPherson, vice president of the Andrew W. Mellon Foundation since 1998 and president emeritus of Bryn Mawr College, who will address “How Do Chief Academic Officers Actually Make Change Happen?”

In the “professoriate” sessions of the Institute, CAOs will have opportunities to look at: building a diverse faculty, faculty compensation and development, concerns of faculty members in the later stages of their careers, and working with the newest generation of faculty members.

Curricular issues to be addressed in the program track will include: engaging students in big ideas through the liberal arts, setting academic program priorities, recognizing effective educational practices, fostering international education, and managing the library and information technology budgets.

And in addition to sessions on building institutional strength, the Institute, as is its tradition, will provide numerous opportunities for CAOs to share ideas and discuss problems with colleagues in formal and informal settings.

The Institute program will also feature several two- and three-hour workshops that will offer hands-on work and tools that can be used when participants return to their campuses. Two workshops will focus on budget issues. The first, “The CAO and the Budget,” will help participants gain greater understanding of the budget process as well as financial statements and reports. The second, “Advanced Topics in Budgeting for the CAO,” targeted at CAOs who are already comfortable with creating and monitoring budgets at the institutional and departmental level, will help participants explore ways to analyze and present financial data in support of their strategic goals. Two other workshops will include “Leadership in Place and Vocation” and a case study on “Faculty Compensation and the Bermuda Triangle: The President, the Board, and the Faculty.” (cont’d on page 6)
CIC will launch a celebration of its 50th anniversary during the 2006 Presidents Institute. The Council, originally known as the Council for the Advancement of Small Colleges, was formed in 1956 by a group of 52 college presidents to help their very small independent institutions gain accreditation; it evolved over the years into an association dedicated to supporting college and university leadership and advancing institutional excellence, and now numbers 544 members. Presidential Leadership and Vision: The Next 50 Years will be the theme of the January 4-7 Institute at the Registry Resort in Naples, Florida.

This year’s meeting will include both reflection on the past 50 years and sessions that address key challenges and opportunities that presidents frequently encounter today and will surely face in the future. Speakers and sessions will address a range of issues such as:

- New international dimensions
- Challenges in board relations and leadership in team building
- Pressing needs for more effective fundraising and revenue-generation strategies
- Admissions and America’s new demography
- Critical decisions about marketing and branding, pricing and student aid
- New approaches to financial management
- Accountability, assessment, and accreditation
- Personal choices about vocation, renewal, and stages in presidential career trajectories

Plenary session speakers include:

Linda A. Hill, Wallace Brett Donham Professor of Business Administration at the Harvard Business School, who will discuss the context for leadership and the development of leadership in higher education. At the Harvard Business School she is chair of the Organizational Behavior Unit, faculty chair of the Leadership Initiative, and faculty chair of the Young Presidents’ Organization Presidents’ Seminar. She is the author of Becoming a Manager: How New Managers Master the Challenges of Leadership (2003) and Becoming a Manager: Mastery of a New Identity (1992). Her presentation will draw on her work with a wide range of organizations, including Cabot Corporation, General Electric, IBM, Novo Nordisk, Molex International, the National Bank of Kuwait, and Morgan Stanley. She is a member of the board of trustees of Bryn Mawr College.

George Kuh, Chancellor’s Professor of Higher Education and director of the National Survey of Student Engagement (NSSE) at Indiana University, whose presentation will be based on a recent, in-depth study of learning activities at 20 institutions, including a number of private colleges and universities, reported in Student Success in College: Creating Conditions that Matter (2005). This study highlighted the key role that presidents play in establishing a climate of engaged learning on campuses.

James T. Laney, president emeritus of Emory University and former United States Ambassador to the Republic of Korea, will address key moral challenges in higher education. He has also served as dean of the Candler School of Theology at Emory University, taught at Harvard University and Vanderbilt University, and is a member of the Council on Foreign Relations.

Patti M. Peterson, executive director, Council for International Exchange of Scholars (CIES) and vice president of the Institute of International Education, who will speak on internationalizing college and university campuses. CIES administers the Fulbright Scholar Program and has developed a range of partnerships between the public and private sectors to sponsor programs in education, science and technology, business, the environment, and the arts. Previously she was president of St. Lawrence University (NY) and Wells College (NY).

Concurrent presentations confirmed to date include:

State of the Practice in Enrollment Management
Dolph Henry, president, Tusculum College (TN); Michaelita Quinn, president, Executive Management Associates; and David Sallee, president, William Jewell College (MO)

Aligning College Admissions with Institutional Mission
Douglas Bennett, president, Earlham College (IN) and Lloyd Thacker, execu-
Comprehensive information about the conference, including registration forms, can be found on CIC’s website at http://www.cic.edu/conferences_events/caos/2005.asp. The deadline for receiving the reduced rate for hotel accommodations at the Hyatt Regency San Antonio Hotel is October 3 (any reservations made after that will be accommodated at the group rate on a space-available basis).

2005 CIC Chief Academic Officer Award Winner

Judith Conrad Wimmer, vice president for academic affairs at Edgewood College from 1986 to 2005, has been selected to receive the 2005 CIC Chief Academic Officer Award for contributions to her colleagues at private colleges and universities.

(Presidents Institute, cont’d from page 5)

Ways that Presidents Can Encourage Engaged Learning
John Strassburger, president, Ursinus College (PA)

International Perspectives on American Higher Education
Ellen Hurwitz, president, American University-Central Asia (Kyrgyzstan)

Motivating Faculty and Staff to Undertake New Initiatives
Bryant Cureton, president, Elmhurst College (IL)

Transforming Educational Processes and Administrative Operations
Joseph Gilmour, president, Wilkes University (PA)

Is Your Fundraising Potential Limited by Alumni and Alumna Who Are Not Wealthy?
Larry Earvin, president, Huston-Tillotson University (TX); Douglas Mason, partner, Gonser Gerber Tinker Stuhrl; and Maryanne Stevens, president, College of Saint Mary (NE)

Deciding to Build “Green”
Richard Miller, president, Hartwick College (NY) and Michael Reagan, director of science and technology, Burt Hill Koser Rittelman

Presidents and Trustees
Barbara Taylor, independent consultant and co-author of Governance as Leadership: Reframing the Work of Nonprofit Boards (2004), Improving the Performance of Governing Boards (1996), and The Effective Board of Trustees (1991)

National Media Perspectives on Higher Education
June Kronholz, education writer, Wall Street Journal

Planning for Faculty and Staff Health Needs in Retirement
Kenneth Cool, executive director, Emeriti Retirement Health Solutions; Joel Cunningham, vice chancellor and president, University of the South (TN); Margaret Healy, senior advisor, Emeriti Retirement Health Solutions and president emerita, Rosemont College (PA); and Carol Ann Mooney, president, Saint Mary's College (IN)

Implications of Sarbanes-Oxley for Higher Education
Dale Cassidy, director of education advisory services, PricewaterhouseCoopers and John Mattie, partner and national education practice leader, PricewaterhouseCoopers

Immediately prior to the Presidents Institute, CIC will again sponsor a day-and-a-half New Presidents Program for recently appointed college leaders, typically in their first or second year. The presenters are experienced presidents, and the program also affords opportunities for new presidents (and spouses) to meet and share ideas. Sessions will include a welcome address by Roger H. Martin, president, Randolph-Macon College (VA); “Who We Are,” led by Rosemary Jeffries, RSM, president, Georgian Court University (NJ) and Walter Broadnax, president, Clark Atlanta University (GA); “Presidential Spouses Program,” led by Barbara Fitzgerald, president, Susquehanna University (PA); “Financial Fundamentals for the Small College or University,” Robert Pearce, president, Mount Mercy College (IA); “Working with the Board,” Douglas Orr, president, Warren Wilson College (NC) and Jacqueline Powers Doud, president, Mount St. Mary’s College (CA); “The Presidency—Striving for Success,” Jay Lemons, president, Siena Heights University (MI) and Marianne Inman, president, Central Methodist University (MO); and “You Got the Job, Now What?” William Luckey, president, Lindsey Wilson College (KY).

In addition, CIC will sponsor the Presidential Spouses Program, which runs concurrently with the program for presidents and provides opportunities to share information and advice. Among the sessions: “Workshop for Spouses of New Presidents,” led by Daniel Bowman, presidential spouse, Randolph-Macon Woman’s College (VA); “A Variety of Models for Serving as Presidential Spouse,” Nancy Shinn, presidential spouse, Berea College (KY); “Recognition for the Work of the Presidential Spouse in the President’s Contract,” Raymond Cotton, vice president for higher education, ML Strategies LLC; and “Healthy Living for Presidential Spouses,” Sheryl Head, RN, director of corporate responsibility, Community Mercy Health Partners, and presidential spouse, Urbana University (OH).

Registration materials and additional information about the conference are available on the CIC website at http://www.cic.edu/conferences_events/presidents/2006.asp.
Department Chairs Explore Effective Personnel Practices

Strategies for conducting difficult personnel conversations and how to work effectively with the chief academic officer were two of the topics of greatest interest at the 2005 CIC Department and Division Chair Workshops. Experts on legal and personnel issues, as well as an experienced chief academic officer, led participants through discussions and case studies on the theory and practice of conflict resolution, support for personnel in stressful circumstances, preventive law, and legal issues in hiring, non-renewal of contracts, and firing.

More than 200 department/division chairs, representing 96 colleges and universities, participated in the fourth annual series of regional workshops this spring that focused on Effective Personnel Practices. The workshops were held in San Francisco, CA (April 1-2); Atlanta, GA (May 24-26); Pittsburgh, PA (June 1-3); and Chicago, IL (June 7-9).

Participants said the workshops offered “very clear, practical suggestions” on a variety of topics, including “critical legal problems to be aware of,” “dealing with a difficult conversation,” “leadership and people management skills,” and “working with the dean.”

In one of the most well-received sessions in the Chicago workshop, “Working with the Chief Academic Officer,” Carl H. Caldwell, vice president for academic affairs and dean of Anderson University (IN) since 1996, discussed what CAOs expect of department chairs, and the dos and don’ts for department/division chairs in creating an effective working relationship with the CAO. Of the session, participants said, “it’s very helpful to know what CAOs can do for us”; Caldwell offered a “ton of useful information that… I will share with other department chairs, the development director, and CAO”; and “I was able to apply it to my position and what I can expect and do for those who report to me.”

In a series of sessions at the Chicago workshop on conflict resolution and personnel issues, Jane Jakoubek, a clinical psychologist and long-serving vice president and dean of academic affairs at Hanover College (IN), led participants through exercises that provided practical tips and insights into handling difficult situations with colleagues and students. One participant said Jakoubek’s session on supporting personnel in stressful circumstances offered “excellent suggestions and concrete actions and steps I can use and think about in dealing with crisis and planning change.”

The Atlanta workshop session on preventive law led by Claire Guthrie Gastañaga, principal of CG2 Consulting, was also highly rated by participants, one of whom said, “Her kind of expertise is rare—her experience is great and would be extremely helpful to everyone.”

Many participants said the workshops provided valuable time to be with and learn from their colleagues at similar institutions. Among the most helpful aspects of the workshops, participants said, were “sharing issues and strategies with colleagues,” “hearing what others are experiencing,” “listening to solutions at other institutions,” “networking,” and receiving “practical advice from people who have been department/division chairs for a long time.”

Foundation Conversation to Examine Social Change and Expectations of Foundations

Who Will Achieve Social Change? What Do Foundations Expect from Colleges? These questions will frame the 17th annual CIC Conversation Between Foundation Officers and College and University Presidents. It will take place on Monday, September 19, 2005, in New York City. TIAA-CREF once again has generously made available the Clifton A. Wharton Auditorium at its headquarters on the east side of Manhattan.

The meeting will explore the effectiveness of independent colleges and universities as agents of social change in the context of their relationships with foundations. The Conversation will include three plenary sessions, each with brief presentations and ample time for discussion. The schedule also includes opportunities for informal conversations between foundation officers and college presidents.

Speakers will include Martha D. Lamkin, president, Lumina Foundation for Education; Matthew J. Quinn, executive director, Jack Kent Cooke Foundation; Anita M. Pampusch, president, Bush Foundation; Thomas Hellie, executive director, James S. Kemper Foundation; Eugene M. Tobin, program officer, Andrew W. Mellon Foundation; and Donna Heiland, vice president for programs, Teagle Foundation.

By mid-August, more than 130 CIC member presidents had already registered for the event. Registration is limited and soon may be closed. For more information, visit the CIC website at www.cic.edu/conferences_events/foundation/index.asp.
CIC Announces Library Workshop Participants

In a highly competitive program, 78 institutions out of 145 applicants have been selected to participate in one of the Transformation of the College Library Workshops for 2005-2006. Workshops will be offered September 29-October 1, 2005 in Chicago, Illinois; February 9-11, 2006 in New Orleans, Louisiana; and April 20-22, 2006, in Boston, Massachusetts.

The new workshops are being offered by CIC in partnership with the National Institute for Technology & Liberal Education (NITLE), a group of 81 colleges that collaboratively strengthen teaching and learning through instructional technologies (at present, about half of NITLE's affiliated colleges are also CIC members.) In addition, the Council on Library and Information Resources and the Association of College and Research Libraries are co-sponsoring the workshops, and the Appalachian College Association (ACA) and the United Negro College Fund (UNCF) have endorsed this program.

The workshops are supported by the Andrew W. Mellon Foundation and the Carl and Lily Pforzheimer Foundation. Funding is available for another series of workshops in 2006-2007.

2005–2006 Transformation of the College Library Workshops Participating Institutions

**CHICAGO**
- Albion College (MI)
- Averett University (VA)
- Bloomfield College (NJ)
- Christian Brothers University (TN)
- Clarke College (IA)
- Ferrum College (VA)
- Grand View College (IA)
- Hanover College (IN)
- Jamestown College (ND)
- Lewis University (IL)
- Macalester College (MN)
- Madonna University (MI)
- Mount Aloysius College (PA)
- Mount Vernon Nazarene University (OH)
- North Central College (IL)
- Ohio Valley University (WV)
- Sacred Heart University (CT)
- St. Edward’s University (TX)
- Trinity Christian College (IL)
- Tri-State University (IN)
- University of Charleston (WV)
- University of Dubuque (IA)
- University of Mary (ND)
- University of Saint Francis (IN)
- Wheeling Jesuit University (WV)

**NEW ORLEANS**
- Augsburg College (MN)
- Bethune-Cookman College (FL)
- Campbellsville University (KY)
- Chowan College (NC)
- Fontbonne University (MO)
- King College (TN)
- LaGrange College (GA)
- Lee University/Church of God Theological Seminary (TN)
- Lourdes College (OH)
- Maryville College (TN)
- Morris College (SC)
- Our Lady of the Lake University (TX)
- Pacific University (OR)
- Philander Smith College (AR)
- Prescott College (AZ)
- Rockhurst University (MO)
- Rosemont College (PA)
- Shenandoah University (VA)
- Southeastern University (FL)
- St. Andrews Presbyterian College (NC)
- Union University (TN)
- Urbana University (OH)
- Waynesburg College (PA)
- Wesley College (DE)
- Wilmington College (DE)

**BOSTON**
- Belmont University (TN)
- Bennett College for Women (NC)
- California Baptist University (CA)
- Colby College (ME)
- College of Mount St. Joseph (OH)
- College of St. Scholastica (MN)
- Colorado College (CO)
- Concordia College (NY)
- Davis & Elkins College (WV)
- Doane College (NE)
- Emory & Henry College (VA)
- Franklin Pierce College (NH)
- Furman University (SC)
- Greensboro College (NC)
- Hendrix College (AR)
- Lesley University (MA)
- Lycoming College (PA)
- Marymount University (VA)
- Mount Ida College (MA)
- Robert W. Woodruff Library (GA)
- Skidmore College (NY)
- The College of Wooster (OH)
- University of Bridgeport (CT)
- University of Richmond (VA)
- Voorhees College (SC)
- Washington and Lee University (VA)
(Vocation, cont’d from cover)

another, there are instances where what has seemed merely a step in a career “explodes into vocation” and enriches the president’s appreciation of the role. Presidents and their spouses examined the role of institutional mission in framing their work, and contemplated the possibility of having an institutional saga—something more than just the mission, rooted in the past, “a meaning maker for the present with an eye on the future.”

At the conclusion of the seminar, presidents and spouses summarized what their own next steps would be in seeking to understand better the alignment of vocation and mission. Marianne E. Inman of Central Methodist University (MO) said she intended to “dig deeply into the lore and saga of my institution to create a vibrant future on campus as well as to enrich my vocation.” Tim Summerlin of Schreiner University (TX) said he would “integrate meaningfully what the college is into the work of the whole campus.” Walter Broadnax of Clark Atlanta University (GA) said, “I aim to make friendship work better in my sense of vocation.” And Paul Pribbenow of Rockford College (IL) said his next step will be to “link relationships, vocation, and mission together in a way that helps our students be more focused on vocation.”

During the fall, participants will continue their reflections on vocation and mission with the assistance of the facilitators who met with them at Airlie House. Both seminar groups will reconvene in the winter for an additional day of discussion. In the fall of 2005, CIC will invite applications and nominations for two new groups of participants in the program to convene in the summer of 2006. The Presidential Vocation and Institutional Mission program is supported by a grant from Lilly Endowment, Inc.

2005 Vocation and Mission Participants

**Presidents Program**

James and Ronda Barry, Mount Marty College (SD)
Walter and Angel Broadnax, Clark Atlanta University (GA)
Dan and Terri Carey, Edgewood College (WI)
David and Lois Clark, Palm Beach Atlantic University (FL)
Joel and Trudy Cunningham, University of the South (TN)
Gary and Marilyn Dill, College of the Southwest (NM)
Mary Ann Dillon, Mount Aloysius College (PA)
Dominic and Lisette Dottavio, Heidelberg College (OH)
Merrill and Priscilla Ewert, Fresno Pacific University (CA)
Dennis and Monica Golden, Fontbonne University (MO)
Dolph and Judy Henry, Tusculum College (TN)
Marianne Inman, Central Methodist University (MO)
Mary Ellen Jukoski, Mitchell College (CT)
James Loughran, Saint Peter’s College (NJ)
Joseph and Maureen McGowan, Bellarmine University (KY)
Paul and Abigail Pribbenow, Rockford College (IL)
Tim and Mary Ellen Summerlin, Schreiner University (TX)
Saundra Tracy, Alma College (MI)

**Prospective Presidents Program**

Dean Adams, Lindsey Wilson College (KY)
Donna Aronson, University of the Incarnate Word (TX)
Robin and Ruth Baker, George Fox University (OR)
Beth Barnett, University of Scranton (PA)
Grant and Peg Cornwell, St. Lawrence University (NY)
Robert and Mary Lou Entzminger, Hendrix College (AR)
Timothy and Jacklyn Fulop, Lakeland College (WI)
Kate Herrick, Carroll College (WI)
Patrick and Rita Joyce, Carlow University (PA)
Jerold Meadows, MacMurray College (IL)
Vernon and Kathleen Miles, Lynchburg College (VA)
Judy Muyskens and John Herraghty, Colby-Sawyer College (NH)
Laura Niesen de Aburana and David Long, Heidelberg College (OH)
Ernie and Flo Nolan, Madonna University (MI)
Susan Pauly and Stephen Dew, Mount Mercy College (IA)
Suzanne Shipley and Randall Wadsworth, College of Notre Dame of Maryland
Jay Keith and Jenné Chastain Simmons, LaGrange College (GA)
Dale Soden, Whitworth College (WA)
Stephen and Teri Varvis, Fresno Pacific University (CA)
Cynthia Zane and Stephen Mazurak, College of Mount St. Joseph (OH)

Participants in the Vocation and Mission Seminar for Prospective Presidents explored what it means to bring vocation and mission into alignment. Pictured (l-r) are Ernie and Flo Nolan, Madonna University; Kathleen and Vernon Miles, Lynchburg College; Beth Barnett, University of Scranton; and Judy Muyskens, Colby-Sawyer College.
Panelists (l-r) Paul Presson of Westminster College (UT), Marian Sherwood of Allegheny College (PA), and Joel Frederickson of Bethel University (MN) shared their experiences with the CLA.

(CLAs cont’d from cover)

today…. Assessment is a way of teaching and learning…and the CLA—which allows comparisons across institutions—empowers colleges to be more efficacious and successful in getting students to learn what we value. It’s a powerful institutional change tool.”

Marc Chun, research scientist at CAE, led participants through the basic design of the CLA, and gave them the opportunity to navigate the instrument using laptop computers. Participants also met in small groups to discuss issues of curriculum design, faculty cooperation, and student recruitment.

Using the CLA for accountability and improvement was the topic of a presentation by Margaret Miller, Director of the Center for the Study of Higher Education at the Curry School of Education, University of Virginia, editor of Change magazine, and Director of the Pew-sponsored National Forum on College-Level Learning. Miller noted that the CLA is “the first viable attempt to bring accountability and improvement together” in an assessment approach. She also recommended linking CLA results with other campus assessment data, including graduate admission and licensure exams, and surveys of student experience, such as the CIRP Freshman Survey and the National Survey of Student Engagement (NSSE).

A panel of participants from institutions already administering the CLA shared some of their successful strategies for administering it. Joel Frederickson, professor and assistant dean for assessment, Bethel University (MN); Paul Presson, associate provost for assessment, Westminster College (UT); and Marian Sherwood, director of institutional research at Allegheny College (PA) stressed the importance of securing student and faculty involvement in order to establish integrity and gain momentum.

The CLA will be administered at 35 participating institutions beginning this fall; a second Consortium meeting will be held next summer. The CIC/CLA Consortium is supported by grants from the Teagle Foundation and the Carnegie Corporation of New York.

Panelists (l-r) Paul Presson of Westminster College (UT), Marian Sherwood of Allegheny College (PA), and Joel Frederickson of Bethel University (MN) shared their experiences with the CLA.

CIC Director of Research Hal Hartley (left), works with K.D. Godwin of Voorhees College (SC) and Deborah Hanson, University of Great Falls (MT) as they navigate through the CLA instrument.

2005 CIC/CLA Consortium Summer Meeting Participating Institutions

Alaska Pacific University
Allegheny College (PA)
Aurora University (IL)
Averett University (VA)
Barton College (NC)
Bethel University (MN)
Cabrini College (PA)
Centenary College (NJ)
Charleston Southern University (SC)
College of Saint Benedict/ St. John’s University (MN)
Fontbonne University (MO)
Franklin Pierce College (NH)
Hampshire College (MA)
Heritage University (WA)
Indiana Wesleyan University
Loyola University
New Orleans (LA)
Lynchburg College (VA)
Marion College (WI)
Pace University (NY)
Pacific University (OR)
Seton Hill University (PA)
Southwestern University (TX)
Stonehill College (MA)
Texas Lutheran University
University of Charleston (WV)
University of Evansville (IN)
University of Great Falls (MT)
Ursinus College (PA)
Ursuline College (OH)
Voorhees College (SC)
Wagner College (NY)
Wartburg College (IA)
Wesley College (DE)
Westminster College (UT)
William Woods University (MO)
CIC Expands Benchmarking Services

Through its several data initiatives, CIC continues to seek opportunities for improving the capacity of member institutions to gain access to and utilize data that enhance institutional decision-making and institutional effectiveness. Two recent activities further expand CIC’s contribution to these ends.

First, the Key Indicators Tool (KIT), which was introduced in June 2004, is being updated this summer with the latest data available from the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS). A subsequent update will be sent in 2006 following the next release of IPEDS data. This important benchmarking tool, free to CIC members, provides a customized, confidential report for each president on 16 indicators of institutional performance. Each indicator is presented with regional and national comparisons over a five-year period based on three sorting criteria: region, financial resources, and enrollment size. The national comparison group includes 750 independent colleges and universities in the U.S. belonging to the four Carnegie Classification categories that represent 94 percent of CIC’s membership: Baccalaureate-General, Baccalaureate-Liberal Arts, Masters I, and Masters II.

The KIT 2005 update retains the same basic look and structure as the original version, with a few improvements:

- A new key indicator. “Average Institutional Aid per First-Year Student” replaces “Net Income Ratio” in this update. IPEDS now provides five years of data tracking the average amount of institutional aid for first-year, full-time students receiving aid. This new indicator should prove a helpful addition to the KIT. The Net Income Ratio, as calculated using IPEDS data, did not reflect precisely the change in assets created by operating expenses alone.
- Formatting. KIT charts have an updated look with bolder trend lines and colors that make the charts easier to read.

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Second, CIC recently reached an agreement with The Austen Group, the producers of the KIT, to undertake a pilot project providing a Financial Indicators Tool (FIT) for approximately 70 CIC member institutions. The FIT report will provide comparative data on four indicators of financial strength, along with a fifth composite indicator, using regional and national comparisons over a six-year period. The FIT is a distinctive product that utilizes publicly available data from both IPEDS and IRS Form 990s, and presents the indicators in a comparative format. Should the FIT pilot prove successful, CIC may produce future reports for all CIC members.

Both the KIT updates and the FIT pilot are funded by grants from the William Randolph Hearst Foundations in support of CIC’s data initiatives.

CIC Announces New “Learning Spaces” Workshop

To help colleges and universities plan effective academic facilities using technology, a Learning Spaces and Technology Workshop will be offered February 17-19, 2006, at Rhodes College (TN). The workshop is being organized by the Council of Independent Colleges and the National Institute for Technology and Liberal Education (NITLE) in collaboration with Project Kaleidoscope. Financial support for workshop participants is provided by the Andrew W. Mellon Foundation.

“Our first collaboration with NITLE on the Transformation of the College Library Workshops was a great success, and I’m looking forward to this one with enthusiasm. Focusing on technology-enhanced learning in campus spaces is a challenge for many CIC colleges,” said CIC President Richard Ekman.

A learning space could be a library, computing center, classroom, or a computing or multi-media lab usually associated with libraries and computing centers. The workshop on technology-enhanced learning spaces 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.

All independent colleges and universities are eligible to apply for the workshop; institutional teams that are accepted as participants will receive a stipend to offset travel costs up to $1,600. The deadline for applications is September 30, 2005. The application form, letter of invitation, and draft workshop program have been sent to presidents, chief academic officers, chief financial officers, and library directors of all CIC and NITLE members. The materials are available on the CIC website at http://www.cic.edu/conferences_events/workshop/learningspaces_2006/index.asp.

www.cic.edu
The Council of Independent Colleges recently announced that two independent colleges have been selected to receive the Council’s fifth annual Heuer Awards for Outstanding Achievement in Undergraduate Science Education. Juniata College (PA) and Oberlin College (OH) were chosen out of 28 nominations for demonstrating noteworthy recent achievements in undergraduate science education.

The CIC/Heuer Awards program, funded by The Russell Pearce and Elizabeth Crimian Heuer Foundation, builds on the documented achievements of independent colleges and universities in undergraduate science education. Each institution will receive a $10,000 prize that may be used for further enhancement of its science programs.

In announcing the winners of the competition, CIC President Richard Ekman said the exemplary programs in the science departments at these institutions “demonstrate how science education in independent colleges and universities strengthens K-12 teaching of science—while also fostering superb undergraduate programs, and contributes to the preparation of career scientists in disproportionate numbers.”

A panel of science educators from science programs that were previous Heuer winners, chose the winners of the award. Panelists included (chair) Hutch Bearce, CIC senior advisor and retired professor of chemistry and dean of the college at Central College (IA); E. Lee Coates, associate professor and director of the neuroscience program, Allegheny College (PA); Susan Mabry, associate professor of mathematics and computer science at Whitworth College (WA); and Pradip Bandyopadhyay, professor of physics and chair of the natural sciences division at Hendrix College (AR).

**The 2005 Heuer Awards for Outstanding Achievement in Undergraduate Science Education**

**Juniata College (PA)**

**Department of Chemistry, for curricular innovation**

Recognizing that a large percentage of their students were pre-health or biology majors, the department reorganized the traditional chemistry sequence so that organic chemistry comes first. This arrangement also permitted the early introduction of instrumental analytical tools (which are particularly useful with organic compounds) as well as an increased emphasis on student research. The outcomes of this restructuring have been, over the last four years, a threefold increase (30 to 97) in chemistry majors; 16 reviewed publications with student co-authors; and 27 student presentations at regional, national, and international meetings. In addition, 70 percent of declared majors are women and 60 percent of graduates go on to graduate programs. The department’s “Science in Motion” outreach program provides instrumentation, curricula, in-service instruction, and ongoing support to more than 30 high schools, and has been duplicated in ten other colleges in Pennsylvania and in eight other regions in the country.

**Oberlin College (OH)**

**Neuroscience Department, for national leadership**

This program began in 1972 as a psychobiology major, becoming neuroscience in 1986. Following the construction of new facilities in 1990, the program has expanded from five to 25 graduates per year, tripled the size of the faculty, become an independent department in 2002, and expects to graduate 32 majors in 2005. The program has been extremely influential nationally and has served as a model for numerous other undergraduate programs. Almost all majors participate in an intensive research project culminating in the required senior seminar. For students graduating in 2000 and 2001, 80 percent are currently in graduate or medical school. Oberlin College faculty members were actively involved in the formation of the professional association, Faculty for Undergraduate Neuroscience.
CIC Historians Participate in Seminar on Interpreting the History of Recent and Controversial Events

Twenty-four faculty members from CIC institutions participated in a June 21-23 seminar on “Interpreting the History of Recent and Controversial Events.” This year’s seminar, directed by Ernest R. May, Charles Warren Professor of American History at Harvard University, focused on the study of the recent past, including the use of sources and material not available to historians studying earlier periods.

Selected from a pool of 63 nominations in April, the history and political science faculty members met at Harvard University to consider the question of how historians assess and generalize about events still fresh in public memory, which are not only controversial but still influential in debates about current issues, and for which new evidence may well still come to light in the future.

This fourth annual seminar, co-sponsored by CIC and the Gilder Lehrman Institute of American History, began with discussion of the decision to use the atomic bomb at the end of the Pacific War in 1945 and “McCarthyism,” in relation to signal intelligence that has only recently come to light. The use of secret tapes as historical evidence was also considered, and participants were able to listen to recordings of President Kennedy during the Cuban Missile Crisis as well as tapes of President Johnson working the phone as American involvement in the conflict in Vietnam deepened. Participants also had the opportunity to view the film Thirteen Days and discuss the use of film as a teaching device. The seminar concluded with discussion of the 9/11 Commission Report, fresh on the heels of May’s article about the crafting of the Report that appeared in the May 23, 2005 issue of The New Republic.

Participants were enthusiastic about the seminar discussion, led by Professor May in a Socratic method of discourse. Discussion of the seminar topics continued through lunches and dinners.

Ernest May is a member of the board of directors of the Belfer Center for Science and International Affairs at the John F. Kennedy School of Government, a consultant at various times to the Office of the Secretary of Defense, the National Security Council, and other agencies, and is currently a member of the DCI’s Intelligence Science Board and of the Board of Visitors of the Joint Military Intelligence College. He also served as senior advisor to the 9/11 Commission. His publications include Thinking in Time: The Uses of History for Decision-Makers (with Richard Neustadt); The Kennedy Tapes: Inside the White House During the Cuban Missile Crisis (with Philip D. Zelikow); and Strange Victory: Hitler’s Conquest of France.

Ernest May of Harvard University directed this year’s CIC/Gilder Lehrman Institute history seminar for faculty members of CIC institutions.

2005 CIC/GILDER LEHRMAN INSTITUTE SEMINAR PARTICIPANTS

Ryan J. Carey, Simon’s Rock College of Bard (MA)
Lawrence W. Cobb, Oklahoma City University (OK)
Joe P. Dunn, Converse College (SC)
Thomas C. Ellington, Wesleyan College (GA)
Raymond Frey, Centenary College (NJ)
Jolyon Girard, Cabrini College (PA)
Larry Hartenian, Curry College (MA)
John S. Hill, Immaculata University (PA)
Marie E. Hooper, Oklahoma City University (OK)
Maurice Isserman, Hamilton College (NY)
Ken Jones, St. John’s University/College of St. Benedict (MN)
Jeremy Lewis, Huntingdon College (AL)
Julia Liss, Scripps College (CA)
Barbara McGowan, Ripon College (WI)
Phillip G. Payne, St. Bonaventure University (NY)
Edythe Anne Quinn, Hartwick College (NY)
Kirsten L. Rafferty, Berry College (GA)
Timothy M. Rawson, Alaska Pacific University
Kimberly A. Redding, Carroll College (WI)
Hyman Rubin, Columbia College (SC)
Eileen Scully, Bennington College (VT)
Edward G. Warren, Nichols College (MA)
David Witwer, Lycoming College (PA)
LEADERSHIP IN ACTION

Experiential Learning: A Decade of Progress

By Russell Garth

Have we reached the point where all students are expected to participate in experiential learning beyond the campus? Perhaps.

On June 26–28 at Mount St. Mary’s University (MD) as a concluding activity in CIC’s Engaging Communities and Campuses program, representatives from 20 institutions convened to examine the state of the practice in experiential learning. Intentionally, we cast a wide net—service-learning, internships, teacher education practicums, nursing clinicals, and scientific research in partnership with other organizations. All of these approaches share several key characteristics. First, they involve students working in settings beyond the campus. Second, they are directly relevant to particular academic programs. Finally, they involve partnerships with other organizations (community agencies, businesses, schools, hospitals, and research field stations or labs), so students are not only pursuing learning goals but are also furthering the work of those organizations.

As our discussions proceeded (eventually adding performing arts to this mix), it became apparent that very few students, if any, would not take part in this form of learning. Indeed, a number of participants quickly confirmed that getting to 100 percent of the student body was precisely their goal. They wanted the power of experiential learning to be part of the educational fabric of the institution—for all students.

A Decade of Engagement

Over the past ten years, such learning has become an important component of many educational programs. This engagement with broader communities has been propelled both by student interest in ways to apply classroom learning and by faculty recognition of the educational value of such activities.

Service-learning has certainly entered the educational mainstream during this decade. Wagner College (NY), for example, has joined service-learning with learning communities for all undergraduates. Tusculum College (TN) has developed an entire curriculum around the civic arts, with service-learning as an integral element. Significantly, this engagement is paying dividends for community organizations and residents as well as for students. Allegheny College’s (PA) Center for Economic and Environmental Development, the urban research program at Johnson C. Smith University (NC), and the environmental studies program at Warren Wilson College (NC) all provide brain power and leg work to address local issues.

Also new in this decade is a growing realization in science departments of the benefits of participating in research outside the campus lab. Benedictine College (KS) students and faculty, for example, conduct studies for the Army Corps of Engineers on a Missouri River wetlands converted from agricultural use. Lycoming College’s (PA) Clean Water Institute provides research opportunities for students in 14 different watershed areas. Nationally, the number of undergraduate institutions participating in the Council for Undergraduate Research has increased five-fold.

But maybe of even greater interest are the ways that long-standing experiential learning approaches have evolved. Teacher education programs at the College of St. Catherine (MN) and Ohio Dominican University now engage prospective teachers in the schools throughout their four years, not just in practice teaching during their senior year. Nursing clinicals at Holy Family University (PA) and Wagner focus more on community needs than they did ten years ago. Internships in business have also progressed, now encompassing at Lesley University (MA) business strategies in nonprofit organizations and nonprofit centers in businesses. In fact, businesses are evolving as partners, adding internship coordinators and focusing on their social responsibilities to their communities.

The Big Tent of Experiential Learning

Three overall themes emerged from the meeting. One is a growing sense of the big tent—coordinators of all of these forms of experiential learning appreciated being in the conversation together.

From that conversation, a second theme emerged. The expectations by students and expectations of students were widely shared. The kinds of benefits that students gained and the types of institutional support that they needed seemed common to all of these forms of experiential education. We appear to have gotten past the internship and service-learning arguments of a decade ago about which was the better approach for resume-building or building a social conscience.

Finally, some institutions are beginning to design ways to coordinate programs within the big tent. Augsburg College (MN) has established a Center for Service, Work, and Learning that brings much of this together. This fall, Hendrix College (AR) begins its new Odyssey program that requires students to develop a transcript that includes a range of experiential learning opportunities.

Within the private college and university sector, the idea seems to be growing that at least some aspects of education should take place in the world beyond the campus—for 100 percent of students.
Stellar Invention

An Eastern University (PA) physical science professor has invented a new astronomy software program that will be used by professional and amateur astronomers worldwide. The invention—Binary Maker 3—is used to study binary stars, or “double stars,” which compose more than two-thirds of all the stars in our galaxy. Developed by Professor David Bradstreet in conjunction with David Steelman of Solipsys Corporation, Binary Maker 3 includes 3D plotting and accurate light output reproduction; and is a significant revision of Binary Maker 2, the software’s previous version (that is already used worldwide). Through allowing users to immediately compare observations with theory, the software’s added contribution to the field of astronomy is already leading to important advances in measuring the scale and composition of the universe.

Celebrating Achievements

Illinois Wesleyan University and Swarthmore College (PA) recently received awards for exceptional campus architecture. Illinois Wesleyan’s Hansen Student Center received a Facility Design Award from the Association of College Unions International, recognizing the Student Center’s excellence in design that supports campus community and student learning. Swarthmore’s new science center received a “green design” award from the U.S. Green Building Council. The award recognizes high standards in the science center’s sustainable, environment-friendly design, which includes such features as eco-friendly building materials, reliance on natural lighting, and labs designed for paperless note taking.

Ten CIC institutions—Bellarmine University (KY), Chapman University (CA), Hartwick College (NY), Lynchburg College (VA), North Central College (IL), Rollins College (FL), Scripps College (CA), Spring Hill College (AL), Williams College (MA), and York College of Pennsylvania—were among a group of colleges and universities named as winners of the 2005 CASE Wealth ID Awards for Educational Fund Raising. The awards recognize superior fundraising programs in two general categories—Overall Performance and Overall Improvement—and are based on such criteria as total fundraising growth, overall program breadth, pattern of donor growth, and type of institution.

A Mount Holyoke College (MA) professor of psychology and education, Becky Wai-Ling Packard, was awarded a Presidential Early Career Award for Scientists and Engineers. The award—given each year to the nation’s top young scientists, or “the Albert Einsteins and Marie Curies of tomorrow”—was presented to Packard and other awardees during a White House ceremony.

New Institute

Pace University (NY) announced the establishment of an Institute for American Irish Studies. The Institute—to be headquartered at Pace’s Midtown campus—will have a three-pronged goal: to enrich the cultural and community exchanges between American-Irish and Americans of other cultural/ethnic backgrounds; to document the ongoing experience and achievements of American-Irish; and to broaden awareness about the important role of American-Irish in America. The University intends the Institute to be a first step in creating a broader move towards migration and immigration studies.

Creating Partnerships

Several CIC campuses have enhanced their academic effectiveness by creating new partnerships with other institutions both at home or abroad. Carroll College (MT) has partnered with Syarif Hidayatullah State Islamic University in Jakarta, Indonesia. The partnership provides for exchanges of faculty, staff, and students, as well as research cooperation. California Lutheran University has partnered with the Lutheran University of India in Chennai. The partnership will allow Indian students to complete various undergraduate degrees at CLU and allow study abroad opportunities for CLU students in India. Cedarville University (OH) has joined with
For the second year straight, Cedarville University (OH) claimed the championship title in Solar Splash 2005, the world championship of intercollegiate solar boating. The Cedarville team competed against 18 other top-ranked teams to win the title—and received the highest score ever at a Solar Splash competition.

Announcing New Programs

Numerous CIC schools have expanded their academic offerings with new degree programs. Bay Path College (MA) announced an MBA in entrepreneurial thinking and innovative practices; Wofford College (SC) created a multidisciplinary program in African/African-American studies; Bethel College (IN) added a master of education degree with four program options—literacy, school leadership, generalist, and school administrator; Union University (TN) launched a doctor of education degree in educational leadership; and Prescott College (AZ) established a doctor of philosophy in education.

In addition, Illinois Wesleyan University launched a major in environmental studies; Mercyhurst College (PA) created a wetlands science program; and Bethel University (MN) inaugurated several degrees: BA majors in communication studies and human resource management, and an MBA program. Franklin Pierce College (NH) will launch several new degrees: MBAs in new business development and leadership and health practice management, a master of education, and a doctor of physical therapy. Saint Leo University (FL) created two MA degrees in teaching and pastoral studies. And Robert Morris University (PA) will offer a BS in competitive intelligence systems.

Kansas City Art Institute (MO) announced a new Community Arts and Service-Learning Program that will begin this fall. The certificate program encompasses a rigorous 15-hour academic curriculum that requires students to complete a service-learning internship and four courses: “The Artist’s Role in Society,” “Collaborative Art Practices,” and two studio courses. The program’s philosophy is that students learn most when they combine classroom or studio time with real-world community experience.

Finally, Shenandoah University (VA) created the Global Citizenship Project, a new study-abroad program available for all undergraduate and graduate students, as well as university employees. The objective of the program is for participants to explore what it means to be a global citizen. This year’s program has allowed travel to countries such as Costa Rica, India, Mali, the Netherlands, and Taiwan.

International Activities Focus on the Middle East

Interest in the study of Islam and relations with the Middle East is clearly on the rise, as evidenced by the many CIC institutions engaged in activities focused on this region. Benedictine University (IL) is one of three U.S. universities participating in a new international leadership program funded by the U.S. Department of State. The Study of the Middle East Partnership Initiative, a presidential initiative founded to support economic, political, and educational reform efforts in the Middle East.

In addition, Swarthmore College (PA)—along with Bryn Mawr and Haverford Colleges—received a $670,000 grant from the Andrew W. Mellon Foundation to assist the three institutions in establishing the Tri-College Islamic/Middle Eastern Studies
Initiative. The Initiative will foster new opportunities for Tri-College study abroad and faculty development in Islamic and Middle Eastern studies.

Calvin College (MI) will participate in a wide-ranging study of Israel, Palestine, Jordan, Lebanon, and Syria. Funded by the Norwegian Research Council, the four-year, $2.6 million study of the Levant region involves an international team of scientists and academics, and aims to gain a better understanding of the region as a hotbed for "global moments"—moments that have dramatically influenced global thinking during current and historical times. And the University of Indianapolis (IN) is hosting the first group of students from its Mar Elias Campus in Israel, most of them traveling abroad for the very first time. Nearly 50 Christian and Muslim Arab students, accompanied by five faculty members and their families, participate in a seven-week schedule of coursework, field trips, guest speakers, and special activities.

Campaign Completions
Several CIC schools successfully reached the financial goals of their current campaigns: California Lutheran University recently completed its Now Is the Time campaign, the largest fundraising effort in the university's history. The campaign raised $93 million to be used for new facilities construction, new programs, endowed professorships, and scholarships. Seattle Pacific University (WA) also completed its largest fundraising campaign yet—a $55 million campaign that raised funds for new science facilities, lectures, conferences, faculty research, endowment, and scholarships. Saint Michael's College (VT) completed its seven-year fundraising campaign, Visions: A Campaign for the Saint Michael's Student, which raised funds for endowment, institutional operations, and building projects. And McKendree College (IL) completed its five-year $25 million fundraising campaign, Heritage, Heart, & Hope: The Campaign for McKendree College. The funds will be used to build a performing arts center and aquatic center, enhance campus technology, and add more endowed chairs and scholarships.

Announcing Gifts and Grants
Three CIC schools have announced record-breaking gifts. Loras College (IA) received a gift likely worth $15 million or more, the largest gift in the College's 166-year history, from alumnus J. Paul and Frances Breitbach. The gift will be used to fund various Catholic courses of study and establish a Center for Catholicism in Corporate America. The College of St. Catherine (MN) received the largest corporate gift in its history—a $1 million gift from 3M, one of the world's leading technology companies. The gift goes towards the College's Leadership in Mind campaign and will fund various science and technology initiatives. And Doane College (NE) has received its largest-ever gift—a $5 million building pledge from an anonymous donor. The pledge will be used for the construction of a health and wellness facility, the Teacher Education/Hixson Lied Art Building.

Other CIC schools have received impressive grants and gifts. Rhodes College (TN) received nearly $5 million from the Robert and Ruby Priddy Charitable Trust. The gift will be used to enhance the college's fine arts curriculum. The Sage Colleges (NY) received two grants—$2.5 million in New York state funding to help advance Sage's science and technology programs; and $1 million from an unnamed philanthropist to create 100 $10,000 scholarships for students that dual major with a nursing plus another bachelor's degree. Emerson College (MA) received a $2 million gift from anonymous donors to endow a chair in screenwriting. And Berry College (GA) received $1 million from the Atlanta-based Goizueta Foundation to support a program for minority teacher-education students and to fund scholarships for Hispanic/Latino students.

Other smaller grants have enabled institutions to undertake important projects. Lenoir-Rhyne College (NC), for example, received a grant from the Charles A. Cannon Charitable Trusts for new software that will be used for deaf and hearing-impaired students. And University of Findlay (OH) received a hazmat training grant from the Public Utilities Commission of Ohio. The grant—which goes to the University's School of Environmental and Emergency Management—will be used to help train firefighters and other emergency response personnel on topics like: basic hazard and risk techniques, procedures for containing chemical spills, and training for responding to rail car disasters.

Changing Names, Adding Campuses
Three CIC institutions have recently changed their status from college to university: Huntington University (IN), Southeastern University (FL), and Saint Martin’s University (WA).

Lewis University (IL) will open an additional campus location for the fall 2005 term. Located nearby, the additional campus will provide more than 8,000 square feet of new space featuring six classrooms, a conference room, a lounge, and a computer lab.
CIC Cooperates in Publishing Ventures
This spring CIC jointly published a book on presidential transitions and co-sponsored an event to publicize a new book on equity in admissions to selective colleges and universities.

Presidental Transitions in Private Colleges: Six Integrated Phases Essential for Success
CIC co-published a book this spring with the Council for Christian Colleges & Universities (CCCU) on presidential transitions in private colleges. Written by CCCU President Robert Andringa and Allen Splete, CIC’s president emeritus, Presidential Transitions in Private Colleges: Six Integrated Phases Essential for Success is intended to help newly nominated presidents, incumbents, those planning their retirement, and board leaders involved in transition work to anticipate and address issues that arise in succession planning and transition.

“Bob and Al argue in this volume that presidential transitions are part of a normal cycle of institutional change, not disruptive episodes that defy advance planning,” said CIC President Richard Ekman. “Both authors have been front-row observers of presidential cycles and, as a result, the book provides practical advice on the legal, financial, operational, and emotional dimensions of presidential transitions.”

The six phases around which the book is organized are: anticipating a departure; departing with style; searching successfully; preparing for a new presidency; launching a new presidency; and evaluating presidential and board performance.

Single copies of the book sell for $18 with discounts available for orders of multiple copies. E-mail council@cccu.org for complete ordering information.

Equity and Excellence in American Higher Education

The event was held at the Brookings Institution on April 29 and featured writers Bowen, Tobin, and Kurzweil, president, program officer, and research associate, respectively, of the Andrew W. Mellon Foundation, as well as Amy Gutmann, president of the University of Pennsylvania, and David Breneman, dean of the Curry School of Education at the University of Virginia.

In the volume, the authors make the case for selective colleges giving an admissions boost—a “thumb on the scale”—to students from low-income and first-generation college backgrounds, as a complement to race-sensitive admissions. They provide new data showing that the odds of making it into

STAFF SPOTLIGHT — PEOPLE WHO MAKE CIC WORK
Christoph Kunkel is assistant to the president and assistant director of research. Appointed to the president’s office in February 2004, his role at CIC expanded this spring to include CIC’s data and research activities.

Christoph, a native of Germany, studied political science, economics, and history at Heidelberg University and the London School of Economics, crossed the Atlantic on a Fulbright Fellowship, and received a master’s degree from Cornell University (NY) in government. He originally came to D.C. to pursue research and teaching opportunities at the Cornell in Washington Center.

In his life outside CIC, Christoph enjoys exploring D.C. and Maryland’s cultural and culinary attractions with his wife Christine, serves as an adjunct professor for Cornell’s Summer in Washington program, and fundamentally disagrees with Mark Twain’s dictum that “golf is a good walk spoiled.”
the applicant pool at these colleges are significantly lower for such students.

The book is available for $27.95 from the University of Virginia press at www.upress.virginia.edu/books/bowen_kauzweil.html.

Making the Case “Webinars” Attract Nearly 300

CIC’s first-ever webinars offered an initial glimpse of the new “Making the Case” section on the CIC website (www.cic.edu/makingthecase/index.asp). The webinars attracted more than 280 individuals from 82 CIC member institutions. Held on May 19, June 7, and July 14, the webinars showcased the new site and its wealth of resources and information that presidents and other institutional leaders can use to document the effectiveness of private higher education.

One of the hour-long webinars was recorded and is posted on the site (on the Making the Case Home Page under the heading “Key Messages and Data”). All of the charts and information contained on the site can be downloaded for use in marketing materials, news articles, and presentations. Presidents, PR directors, advancement officials, enrollment managers, information resource directors, and others on campus who promote the institution may wish to bookmark the site.

Staff News and Notes

CIC bids a fond farewell to Kathy LaHood, who has served as the Council’s business manager since 2000. She is leaving CIC to join her husband, Congressman Ray LaHood (R-IL), in political activities at home in Peoria.

Melodie Davis was appointed as the new business manager in July. Davis brings with her a great deal of relevant experience at other non-profit organizations, including serving as director of finance and administration at the National Abortion Federation and, earlier, as a finance supervisor and consultant to the District of Columbia Bar. She holds a bachelor’s degree in Business Administration and Accounting from Howard University, and a Master of Science in Management from the University of Maryland.

CIC President Richard Ekman delivered the commencement address at Alderson-Broaddus College (WV) in May and received an honorary Ed.D. degree. He also gave the keynote address at the annual meeting of the Association of American International Colleges and Universities, held at Franklin College in Switzerland in April. In addition, Ekman has been invited to join the advisory board for the online publication, Campus Technology, the only monthly publication focusing exclusively on the use of technology across all areas of higher education.

CIC Senior Counsel Marylouise Fennell was appointed by the board of trustees of Boston University to represent BU’s School of Education on the alumni board. She also co-authored an article on “If Your New President Needs a Mentor…” with Wesley College (DE) President Scott Miller that was published in Trusteeship, the magazine of the Association of Governing Boards.

Elizabeth Bishop, CIC’s vice president for operations, was given the once-in-a-lifetime opportunity to sing with her choir, the National Philharmonic Chorale, at the Sydney Opera House in Australia on July 4.

There are several ways to reach CIC. Let us hear from you.

Phone: (202) 466-7230
Fax: (202) 466-7238
E-mail: cic@cic.nche.edu

Website

CIC’s website—www.cic.edu—is a rich resource of information. Visit the site for news about CIC conferences and programs, to download CIC publications, and for links to other sites in higher education.

Listservs

Through listservs, CIC links a national network of people who lead and staff private colleges and universities. The service is free, and the listservs are reserved exclusively for CIC member institutions.

To join the discussion groups, send your request for a specific list via e-mail to cic@cic.nche.edu. Make sure to include your name, title, and institution. If your request is approved, your name will be added to the appropriate listserv. You will receive an e-mail confirmation.

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

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

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

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

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

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

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

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

DEPARTMENT CHAIRS (cicchair-list@cic.edu): Open to department and division chairs from CIC member institutions.
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<tr>
<th>Date</th>
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<td>Annual Conversation between Foundation Officers and College and University Presidents</td>
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<td>September 29–October 1, 2005</td>
<td>Transformation of the College Library Workshop</td>
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<td>November 5, 2005</td>
<td>New Chief Academic Officers Workshop</td>
<td>San Antonio, Texas</td>
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<td>November 5–8, 2005</td>
<td>33rd Annual Institute for Chief Academic Officers</td>
<td>San Antonio, Texas</td>
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<td>January 3–4, 2006</td>
<td>New Presidents Program</td>
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<td>January 4–7, 2006</td>
<td>Presidents Institute</td>
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<td>Transformation of the College Library Workshop</td>
<td>Boston, Massachusetts</td>
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