2006 PRESIDENTS INSTITUTE
Presidential Leadership and Vision: The Next 50 Years

The 2006 Presidents Institute, held January 4–7 in Naples, Florida, included several features to recognize CIC’s 50 years as an association. The conference theme, “Presidential Leadership and Vision: The Next 50 Years,” encapsulated CIC’s desire to use the anniversary as an occasion for retrospection, while emphasizing key challenges and opportunities that presidents frequently encounter today and will surely face in the future. This year’s meeting again set a record for participation of presidents (325), spouses (177), and new presidents (42).

Featured speakers included James T. Laney, president emeritus of Emory University and former United States Ambassador to the Republic of Korea; Linda A. Hill, Wallace Brett Donham Professor of Business Administration at the Harvard Business School; George Kuh, Chancellor's Professor of Higher Education and director of the Center for Postsecondary Research at Indiana University; and Humphrey R. Tonkin, president emeritus of the University of Hartford. Laney opened the Institute with a stirring address urging presidents to think of themselves as “educators-in-chief,” and Hill's closing presentation focused on the role of leaders in preparing organizations for significant change. Tonkin offered proposals on how presidents can internationalize college and university campuses, and Kuh urged presidents to take steps to foster student success. (See Special Report, pages 6–13.)

CIC celebrated its 50th anniversary during the annual Presidents Institute awards banquet with a preview of the Council's Historic Campus Architecture website that will be launched later this year, and a new book, Meeting the Challenge: America’s Independent Colleges and Universities Since 1956, which highlights the evolution of smaller private colleges and universities and reflects on the development of CIC as an organization.
During CIC’s 2001 strategic planning roundtables, one topic that surfaced was whether CIC ought to help member colleges and universities “internationalize” their programs. Responses then were largely negative: some colleges were already well served through regional consortia or arrangements with agencies such as IES Abroad, and others didn’t view internationalization as a high priority.

No longer. Whether caused by a new outlook after 9/11, the popularity of Friedman’s *The World is Flat,* or other changes in the world, American colleges are now, almost without exception, eager to enhance the international experiences of their students.

In his recent Presidents Institute presentation (see page 6), Humphrey Tonkin raised three key questions about international programs. Is the academic content worthwhile? Will the overseas experience compel “social adaptation”—seeing the world as someone of another society sees it? Will the time away from the U.S. be long enough to afford an adolescent deeper self-understanding—and recognition of “authentic disagreements” about what it means to be human?

But how is a small college to begin? The world may be flat but it is still vast, and few colleges can maintain programs everywhere. It helps to have a focus. For example, Earlham College (IN) focuses on societies in conflict, such as Northern Ireland, while Goshen College (IN) emphasizes developing countries and models its overseas programs on its domestic service-learning programs.

In earlier decades some U.S. colleges focused on the sites of ancient civilizations—such as classical Greece, Rome, or countries of Biblical significance—but that rationale is now less compelling. Even the strategic importance of the Middle East to national security has not led to many study-abroad programs there.

Even on one continent the choices can be daunting. Imagine that the faculty, board, dean, and president believe that highest priority should be the creation of a new program that allows American students to study in Asia and Asian students to come to the U.S. campus. For all the talk about China as the coming economic and political power, that alone is not sufficient reason to make China the focus. An equally compelling case exists for India—with its growing economy, gigantic population, successful democracy, and cultural achievements. Or Korea in a few more years. And have we forgotten our view of Japan in the 1980s?

Recently the German Academic Exchange Service (DAAD) sent me to visit German universities, on the assumption that the newly emerging private universities and restructured public institutions (thanks to the European Union’s Bologna Process) could develop more partnerships with U.S. institutions. Several private institutions in Germany already are achieving high rankings (and offer innovative financing plans that allow students to repay loans as a percentage of salaries over a ten-year period, with allowances made for those graduates with family obligations and/or in low-paying professions). When I met the president of a German institution, I usually could think of a specific U.S. college or university that might find this German institution especially compatible. In truth, many academic exchange programs have resulted from serendipitous partnerships between faculty members or administrators in two
institutions, and they succeed as long as there is interest and trust between the partners.

But in light of Tonkin’s criteria, I wonder how a U.S. college should make deliberate choices to focus on Germany and then on a specific institution. The rationale might be that Germany is one of the world’s largest and wealthiest democracies and is wedged between the established capitalist West and the emerging capitalist East. Surprisingly few U.S. students now travel to Germany to study—only 6,000, compared with 32,000 U.S. students a year in the UK and 20,000 in Spain. Germany is rapidly developing programs that are taught exclusively in English—not so much to attract U.S. students as to attract students from Asia, Africa, and the Middle East. These are students who once would have flocked to the U.S. but now are likely to seek American-style education outside the U.S.

Why, then, aren’t American students going to Germany in greater numbers? The difficulty of the German language (compared with Romance languages) is sometimes cited as a disincentive, but this explanation ignores the preponderance of U.S. students who do study abroad and choose English-speaking countries. And the dramatic decline over the last 15 years of foreign language enrollments in French, German, and Italian is not close to being offset by new enrollments in Chinese, Japanese, Arabic, and Russian.

What does this portend for studies in Asia? Can American students achieve the full benefits of a study-abroad program without Chinese language skills? Should American students prefer India or other Anglophone countries?

And what about less traveled, less studied parts of the world? The U.S. needs experts on the Middle East, Eastern Europe, Central and Southeast Asia, and Africa, as Secretary of State Rice’s recent reassignment of hundreds of Foreign Service officers to those regions has underscored. The number of people who are being trained by U.S. colleges and universities to be experts about these cultures is tiny. According to data from the National Center for Education Statistics, in 2003 U.S. universities produced a total of 75 new PhDs in French, but only nine in Chinese, six in Russian, four in South Asian languages, and absolutely none in Arabic, East European, or African languages.

December was a month of uncharacteristic foreign travel for me. I also participated in a conference in Istanbul organized by the Hollings Center and the Council of American Overseas Research Centers, on the growing private sector of higher education in Muslim countries. Leaders of private universities in Indonesia, Jordan, Lebanon, Malaysia, Morocco, Pakistan, Saudi Arabia, and Turkey were there, along with a number of Americans including CIC member presidents David Maxwell of Drake University (IA), Elizabeth Coleman of Bennington College (VT), and Richard Detweiler of the Great Lakes Colleges Association. In Muslim countries, private institutions are growing rapidly, sometimes because public universities are not able to meet growing demand and sometimes because public universities are widely regarded as politicized and/or of low quality. Newer private institutions are eager for cooperation with U.S. colleges and universities. The current number of U.S. students in exchange programs with these countries is minuscule. In contrast to the 22,000 American students who study each year in Italy, the numbers for Egypt (573), Turkey (200), and Jordan (65) are very small. John Lombardi reminds us in his excellent essay in the January 16, 2006 Inside Higher Education that the rhetoric of the recent “summit” convened by Secretaries Rice and Spellings about internationalization did not make clear that it is up to each college and university to ensure that students receive an adequately international education, while the federal role should be to serve the national interest with a ready supply of experts on strategic languages and cultures.

Mike Peters, president of St. Johns College (NM), Doug North, president of Alaska Pacific University, Mark VanderHeyden, president of St. Michael’s College (VT), and Pam Jolicoeur, president of Concordia College at Moorhead (MN) participated, despite the overlap, in both the summit in Washington and the CIC Presidents Institute in Florida.

Many CIC colleges and universities are in the forefront of internationalization. According to the Institute of International Education, smaller, private institutions dominate every list of percentages of students who study abroad. At Austin College (TX), Wofford College (SC), and Centre College (KY), for example, more than 40 percent of all students take part in overseas programs. Pacific Lutheran University (WA) now runs programs on all seven continents.

The time for serendipity has passed and the time for deliberate institutional decisions about the focus and shape of international programs has come. No matter how large or small our programs, no matter which parts of the globe we emphasize, no matter what brought us to understand that every American college graduate must be prepared for an internationalized world, it is time to put these issues near the top of our academic planning priorities. Do some CIC member institutions offer distinctive opportunities for international study? Clearly, they do, and we can do more.
The CIC membership at its Annual Business Meeting on January 7 approved two Bylaws changes recommended by the CIC Board of Directors. The first made permanent the Associate Member category; the second established an Audit Committee of the Board.

The first Bylaws change made permanent, after a two-year trial period, the CIC Associate Member option for two-year, private liberal arts colleges. This category complements existing categories of Institutional, International, and Affiliate membership. Associate Members will pay dues of $900 (as do International Members), and are eligible for member rates at all CIC events. These institutions do not qualify, however, for participation in the Tuition Exchange Program or some of CIC’s limited enrollment programs. Ten institutions took advantage of the trial membership. The number of eligible institutions is about 40.

The new Audit Committee will review the completed audit prior to submitting it to the full Board for acceptance, and will recommend the auditor for each year’s upcoming audit. The Committee will consist of the Treasurer, Chair of the Investment Committee, and two other members of the Board. At least one member will have had significant experience in dealing with audit procedures. This modification of CIC’s audit process is intended to assure compliance with the 2002 Sarbanes-Oxley Act.
Eleven New Members Elected to Board of Directors

Mary Brown Bullock, who holds a PhD in Chinese history from Stanford University, directed the Asia Program at The Woodrow Wilson International Center for Scholars before being named president of Agnes Scott College (GA) in 1995. A Phi Beta Kappa graduate of the college, she now chairs the Women's College Coalition.

Larry Goodwin became president of the College of St. Scholastica (MN) after serving as dean of faculty and as vice president for academic affairs. He earned his PhD from the University of Chicago (IL) and taught for ten years at the College of St. Catherine (MN). His military experience in Vietnam earned him the Bronze Star.

Beverly W. Hogan became the first female president of Tougaloo College (MS) in 2002, where she had previously served as vice president for institutional advancement. Earlier she was commissioner for the Mississippi Workers’ Compensation Commission, executive director of the Governor’s Office of Federal State Programs, and the executive director of the Mississippi Mental Health Association.

Donna M. Carroll became the first lay president of Rosary College in 1994 and led its transformation to Dominican University (IL) with the introduction of new programs, degrees, and additional schools. Previously, she served as secretary of the university at Fordham University (NY) and in various posts at Mount Vernon College (DC). She is currently secretary/treasurer of the Association of Catholic Colleges and Universities.

Philip L. Dudley became the 14th president of Hastings College (NE) in 2000 after serving the college for three decades in multiple roles. An economist by training with a PhD from the University of Nebraska-Lincoln, he serves on the board of the United Way and Nebraska Educational Television Council for Higher Education.

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David C. Joyce became president of Ripon College (WI) in 2003 after serving in the same capacity at Union College (KY) for seven years. He has been involved in successful fundraising campaigns for various institutions. Trained in psychology, he also earned a PhD in education from Vanderbilt University (TN). He co-chairs Wisconsin Campus Compact.

S. Georgia Nugent took office as Kenyon College’s (OH) first female president in 2003. Previously, she served as dean of the Harold McGraw Jr. Center for Teaching and Learning at Princeton University (NJ), following positions as assistant to the president and associate provost. While at Princeton she established the Educational Technologies Center. A classicist with a PhD from Cornell University (NY), she has taught at Swarthmore College (PA), Princeton University (NJ), and Brown University (RI).

G. David Pollick served as president of Lebanon Valley College (PA) for eight years before being elected president of Birmingham-Southern College (AL) in 2004. A PhD in philosophy from the University of Ottawa, his interest in architecture led him to consult on some 15 regionally and nationally recognized college facilities and structures over the past decade. A Navy veteran of the Vietnam War, he served as president of the Art Institute of Chicago (IL), and previously held positions at the State University of New York College at Cortland, Seattle University (WA), Saint John’s University (MN), and the College of Saint Benedict (MN).

Michael Gilligan was named president of The Henry Luce Foundation in 2003 after directing the foundation’s Theology Program for six years. Previously he served as director of accreditation and leadership education for the Association of Theological Schools in the United States and Canada. A Duke graduate, he received a PhD in rhetoric and literature from the University of Virginia.

George E. Martin served at Saint Peter’s College (NJ) in various roles before assuming the presidency of St. Edward’s University (TX) in 1999. A political scientist, he serves on numerous higher education boards and commissions, and on the boards of several civic and artistic organizations in Austin.

David C. Joyce

John C. Reynders became president of Morningside College (IA) in 1999 after serving at Allegheny College (PA) as vice president for administrative services and treasurer. Trained in mathematics and education, he has wide experience in enrollment planning and financial aid, as well as in college athletics, having served at Allegheny as the head coach for men’s basketball.

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The 2006 Presidents Institute, with the theme of “Presidential Leadership and Vision: The Next 50 Years,” focused on issues such as international education, board relations, fundraising strategies, and change management, among many other issues, and featured four major addresses.

**Presidents as Educators-in-Chief**

James T. Laney, president emeritus of Emory University (GA) and former U.S. Ambassador to South Korea, keynoted the 2006 Presidents Institute with the powerful argument that presidents should see themselves as “educators-in-chief” more than as chief executive officers.

He reflected, from his own years at the Emory helm (1977-1993), on his gradual realization that he could influence the university’s various communities more profoundly by talking about teaching, learning, and student development than by reciting the institution’s achievements in fundraising, campus construction, and enrollment—even though those achievements were nationally noteworthy. For example, in seeking to build a campus climate that addressed the human dimensions of education, Laney established an enthusiastically received “last lecture” program through which retiring faculty members could address any topic of deep meaning for them. “This series has opened up a whole new dimension of humanity on campus. The students listen in rapt attention—they long for the opportunity to hear admired professors say things that come from the heart.”

Laney named several aspects of the president as educator that he has found particularly significant. He urged that presidents be teachers, framing broader contexts and trying to shed light on the issue at hand, even if that topic caused anguish. He counseled his colleagues to learn how to empathize with others. “The best, deepest education is not what people learn but how they identify with others and the chemistry that occurs.” He urged presidents to have mentors: “Getting to know mentors at the highest level of learning is very intimate—you learn who the human being is behind the official labels.” He cited the inspiration that he had found in individuals whom he considered mentors. One such individual was an aunt who became a renowned scholar; others included historical figures such as George Washington, from whom he drew lessons on ways to use power. “Washington relinquished power twice for the good of the country. He never exercised power for self-aggrandizement. This is a lesson we need to learn as presidents.”

Finally, he encouraged presidents to include the concept of virtue, and an ability to live beyond oneself, as essential parts of education. “Adam Smith believed that liberty and democracy cannot flourish without virtue, the capacity to act on behalf of something greater than yourself—not denying yourself, but living beyond yourself.”

The attending presidents, spouses, and others thanked Laney for his nuanced and stirring remarks—and for his remarkable service to higher education and his country—with a rare standing ovation.

**Tonkin Urges Presidents to Adjust Their Global Compasses**

Humphrey Tonkin, president emeritus of the University of Hartford (CT), during a Presidents Institute address. Tonkin raised a number of questions about international programs and made proposals for what presidents can do to improve the programs.

“Instant connectivity with global concerns today has created a new urgency and greater awareness of the international dimensions of education, but not necessarily a greater awareness of what to do about it,” said Humphrey Tonkin, president emeritus of the University of Hartford (CT), during a Presidents Institute address. Tonkin raised a number of questions about international programs and made proposals for what presidents can do to improve the programs.

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posed that a substantive, international program should provide students with solid academic content, social adaptation skills, and self-understanding.

In light of these needs, presidents and other campus officials ought to ask themselves some hard questions: “Are we providing citizens and leaders of tomorrow what they need to know? Specifically, is the academic content of our international programs worthwhile? Are we addressing the new challenges of an interconnected world as we tackle curricular reform? Will the overseas experience compel “social adaptation”—seeing the world as someone in another society sees it? Will the time away from the U.S. be long enough to afford an adolescent deeper self-understanding—and recognition of “authentic disagreements” about what it means to be human?

College and university presidents must take a leadership role in emphasizing the international dimension of education, Tonkin stressed, citing statistics of U.S. institutions losing ground in international education. European Union activities involve 31 countries and hundreds of thousands of students in study abroad, and this pattern of cooperation is likely to expand. The United Nations Educational, Scientific and Cultural Organization estimates that in 2000, 1.7 million students were educated in countries other than their home. Now it is more than 2 million, and by 2025, 8 million will be educated internationally. However, the U.S. share of international students is declining. More universities in non-English speaking countries are offering programs in English to attract international students, which will create a much stronger competition for U.S. institutions in the future. “We’ve been living on borrowed time as far as international students are concerned,” he emphasized.

Globalization is “a fact of life in higher education that we must pay attention to,” Tonkin said, both in terms of attracting international students and providing excellent study abroad programs. “There is ample room for expansion of foreign students in our institutions. We have to lower barriers, be more receptive to the needs of foreign students, and think about how to build programs that are hospitable to foreign students.”

“How do we get started? Behind our thinking should be the firm ideal of global competence.” Tonkin outlined four steps that presidents should take to improve international education programs:

1. **Conduct an inventory of your assets.** Get a full sense of your institution’s international efforts. Ask “What do we know about faculty members’ foreign language knowledge or connections with international institutions? What is the extent and range of the international experience of students and faculty members? Commission a study to answer these questions, and when it’s complete, set up an institution-wide committee to make use of the findings.

2. **Remove obstacles.** Make sure that if you encourage students to study abroad, you don’t create enrollment management or financial problems. Get enrollment and finance managers to work together with study-abroad advisors. Create a reserve fund to deal with financial imbalances if study-abroad students take their financial aid with them. And for international students coming to your campus, be sure that you integrate them into the campus community and provide them with a good, diverse educational experience.

3. **Create a facilitating mechanism.** Appoint a person who is dedicated to the international program—someone whose first priority is the international program, and who can bring people together. Provide the necessary resources; a small amount of money can have a big effect. Look at language departments to ensure they are delivering what is needed and change them if they are not.

4. **Get buy-in from the campus community.** Ensure that all campus constituents are on board with the internationalization of the campus. The role of the president is important to gain grassroots support and mobilize good will for maximum effect.

**Change Requires Leadership Throughout Institution, Hill Posits**

Linda Hill, Harvard University

This year’s Presidents Institute closing plenary featured Linda Hill, Wallace Brett Donham Professor of Business Administration at the Harvard Business School. Based on research that she and her colleagues have done in a range of organizations, she proposed presidential perspectives on institutional change and on the development of leaders who can facilitate that change. In seeking to change organizations, a major challenge for leaders is the fact that colleges and universities are complex, intertwined networks where change in one part of the system is often counteracted by the inertia in other parts. For example, Hill said, if an institution seeks to change its strategy without making concomitant changes in structure and systems (that were presumably aligned with the previous strategy), then the new strategy and vision will prove difficult to implement.

Therefore, deep and lasting change requires the development of leadership throughout the institution—leaders who appreciate the importance of continual improvement. Hill said the responsibility of leaders is to set direction, align constituencies,
communicate with people and keep them aligned, and motivate and inspire them to proceed in the direction laid out by the leader. Hill’s research suggests that this type of leadership can be fostered, chiefly by giving individual faculty members and administrators “stretch” assignments that provide opportunities to build new skills and encourage them to cultivate a spirit of improvement.

She argued that the president’s question is not “Am I leading?” but rather “Am I creating the context in which others will be willing and able to lead?”

“The only way individuals can learn to lead is if they’re given autonomy—without it, they can’t set direction. They must have the opportunity to practice leadership skills by working on matters that are highly relevant to the organization,” Hill stressed.

She pointed out that “presidents can help develop leaders by giving faculty and staff members key assignments and coaching them. Assign them to task forces, editorial boards, committees, and other campus organizations. Help them build relationships, develop expertise that is specific to your organization. Once they get results and are building a track record of success, give them a bigger position and more responsibility. Establish a pattern of success for the individual.”

Hill closed her remarks noting Nelson Mandela’s concept of leadership: “A leader…is like a shepherd. He stays behind the flock, letting the most nimble go on ahead, whereupon the others follow, not realizing that all along they are being directed from behind.”

Presidents Can Foster Student Success in College

Presidents play a key role in establishing a climate of engaged learning on campuses, said George Kuh, Chancellor’s Professor of Higher Education and director of the Center for Postsecondary Research at Indiana University, in his Presidents Institute plenary address.

Kuh discussed findings from the National Survey of Student Engagement (NSSE), which has become the most widely used instrument to assess educational practices in colleges and universities, and Documenting Effective Educational Practices (DEEP), a recent, in-depth study of learning activities at 20 high-performing institutions, including a number of private colleges and universities. This DEEP study resulted in a book, Student Success in College: Creating Conditions that Matter (2005) that describes practices and policies that promote student success.

High-performing colleges and universities (those that have scored well in assessments such as NSSE) promote student success by creating conditions to permit and challenge students to do better work, Kuh said. The six conditions that matter most include:

1. “Living” the mission and “lived” educational philosophy. The institution’s mission, values, and aspirations are transparent and understandable; the operating philosophy focuses on students and their success; and there is widespread understanding and endorsement of education programs, along with complementary policies and practices.

2. Unshakable focus on student learning. These colleges hold students to high standards, provide timely feedback, and encourage students to actively engage with course content and faculty and peers, inside and outside of the classroom.

3. Environments adapted for educational enrichment. These institutions have adapted their environments for educational advantage—they are connected to the local community; the buildings, classrooms, and other physical structures are adapted to human scale; and their psycholgical size fosters engagement while their physical space promotes collaboration.

4. Clear pathways to student success. The DEEP colleges make plain to students the resources and services available to help them succeed; they require enriching experiences such as study abroad and research with faculty members; and they have redundant early warning systems for underachievers and built-in safety nets.

5. Improvement-oriented ethos. These institutions stress a self-correcting orientation—they continually question whether they are performing as well as possible and what they can be doing better; they are confident and responsive but never quite satisfied.

6. Shared responsibility for educational quality and student success. Campus leaders articulate and use core operating principles in decision-making; student and academic affairs officers collaborate; and all personnel foster a caring, supportive community.

How can presidents foster student success? Kuh urged presidents to:

- Feature student success in the mission and vision statements. Revisit the mission to determine whether it is being used most effectively.
- Make student success everybody’s business, so that a variety of groups are all pushing in the same direction to challenge and support students to perform at high levels.
- Put someone in charge. Some individual or group must coordinate and monitor the status and impact of
institutional student success initiatives.

- Scale up policies, programs, and practices that work. If the first-year program works, do it for everyone. If a learning community works, scale it up—put money where it will make a difference to student success.
- Recruit, socialize, and reward faculty and staff committed to student success.
- Stay the course. Colleges and universities do not become high-performing institutions overnight. The good-to-great transformations never happened in one fell swoop. There is no single defining action. Be prepared for some backsliding.

Promoting Student Persistence

One of the most important institutional goals is promoting student persistence leading to timely graduation. Despite decades of research determining effective practices that promote retention, this problem continues to vex institutional leaders. Three presidents from very different institutional settings described effective approaches that have worked on their campuses leading to quantifiably improved retention rates.

Kenneth Garren, president of Lynchburg College (VA), described a data-informed approach that led to better student outcomes. The college established goals for enrollment growth, as well as improved retention and graduation rates. Garren said five strategies were critical to Lynchburg’s success over the past few years, raising its retention rate five percentage points:

- Articulate a clear message, from the president, that retention is important.
- Appoint a leadership team of key administrators (the Lynchburg team consists of the dean of students, assistant dean for academic and career services, and vice president for enrollment management).
- Select an outside consultant to help establish goals.
- Create campus-wide “buy in” to promote and support retention goals.
- Link data-based decisions with best practices.

Illinois College’s approach to improved retention rates is rooted in a comprehensive strategic planning process initiated by president Axel Steuer. Like Lynchburg, the college relied heavily on institutional data, and the college’s strategic plan placed retention front and center under the banner, “recruiting and developing graduates.” Steuer pointed to three general strategies coming out of the comprehensive plan that undergird campus retention efforts: a call to excellence for all campus programs and personnel, student advising as both teaching and learning that focuses on pathways to student success, and a commitment to fostering student learning.

Kenyon College (OH) has long enjoyed strong retention and graduation rates. President Georgia Nugent said the critical ingredients to Kenyon’s success include its strong academic program; the deep commitment of students, as well as faculty and staff, to the endeavor of learning, a quality she termed “single-heartedness”; and the abiding care and concern for the well-being of students exhibited by all campus personnel, from the president on down. This characteristic, which she termed “shepherding,” helps bind the campus community and encourages student perseverance in the midst of obstacles and trials.

Strategies for Working with Trustees

Since working with trustees is an essential aspect of the president’s responsibilities, the Presidents Institute frequently features sessions that offer helpful strategies and best practices. This year, Richard B. Artman, president of Siena Heights University (MI) and Laura Skandera Trombley, president of Pitzer College (CA), led “Effective Practices in Working with Trustees.” The session was chaired by Thomas F. Flynn, president of Alvernia College (PA), who for two years facilitated the series of CIC President-Trustee Dialogues. The speakers shared strategies for improving the function and communication of boards.

Artman said effective practices working with his board at Siena Heights included communication strategies and special meetings. Siena Heights prepares a pocket directory containing trustee profiles and publishes an informal trustee newsletter to keep board members apprised of campus highlights and personal news about fellow trustees between board meetings. Artman recommends the periodic use of overnight board retreats which permit board members to explore more deeply campus issues or special topics, and let members become better acquainted. In addition, one meeting a year in an alternate location and special trustee tours that tie in to the campus’ heritage and mission also serve to boost trustee participation and interaction.

Trombley presented a highly structured evaluation process utilized by Pitzer’s board. It includes an evaluation of board processes, involvement of individual trustees, personal goals set by each trustee in line with the board’s overall goals and objectives, and a self-evaluation by each trustee based on the individual goals set earlier. Every trustee also receives an end-of-the-year report card on meeting attendance, giving, and other activities that support the college. These are reviewed by the board nominations committee and help determine which trustees will be invited for subsequent three-year terms.

Questions and comments from session attendees provided for a lively discussion. A number of recommendations surfaced regarding trustee giving and participation, such as: 1) encourage trustee giving to the college as one of their top three philanthropic priorities, 2) encourage every trustee to be a donor of record, and 3) utilize a “give or get” approach, with a target dollar amount to be raised assigned to each trustee.
Presidents Need Coaches

“Tiger Woods has a coach, and so should college and university presidents” was the mantra during a Presidents Institute session on “Presidential Coaching: Why, How, and When?” led by Ann J. Duffield, co-founding principal of The Presidential Practice and former associate vice president of university and medical center relations at the University of Pennsylvania, and Steven E. Titus, president of Midland Lutheran College (NE) and co-founder of the HigherEd Leadership Coaching Group.

Coaches, Duffield explained, don’t help fix a specific problem; instead, they assist a new president in becoming comfortable with the role and the institution and can help an established president to regain passion for the job and the place. Titus argued further that coaches, like general medical practitioners, are whole-person specialists. They support the development of a presidential strategic plan and vision and provide honest feedback free from a hidden agenda, but they do not provide substantive expertise on specific issues.

Most audience members needed little convincing of Duffield and Titus’ general message. Those who had worked with a coach before freely shared their positive experiences in getting help with assessing larger questions of vocation and mission, and working with a coach on developing a leadership role beyond technical and operational matters. Those new to the idea sought advice on how to select a coach. Presenters and experienced audience members agreed that recently retired presidents are likely to be particularly effective coaches since they understand both how institutions work and what presidents need at various stages of their time in office.

Economic Modeling Useful for Strategic Planning

In a session on “Adding Economic Modeling to the Strategic Plan,” a team from St. Edward’s University (TX), consisting of George E. Martin, president, David A. Dickson, vice president for financial affairs, and William H. Cahill, vice president for information technology, with support from Glen R. Stine, vice president, Kaludis Consulting, presented a practical case study of the role of economic and financial modeling in strategic planning and in discussions with both campus and outside constituencies such as boards and rating agencies.

Shortly after arriving in Austin in 1999, Martin began to implement a comprehensive strategic plan that included multi-year forecasting and effective communication with all campus departments. Once goals were set, a sophisticated model—in this case incorporating historical and current data for 25 variables—allowed useful answers to a range of questions: What do we need? When do we need it? Which resources are and will be available? Are we achieving results? Should we change the plan? The panel showed how charts and graphs make the connections between variables easier to understand. Such tools can be helpful in discussions with a broad range of campus constituencies in achieving campus-wide agreement on the strategic goals.

The presentation reinforced the usefulness of economic and financial impact modeling that converts data into useful information for forecasting, feasibility testing, and risk analysis.

Building “Green” Facilities

“Cost savings can significantly outweigh premiums to build,” said Michael Reagan, director of science and technology at Burt Hill, an architecture/design firm with experience in building "green" facilities for college and university campuses. “Many presidents may not realize this, but building ‘green’ could save them as much as $5 million over the next 20 years.”

Reagan, along with Richard Miller, Jr., president of Hartwick College (NY), discussed the bottom line of building “green” campus facilities (facilities built to maximize environmental, resource-efficient features) during a Presidents Institute session.

“Presidents are looking more at financial cost, rather than what’s nifty,” said President Miller, to the agreement of many presidents who attended the session.

Building something “green,” or using a particular “green” element, said Reagan, is becoming easier and more cost-efficient than ever before. Cost premiums associated with “green” buildings are typically negated when annual operating and maintenance costs are considered.

During the session, Reagan explained the Leadership in Energy and Environmental Design (LEED) standards. Introduced by the U.S. Green Building Council in 2000, the LEED standards provide a cutting-edge rating system for designing, constructing, and certifying the world’s “greenest” buildings. LEED projects can already be found in all 50 states, including on many college and university campuses, and in 12 other countries.

LEED-optimized buildings far outperform ordinary buildings. Bottom line impacts include reduced operating costs (28-48% less for energy and water consumption, and the LEED assessment system yields resource savings through energy cost savings.)
percent greater energy efficiency), improved occupant comfort and performance (20 percent better student performance and a reduction in health care costs from elements such as indoor air pollution), and positive ecological impact for the campus and surrounding community (reduced waste, lower-emission materials, and more eco-friendly construction). Additionally, institutions that apply LEED standards may qualify for tax incentives and land use incentives.

“‘Green’ building technologies are proven,” Reagan stressed. “‘Green’ design can be done economically and result in high-performance facilities.”

‘Ready Campus’ Could Serve as Disaster Planning Model

Institutions need to consider emergency management and disaster preparedness, panelists said during a session on “Ready Campus: Helping Your Community in Times of Crisis.”

Executive Vice President James Birge of Wheeling Jesuit University (WV), and President Michael MacDowell and Helen Speziale, professor of nursing, of College Misericordia (PA), discussed Ready Campus, a Pennsylvania program that assists colleges and universities in planning coordinated responses to disasters and emergencies.

Ready Campus consists of an informational website (www.readycampus.org) and a downloadable emergency manual. The manual includes an overview of emergency management, action steps for creating institution-community partnerships, best practices for minimizing risk and liability, and case studies illustrating how other academic institutions have reached out to help their communities before, during, and after a disaster.

Ready Campus aims to provide a flexible, adaptable planning guide to prepare campuses for emergencies. Just as importantly, it instructs campuses on how to become valuable resources for serving surrounding communities in times of crisis. The current success of the Ready Campus program within Pennsylvania suggests that it could serve as a nationwide model for campus disaster preparedness.

Session attendees were very excited to learn of the Ready Campus program. David Caputo, president of Pace University (NY), who had significant first-hand experience with a campus disaster scenario during 9/11, commended the effort. “Other institutions need to do more,” said Caputo. “Many haven’t done enough, especially in light of 9/11.”

Spouses Program Zeros in on Fundraising, Presidential Contracts

Large numbers of presidential spouses attended the two Presidents Institute sessions dealing with fundamental aspects of their work—fundraising and entertaining. Two presidential couples, Judy and Stan Gaede of Westmont College (CA) and Kris and Jack Ohle of Wartburg College (IA), spoke on “The Role of the Presidential Spouse in Institutional Fundraising,” stressing the variety of ways that presidential spouses may be helpful depending upon the institutional culture and the interests of the spouse.

“Inexpensive Ideas for Entertaining” were provided by Margaret Benson, national catering consultant for Sodexo Campus Services, and Don Staley, presidential catering manager at the University of South Carolina. Materials from this session are available on the CIC website at www.cic.edu/presidents_caos/pres_spouses/resources.asp.

In addition, to a packed room of presidential spouses and some presidents, Ray Cotton, vice president for higher education, ML Strategies LLC, used his expertise on presidential contracts to advise spouses on appropriate ways to receive institutional resources for their professional responsibilities, travel, entertaining, care of the presidential house, and other duties. Cotton stressed the importance of documenting expenditures and outlining the value-added of each institutional service. “In order to receive compensation,” said Cotton, “the presence of the presidential spouse must be described as necessary, rather than simply helpful.”

Daniel Bowman, presidential spouse at Randolph-Macon Woman’s College (VA), and Abigail Pribbenow, presidential spouse at Rockford College (IL), led an enhanced program for new presidents’ spouses. Participants explored such issues as “Reinventing Yourself as Presidential Spouse,” “Finding Your Niche on Campus and in the Community,” and “What I Learned in My First Year as Presidential Spouse.”
2006 Presidents Institute Awards Banquet

The 2006 CIC Presidents Institute, at the Naples Grande Resort in Naples, Florida, featured a celebration of CIC’s 50th anniversary during the awards banquet. The meeting attracted record-breaking attendance, excellent speakers, a successful program for spouses, and perfect weather that made possible a beautiful outdoor setting for the opening reception and dinner. Photography by Stan Lindsey.

Ken Yamada (right) received the Allen P. Splete Award for Outstanding Service during the Presidents Institute banquet. Yamada served for 17 years as Associate General Secretary of the Division of Higher Education, General Board of Higher Education and Ministry of the United Methodist Church. CEO Robert Maginn of Jenzabar presented the award.

William J. Holmes, trustee of the Davis Educational Foundation, accepts the CIC Award for Philanthropy on behalf of the Foundation for its sustained work in aiding educational initiatives.

Newly installed CIC Board Chair Antoine Garibaldi, president of Gannon University (PA), presents Maynard and Carolyn Sauder with CIC’s Award for Philanthropy during the Presidents Institute banquet. The Sauders earned the CIC Award for their support of liberal arts colleges and for their firm belief in the value of faith-based institutions.

Jeanne O’Laughlin, OP, (center), former CIC Board Chair and chancellor of Barry University (FL), returned to the Presidents Institute and reconnected with friends (l-r) Candace Introcaso, DP, president of La Roche College (PA); Peggy Albert, OP, executive vice president of Barry University; Dolores Berube, guest; and Julia McNamara, president of Albertus Magnus College (CT).
Two long-serving presidents from Iowa colleges celebrated their impending retirements during the Presidents Institute: Catherine Dunn, BVM (right) of Clarke College and Mount Mercy College President Robert Pearce and his spouse, Marie.

Frank Rhodes, trustee of the Andrew W. Mellon Foundation and president emeritus of Cornell University, raised a toast in honor of CIC’s 50th anniversary, following remarks during the banquet. Rhodes also accepted the CIC Award for Philanthropy on behalf of the Foundation for its role as one of the nation’s most effective and far-sighted supporters of liberal arts colleges and universities.

Representing 32 years of leadership of the Council of Independent Colleges, CIC President Richard Ekman (left) and his predecessors Allen Splete (center) and Gary Quehl joined together at the Presidents Institute banquet to celebrate CIC’s 50 years of service to independent higher education.

National Public Radio education correspondent Claudio Sanchez (left) and USA Today higher education reporter Mary Beth Marklein provided guidance to presidents during a panel discussion on how reporters determine which issues to cover and what they consider topics of current interest. Sanchez said he is looking for ways to illustrate what colleges are doing to increase enrollment of students from low-income families.

Presidents Walter Broadnax of Clark Atlanta University (GA) and Dolph Henry of Tusculum College (TN), participants in CIC’s Seminars on Presidential Vocation and Institutional Mission, enjoy catching up with one another during the reception.

CIC Board member and Sage Colleges (NY) President Jeanne Neff and her spouse, Edward, (left), welcome Birmingham-Southern College (AL) President David Pollick and his wife, Karen (right) to the pre-banquet reception. Pollick was elected to the Board of Directors during its meeting on January 4.
SPECIAL REPORT: The 2005 Institute for Chief Academic Officers

Building Institutional Strength: Programs, Procedures, and the Professoriate

CIC’s annual Institute for Chief Academic Officers drew the largest number of academic leaders in the 33-year history of the meeting—with 304 attendees, including 245 CAOs, 59 other academic officers, as well as a record number of new CAOs. It was held on November 5-8 in San Antonio, Texas and explored the theme of “Building Institutional Strength: Programs, Procedures, and the Professoriate.” Participants rated the conference highly, with many stating that they appreciated the focus on institution-wide issues that increasingly are the concerns of CAOs. CAOs must often balance competing goals such as stimulating change and raising educational quality while improving the bottom line.

Speakers and panelists explored topics such as propelling change, balancing enrollment goals with informed strategic planning, analyzing financial data in support of institutional effectiveness, restructuring the institution, using data effectively in the decision-making process, contributing to the success of development campaigns, and establishing integrated planning processes.

Fifty-three CAO spouses attended special sessions on issues ranging from working with today’s college students to entertaining campus constituents.

New Generation of Faculty Members Drives Need for Change

The system of academic freedom and tenure was constructed nearly a century ago by white men for white men, in a time when all women and most African-Americans could not vote, and when dual-career families were most often the result of hardships, not professorships, said Richard Chait, professor of higher education and director of the Study of New Scholars at the Harvard Graduate School of Education, in his keynote opening address at the 2005 Institute for Chief Academic Officers.

Chait offered troubling statistics showing that fewer and fewer graduate students have a desire to pursue careers in academe. He said that in order to answer the question, “What can academic administrators do to improve the quality of work life and work satisfaction for new generations of faculty?,” one must first consider “Who’s leaving?,” “Who’s coming?,” and “What do these newcomers want?”

Older, white male, tenured professors are or will soon be leaving academe. Women, who now earn more than half of all bachelor’s degrees (56 percent) and more than half of all master’s degrees (57 percent), and students of color, who earned over 17 percent of all doctorates in 2003 (an all-time high), are coming. What do they want? In short, a tenure-track appointment in a desirable location with a good balance between teaching and research, according to a survey of doctoral candidates.

What can an academic dean do about these desires? On the issue of location, Chait suggested “deans might recruit more intensely candidates apt to find the institution’s location agreeable—for instance, someone raised as a child or schooled as an undergraduate in a comparable environment. In addition, deans can champion the case with the president and trustees to improve the overall quality of life in a community, from stellar schools to dual-career opportunities, in order to create a competitive advantage and strategic edge.”

On the issue of balance between teaching and research, Chait
had a number of suggestions. He noted that newer faculty members argue that transparency assures equity. Deans could create “a secure intranet website where faculty could view each other’s course load, student enrollments, committee assignments, and administrative responsibilities, especially important information because so many women and faculty of color do not believe that workloads are equitably distributed.” In addition, “salary data could be available…. Some degree of disclosure does mitigate against inconsistencies and inequities.”

To improve the promotion and tenure process, Chait suggested that deans “make the portfolios of recently successful tenure candidates available, absent internal confidential recommendations. If the stakes are too high on campus, enter into an agreement with a consortium of peer institutions to allow probationary faculty from one campus to observe, in confidence, a promotion and tenure committee at work on another campus.”

The full text of Chait’s address can be viewed on CIC’s website at http://www.cic.edu/conferences_events/caos/2005_resources.asp.

CAOs Are Ideally Positioned to Seize Opportunities for Change

“It takes more than brains, good will, and charm to be an effective chief academic officer,” said Mary Patterson McPherson, vice president of the Andrew W. Mellon Foundation and president emeritus of Bryn Mawr College, in her remarks at the CAO Institute. “It is harder to be an effective administrator today: CAOs must be adept at handling demanding parents and students, thinking strategically, and conquering the subtleties of a shared governance structure,” McPherson said. “As a consequence of financial stresses, administrators often feel more pressure to focus on the bottom line and on pleasing students to keep admissions numbers healthy, rather than on assessing the benefits of the education the students are receiving.”

Yet, she noted, “CAOs have the best job in the academy—they are ideally positioned to seize opportunities for change.” To do so, provosts at small colleges must understand that a small institution cannot “do it all.” “CAOs need to know with whom they can collaborate and to what extent, they need the courage to choose, and they need to be empowered by the administration to be partners in making the right choices for their institution.”

McPherson offered a variety of suggestions on instituting or dealing with change:

• Ensure that faculty members are engaged and don’t allow them to opt out of the decision-making process.
• Give the most obstreperous faculty members an institutional problem to solve; bring people together to solve a problem; insist on getting the facts, and do the research—know what the situation really is, not just what hysterical people are telling you.
• Keep fresh ideas flowing through the institution by sending faculty teams to look at how other institutions are addressing similar issues and inviting officials from other institutions to your campus for discussions.
• Think of faculty needs across age spans—new faculty members have different needs and challenges from those who have been at the institution for 30 years.
• Be open and honest always with your colleagues—if there’s a problem, name it. Change management should always be transparent, particularly in crises.

Finally, McPherson emphasized, “the most successful provosts who make things happen are those who remember who they are first—good scholars and teachers.” McPherson, who has worked closely with the CAOs and presidents of literally hundreds of colleges and universities, was enthusiastically received by the audience for her useful advice.

Katz Offers New Approaches for Liberal Education

The curriculum needs to remain at the center of a college’s thinking about undergraduate education, said CAO Institute plenary speaker Stanley N. Katz, director of the Center for Arts and Cultural Policy Studies at the Woodrow Wilson School of Princeton University.

In a wide-ranging address, Katz enumerated the changing purposes of undergraduate education over the past 100 years; explored the results of structural changes that have made it more difficult for universities to focus on the specific intellectual needs of undergraduates; and concluded with a discussion of some new approaches and opportunities for educators devoted to liberal and general education in the 21st century.

Katz said he has learned that “the most effective learning is active learning, that teaching must involve presenting students with problems to solve, rather than merely lecturing about those problems. We also need to ask whether we are getting the most out of technology for both teaching and learning, and how we can use information technology as a better handmaiden for
active learning.” Structural issues must also be addressed, he said. “What can we do within the university to create teaching and learning spaces that make the most of that reality, and utilize what we have for the benefit of undergraduate education? Is there anything to be done about reorienting the reward system in faculty recruitment, promotion, retention, and compensation to encourage more engagement with undergraduate students?”

Katz suggested some new approaches and opportunities to improve liberal education in the 21st century:

- Focus on synthesis and integrative learning rather than disciplinary analysis.
- Incorporate the insights of cognitive psychology, such as the challenges of active learning, the capacity of the teacher to “awaken opposition” to the teacher’s ideas in the student, and new forms of interactive mentoring.
- Take advantage of information technology and telecommunications to reinvent the learning and teaching environments.
- Rethink democratic education to emphasize the relationship of each individual to the problems of the society.
- Challenge students to make value judgments, especially moral ones.

The full text of Katz’s address is on the CIC website at http://www.cic.edu/conferences_events/caos/2005_resources.asp.

Hersh Urges CAOs to Emphasize Need for Assessment

Chief academic officers must stress the need for systematic assessment of the “value added” by a college education, urged Richard H. Hersh, senior fellow at the Council for Aid to Education and co-director of the Collegiate Learning Assessment (CLA) project, in his closing plenary address at the 2005 CIC Institute for Chief Academic Officers.

Studies of the outcomes of education have shown, Hersh began, that it does not matter where students go to college, but it does matter that they go to college. He cited the finding by Ernest Pascarella and Patrick Terenzini in How College Affects Students, that simply going to college—any college—makes a significant difference in a young person’s psychological development. “Although they found wide variations in learning within each college or university, they were unable to uncover significant differences between colleges once the quality of the entering students was taken into account.”

“If this is true,” Hersh said, “then we need systematic evidence to prove our claims that it does matter where a student goes to college.” Hersh stressed that CAOs should encourage faculty members to embrace the use of assessment tools such as the Collegiate Learning Assessment (CLA) tests and the National Survey of Student Engagement (NSSE). CAOs can use the results of these assessments to begin important discussions with the faculty about the quality of teaching and learning, and what is working and what is not in the curriculum.

“The higher the expectations and standards shared by faculty and administrators, the higher the outcomes,” Hersh claimed, adding that “assessment is a powerful signaling tool that allows for improvement in many directions.” He indicated that CLA results are aggregated at the institutional level to permit comparisons across institutions and to determine how well individual schools are doing. In addition, the data allow CAOs and other campus officials “to show students how they are doing, and to show faculty members how to determine if they’re getting the desired results from their teaching.” CLA findings to date do, in fact, show that “which school a student attends does make a difference,” he noted.

Hersh added that “unless the academy is willing to assess learning in more rigorous ways, the cry for enforced accountability will become louder, and government intervention will become more likely.”

Using Data for Decisions

How can access to good institutional and comparative data lead to better decision-making on campus? What are some effective strategies for improving the institutional research capacity at your institution? Are there easy-to-use tools that enable CAOs to have ready access to benchmarking data? These were some of the questions addressed in a workshop during the CAO Institute, “Using Data for Decisions: How Institutional Research Can Help Build Institutional Strength.” The session was led by Mary Ann Coughlin, assistant vice president for academic affairs and professor of research and statistics at Springfield College (MA), and Terrence Russell, executive director of the Association for Institutional Research (AIR). Case studies were presented by Anne Harrison, vice president for academic affairs at Elms College (MA), and Jill Russell, executive assistant to the president at Springfield.

Using an approach termed “data informed triage,” Harrison described the radical steps taken at Elms College to overcome declining enrollment, poor retention, and dour finances. Institutional data made the troubling trends more clear, and suggested some points of immediate intervention, including new staff, new admissions goals, an integrated first-year experience program, and better-targeted institutional aid to first-year students. Four years later, first-year enrollment at Elms was up 130 percent, the retention rate had risen 22 percentage points, and there was a financial
surplus. According to Harrison, some of the factors critical to the turnaround were:

- A strategic plan with internal benchmarks.
- A culture of data-informed decision-making.
- Development of a “fact-book” that tracked key indicators of performance.

The situation was different at Springfield College. Jill Russell reported that when the current president arrived in 1999, the college already had a well-established institutional research function. However, in order for the college to make the best use of a new long-range plan, as well as prepare for an accreditation review, it needed to use data to inform strategic decisions. New data-based mechanisms included regular program reviews and a task force on outcomes assessment. The president’s cabinet undertook an annual review of the college’s “evolving” strategic plan using benchmarking data and environmental trends, established a time-line for accreditation and program reviews, and identified additional data needs.

Coughlin also presented a variety of online data tools that CAOs can access through the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS), including the easy-to-use Executive Peer Tool. It provides campus administrators with direct access to institutional data with comparisons of up to 100 institutions. This resource is available at http://nces.ed.gov/ipeds/. Terrence Russell shared with participants the wide variety of research resources available from AIR, including training and support for institutional researchers, as well as resources for outcomes assessment, program evaluation, and comparative research. AIR and CIC collaborate in an annual three-day training event for campus-based teams. The next Data and Decisions Workshop will be held April 20–22, 2006 in Hartford, Connecticut.

Strategies for Building a Diverse Faculty

Creating a diverse faculty on college campuses—particularly at smaller, more homogeneous institutions—is one of the toughest challenges faced by chief academic officers, but it can be done, said panelist Cathy Trower, co-principal investigator and research associate at the Collaborative on Academic Careers in Higher Education (COACHE) at the Harvard University Graduate School of Education, during a session at the CAO Institute. COACHE is a collaboration of colleges and universities committed to gathering the diagnostic and comparative data that academic administrators need to recruit, retain, and develop the cohort most critical to the long-term future of their institutions.

White women and people of color are generally underrepresented in faculty ranks, Trower said. They tend to be in the lower ranks, are less likely to be tenured, and are more likely to be employed part-time or employed at less prestigious institutions. In addition, people of color without children work 8-10 hours more per week on average than white faculty members who do not have children. Women faculty members face additional challenges. “There is a bias against women being leaders, particularly among students. They tend to evaluate women differently than men.”

Even if a white woman or person of color joins the faculty, the CAO must work hard to retain the person by providing an environment where he or she can succeed and flourish. The key is to examine the institution’s culture and structure, she said. Cultural challenges include the difficulty of balancing work life and home life; the lack of informal mentoring because white women and faculty members of color are excluded from networks and the power structure; and “cultural taxation” in which women do more of the teaching and advising and faculty members of color do more committee work and advising, she noted.

Structural issues can be an impediment to attracting and retaining a diverse faculty as well, according to Trower. “Tenure policies that are rigid, one-size-fits-all, and six-years-up-or-out can be particularly detrimental for women faculty members whose biological clock often coincides with tenure decisions. Are your tenure criteria and standards ambiguous or unreasonable? Is there a shifting/rising bar? Are there mixed messages from senior faculty members?”

Trower suggested a number of strategies for cultural and structural change:

- Cast a wide net and search creatively.
- Ensure that search committees are diverse and trained.
- Hire more than one woman or person of color.
- Offer flexibility and choice.
- Reward collaboration and instrumental mentoring.
- Build in accountability and reward excellence.
- Look for leaders at all levels.

Trower’s presentation slides are available on CIC’s website at http://www.cic.edu/conferences_events/caos/2005_resources.asp.

Cathy Trower, Harvard University

Chief student affairs officers are also invited to participate.
2006 Workshops for Department/Division Chairs to Stress Effective Leadership Strategies

The fifth annual series of spring Workshops for Department/Division Chairs sponsored by CIC will focus on the theme of “Effective Strategies for Leading the Academic Department.” The workshops, designed to serve both experienced and new chairs, will offer opportunities to explore how to conduct strategic planning for programs, handle sensitive communications, practice preventive law, and understand current legal issues for campuses.

Workshop topics will include:

Current Legal Issues for Departments. Experts on legal issues for private institutions will discuss topics such as: confidentiality and disclosure—the two sides of the Family Educational Rights and Privacy Act of 1974; balancing the rights of faculty, students, and parents; reference checks and background checks; and the interrelationship of professional standards and legal/contractual requirements in defining faculty rights and responsibilities.

Effective Communication as Chair. In addition to clarity in writing and speech, chairs need effective communication skills in sensitive situations. Participants will explore strategies for listening and responding appropriately to complaints, persuasive skills to encourage change, and situations that are best avoided.

Lessons from Experienced Chairs. Discussion groups led by experienced chairs will cover topics such as attracting majors to the department, recruiting new faculty members, program review, plagiarism, and working with adjunct faculty members.

Preventive Law. Lawyers familiar with legal issues at private colleges and universities will explain the basic principles with which department chairs should be familiar and situations in which it is necessary to document actions. The emphasis will be on legal planning and preventing legal problems.

2006 Workshops for Department and Division Chairs

March 31–April 1
San Diego, CA
May 23–25
St. Louis, MO
May 31–June 2
Boston area, MA
June 6–8
Cleveland, OH

Strategic Planning for the Department. Speakers will discuss the processes chairs might employ to improve their departments; how chairs can align institutional mission, faculty members, the curriculum, and other resources with departmental goals; and how to foster a collegial atmosphere.

Speakers will include Carl H. Caldwell, vice president for academic affairs and dean of Anderson University (IN); Katie Conboy, vice president for academic affairs at Stonehill College (MA); Claire Guthrie Gastanaga, principal of CG2 Consulting; Jane Jakoubek, vice president and dean of academic affairs at Hanover College (IN); Marie Joan Harris, CSJ, provost and vice president for academic affairs at Avila University (MO); Carla B. Howery, deputy executive officer of the American Sociological Association; Ferol Schricker Menzel, vice president for academic affairs, dean of the faculty, and professor of sociology at Wartburg College (IA); Kelly Ward, associate professor of higher education at Washington State University; Kent Weeks, principal with the law firm of Weeks, Anderson & Baker; and Cynthia Ann Zane, chief academic officer and dean of the faculty at the College of Mount Saint Joseph (OH).

Institutions are encouraged to send several department chairs to a workshop so they may support one another upon their return to campus. For more information, visit the CIC website at http://www.cic.edu/conferences_events/workshop/teaching/2006Dept_Div.asp.

Improving Information Literacy is Aim of CIC’s College Library Workshops

The Transformation of the College Library Workshops, organized by the Council of Independent Colleges and the National Institute for Technology and Liberal Education, are continually improving, according to a comparison of evaluations from the five workshops held to date. The most recent workshop, the fifth, was held in Chicago on September 29–October 1.

A key benefit of the workshops has been the opportunity for participants, working in institutional teams, to outline a plan of action for implementing or improving an information literacy program on their own campus. At the fall 2005 workshop, more time to develop and reflect on the campus plan was built into the program by adding collaborative consultations on the individual campus plans. Meeting in pairings of two institutional teams, workshop participants reviewed their institutional plans in detail, noting how the situation at each campus drove the plan and identifying opportunities for strengthening individual plans.

Participants for the next two library workshops, scheduled for February 9–11 in Nashville, Tennessee, and April 20–22 in Boston, Massachusetts, have been selected. These programs are made possible through the generous financial support of the Andrew W. Mellon Foundation and the Carl and Lily Pforzheimer Foundation. The workshops are sponsored by the Association of College and Research Libraries and the Council on Library and Information Resources. The Appalachian College Association and the United Negro College Fund have both endorsed the program.

CIC anticipates offering additional workshops in academic year 2006–2007.
Foundation Conversation Focused on Social Change

Presidents and senior foundation officers gathered in New York on September 19, 2005 for CIC’s 17th Annual Conversation between Foundation Officers and College and University Presidents. The highly successful meeting attracted record attendance, with 134 CIC member presidents and 13 senior foundation officers. The event was again held at TIAA-CREF headquarters.

The 2005 Foundation Conversation theme was “Who Will Achieve Social Change? What Do Foundations Expect from Colleges?” Martha D. Lamkin, president of the Lumina Foundation for Education, gave the keynote address on the topic, “Can Independent Higher Education Play a Distinctive Role in Creating Opportunities and Progress in America and the World?” In her address, Lamkin cited Thomas Friedman, saying “CIC institutions are well-positioned to help meet the challenge” and respond to Friedman’s “clarion call that government, society, and institutions are well-positioned to help meet the challenge” and respond to Friedman’s “clarion call that government, society, and education must adapt to a brave new world” economic order. Colleges and universities, like corporations, must abandon what made them successful in the past in order to focus on dreams appropriate for the future, Lamkin stressed.

She said the Lumina Foundation is committed to helping more people enroll and complete degrees, as a key to solving the problems that American society faces today. She urged presidents to ensure that their institutions help students be prepared for college study; serve the underserved; contain costs in order to make college affordable for families, including “arresting the tuition discounting disaster”; and ensure that students complete degrees so that their investment in higher education is worthwhile. The discussion that followed addressed access to college for adult women, the challenge of balancing foundations’ limited resources to support institutions with institutions’ limited energies to undertake new programs, and the important but daunting task of developing closer cooperation between higher education and secondary schools.

Two panel discussions followed Lamkin’s presentation. The first was on the topic, “Why Foundations Support Students (and Sometimes Don’t),” and included Matthew J. Quinn, executive director of the Jack Kent Cooke Foundation; Eugene M. Tobin, program officer in the liberal arts program at the Andrew W. Mellon Foundation; and Thomas Hellie, president and executive director of the James S. Kemper Foundation. The second panel focused on “Why Foundations Support Academic Programs (and Sometimes Don’t).” The panelists were Anita Pampusch, president of the Bush Foundation, and Donna Heiland, vice president for programs at the Teagle Foundation.

CIC’s 18th Annual Foundation Conversation will take place on October 10, 2006, again at the TIAA-CREF headquarters in New York City. CIC has moved the date of this popular annual event to later in the fall after experiencing difficulties in finding hotel rooms because of the U.N. General Assembly meeting that takes place in September each year. Details will be sent to all CIC member presidents in April.

CIC and Center for Hellenic Studies Offer New Seminar on Ancient Greece

Thirty CIC faculty members will have the opportunity to participate July 10–14, 2006 in the first of a series of seminars on Ancient Greece in the Modern College Classroom. Gregory Nagy, Francis Jones Professor of Classical Greek Literature and professor of comparative literature at Harvard University, and Kenneth Scott Morrell, associate professor of classics at Rhodes College (TN), will lead the seminar on “Homer Across the Curriculum: The Iliad.” The seminar, cosponsored by CIC and the Center for Hellenic Studies and supported by the Gladys Krieble Delmas Foundation, will take place on the Center’s Washington, DC campus.

Designed primarily for faculty members who have not had formal training in ancient Greek literature, this seminar will provide background on the nature of the poem, the role Homeric poetry played in the evolution of Greco-Roman society, and the ways various cultures have responded to and understood the poem. After examining the Iliad from these perspectives, participants will have the chance to work collaboratively on materials for their courses, and consider the effective use of ancient texts in wide-ranging issues in the social sciences and humanities.

The Center for Hellenic Studies is a world-class research institute affiliated with Harvard University. Since its founding in 1962 as an “educational center…designed to rediscover the humanism of the Hellenic Greeks,” the Center has brought together people and resources in a variety of contexts to support the study of Hellenic Civilization. Besides hosting a group of fellows every year who use its library to further their research agendas, the Center also publishes research. It is emerging as an innovator in the application of information technology to teaching and learning about the ancient world. The schedule for the seminar incorporates ample time for participants to take full advantage of the Center’s resources.

Nominations to participate were due on Friday, February 10.
In the fall of 2005, CIC joined a major effort by Microsoft Corporation to improve K–12 education not only in the United States but throughout the world. CIC’s Teachers for the 21st Century program is part of Microsoft’s Partners in Learning (PiL) initiative. The U.S. components of PiL include six state-level projects, the development of innovative materials that can be used nationally, and 11 projects (including CIC’s) that are scaling up promising programs in both schools and teacher preparation programs. Microsoft is providing CIC with a $495,000 four-year grant.

There is important work to do. A significant number of students leave high school without graduating; and a growing number of studies indicate that even high school graduates lack the knowledge and abilities required to participate effectively in the 21st century’s global, knowledge-based economy. There is also a growing body of evidence that the academic achievements of K–12 students in the United States are not keeping pace with the achievements of their counterparts in other countries.

“We are delighted to be selected to participate in this vital initiative,” said CIC President Richard Ekman. “As the national service organization for private colleges and universities, most with teacher education programs, CIC can help facilitate change in a large number of institutions.”

A critical aspect of improving the quality of K–12 education is providing the kinds of learning experiences for prospective teachers that they will eventually be expected to provide for their K–12 students. Teachers will likely teach as they have been taught. Thus teacher preparation programs need to be continually forward-looking in the learning experiences they create for their students; the skills, tools, and content students learn; and the assessment tools used to enhance student learning.

Through the “Teach 21” program, CIC will make available materials and development opportunities that faculty members in independent college and university teacher preparation programs can use to strengthen and update their own courses. Through workshops, webinars, and online communities of practice developed specifically for this program, faculty members will collaborate with other faculty teams and learn from national experts.

Early in 2006 CIC will select 20 institutional teams of four or five faculty members who are involved in the institution’s teacher preparation program (drawn from the education department and from the liberal arts disciplines in which pre-service teachers major). The teams from these institutions will get opportunities to improve their own institutions’ instructional programs, and will provide guidance on the design of faculty development and instructional resources for another 100 CIC institutions that will be invited to participate in activities beginning in 2007. The materials and instructional approaches developed through this program will then be made available to all CIC members involved in teacher education. The ultimate goal is an efficient, effective, and scalable way for large numbers of faculty members and institutions to access scarce or costly resources that can assist teacher preparation programs in advancing 21st century learning objectives.

The Harvard University Library’s Open Collections Program (OCP) is developing subject-specific digital collections, and making historical materials from across Harvard’s vast libraries and collections freely available for classroom use.

Through the CIC/Harvard OCP Partnership, faculty members and librarians at CIC institutions can participate in a special OCP-related listserv through which faculty members exchange views on the digital materials, and consult with librarians and faculty members at a range of colleges and universities. Harvard’s OCP staff participate in the listserv and welcome feedback from CIC members about the usefulness of materials and suggestions for future OCP developments. To date 167 faculty members, librarians, and administrators from 94 CIC member institutions have joined the listserv.

Ryan J. Carey, assistant professor of history at Simon’s Rock College of Bard (MA), says the listserv “is a great way to learn about how others are using open collections and to get help on customizing the website for your own classes.”

The OCP currently offers a special collection on women’s roles in the U.S. economy between 1800 and the Great Depression. “Women Working, 1800–1930,” may be found at http://ocp.bhl.harvard.edu/tw. The site provides access to 500,000 digitized pages and images including 7,500 manuscript pages, 3,500 books, and 1,200 photographs from Harvard libraries and museums. Faculty members, librarians, and deans at CIC member institutions who wish to sign up for the special listserv should send an e-mail with “subscribe ocp-cic” in the body of the message to majordomo@hulmail.harvard.edu.
Several activities for members of the CIC/New York Times Partnership in Education took place in the fall of 2005, including a day-long Students Newspaper Editors Workshop and a half-day meeting of the Presidents Council, both in New York City.

More than 70 student newspaper editors from 30 CIC member institutions benefited from the opportunity to spend a day at the New York Times in October in a workshop to explore the role of a newspaper in society and to develop their journalistic skills.

Entitled “Inside the Times,” the workshop began with an editing session with Times editors and personnel recruiters. The students proofed and wrote headlines for a number of articles, and then were given an inside look at the decision-making and reporting process at the Times with a panel discussion that included reporters Tamar Lewin, Soma Golden-Behr, and David Leonhardt. They also met with a representative from the newspaper’s advertising department, and had a chance to meet their peers from campus newspapers across the country over lunch.

“Being up-close to one of the nation’s leading newspapers stimulated me to take what I learned from the workshop and apply it to my work here at Bethany and later in life as well,” said Jennifer Braum, a Bethany College (WV) junior.

In addition, 11 members of the Partnership attended a Presidents Council meeting at the Times in New York in September. During the session, Times correspondent Joe Treaster, who had just returned from several weeks in the New Orleans area reporting about the devastation caused by Hurricane Katrina, described his experiences covering the nearly deserted city for several days with little food, water, or sleep. An interesting discussion on leadership followed Treaster’s report, focusing on “What did we learn about leadership and community in times of crisis from the New Orleans experience?” This discussion prompted a plan to have Treaster visit several CIC/NYT Partner campuses to lead discussions about leadership in crises.

The Presidents Council meeting concluded with the decision that Richard Guarasci, president of Wagner College (NY), would serve as chair; Tom Williamson, president of Westminster College (PA), as vice chair; and Tom Kepple, president of Juniata College (PA), as projects chair for 2005–06.

To sign up for the CIC/New York Times Partnership, contact CIC Vice President for Communications Laura Wilcox at lwilcox@cic.nche.edu or (202) 466-7230.
Private colleges have responded to changing demographics in a distinctive manner, and they have been especially effective as part of the spectrum of American postsecondary education. Between 1981 and 2001, for example, independent colleges and universities enrolled only 21 percent of first-year students, but they conferred a much larger percentage of the nation's bachelor's degrees—37 percent. While the large public institutions were enrolling more students, the smaller colleges were seeing more of their students graduate.

The liberal arts colleges also grew with the times. The first sign that private colleges could help absorb a new generation of students came with the Servicemen's Readjustment Act of 1945, popularly known as the GI Bill. One strength of this legislation was that it gave qualified veterans choices about their education. Scholarships and living expense stipends could be used at any accredited institution. Within the marketplace of American postsecondary education, liberal arts colleges were an attractive choice for veterans of World War II and later the Korean War. From 1945 to 1953 the small colleges welcomed student-veterans, rearranging facilities and courses to accommodate the influx of mature students.

Although the bulge in enrollments from the GI Bill was temporary and started to subside by 1952, it did give trustees and leaders at liberal arts colleges a preview of changing demographics. Even with the unprecedented number of high school graduates who sought postsecondary education between 1945 and 1975, independent colleges still had to maintain their appeal by being distinctive and affordable. One partial solution to the national demand was for liberal arts colleges to increase the number of students they admitted; institutions usually opted for careful, limited growth. Since massive expansion was not considered an educationally sound option, many liberal arts colleges now found that they had more qualified applicants than they could accept. For these fortunate colleges the years from the 1950s to the 1970s became an era of selective admissions. Some liberal arts colleges began to carve out special niches in American higher education. These were the schools that sociologist Burton Clark characterized as the “Distinctive Colleges,” a category that included such institutions as Swarthmore College in Pennsylvania, Antioch College in Ohio, and Reed College in Oregon.

The long-run demographic prospects that surfaced in the late 1950s were small consolation to college presidents and deans immediately after World War II when they faced unexpected financial strains as the nation shifted to a post-war economy. A spurt of inflation that approached double digits between 1945 and 1950 put private colleges to a stern test. Annual expenses for campus operations—including energy, construction, and maintenance—soared far beyond the budget plans drafted a few years earlier.

“For many liberal arts colleges...the years from the 1950s to the 1970s became an era of selective admissions. Some liberal arts colleges began to carve out special niches in American higher education.”

The financial strains can be illustrated in the growth of annual operating expenses at one small college between 1939 and 1949. In 1949 *Life* magazine published a feature article about Williams College in Massachusetts, which it presented as the pinnacle of excellent undergraduate education in the United States. According to the *Life* editors, Williams demonstrated
that “In an era of mass teaching ... smallness [is] a virtue.” The faculty was well known for its close attention to student learning. The idyllic elm-lined campus of historic brick buildings was the setting for uncrowded libraries, state-of-the-art laboratories, a cohesive social life, and class sizes that averaged 20 students, almost always taught by full-time professors. The bad news was that despite its tradition, prestige, and endowment, “The college has a hard time making ends meet.”

Williams College’s operating budgets before and after World War II (in actual dollars, unadjusted for inflation) provide a clear picture of the financial difficulties some colleges faced:

### WILLIAMS COLLEGE ANNUAL OPERATING BUDGETS

<table>
<thead>
<tr>
<th>Category</th>
<th>1939–1940</th>
<th>1948–1949</th>
<th>% increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$465,467</td>
<td>$665,021</td>
<td>43%</td>
</tr>
<tr>
<td>Administration</td>
<td>$99,966</td>
<td>$197,050</td>
<td>97%</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$167,961</td>
<td>$295,000</td>
<td>76%</td>
</tr>
<tr>
<td>Health</td>
<td>$36,085</td>
<td>$60,312</td>
<td>62%</td>
</tr>
<tr>
<td>Athletics</td>
<td>$47,459</td>
<td>$101,193</td>
<td>104%</td>
</tr>
<tr>
<td>Scholarships</td>
<td>$66,207</td>
<td>$70,700</td>
<td>8%</td>
</tr>
<tr>
<td>Other</td>
<td>$28,035</td>
<td>$42,331</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$911,180</strong></td>
<td><strong>$1,431,607</strong></td>
<td><strong>57%</strong></td>
</tr>
</tbody>
</table>

These figures show an increase by more than one-half over less than a decade. Most alarming was the fact that the increase was uneven. Most independent colleges, like Williams, had greatly reduced their expenses and operations during the war years. The increase was sharply concentrated in the years after 1945, due primarily to a surge in post-war inflation. Had colleges been extravagant in their post-war spending? No. To the contrary, the Williams case suggests sound institutional stewardship; the college had actually contained educational costs. The national inflation rate in that decade was 73 percent—significantly higher than the college’s 57 percent overall increase. And this at a time when the pressure on campus buildings and physical plant was especially great because the college was welcoming a new wave of undergraduate students.

Even though the college had not indulged in lavish spending on new facilities or programs for undergraduates, it was losing ground in its annual efforts to balance its budget. The cost to educate a student at Williams in the academic year 1948–1949 was $1,300. With tuition at $600 and room and board at $180, an undergraduate’s family paid only $780 toward the real cost of $1,300. The college was required to provide an additional $520 per student that year to meet educational costs. Little wonder, then, that Williams was having difficulty balancing its annual operating budget.

For most schools, the primary response was to trim the budget, tighten faculty and staff salaries, defer campus maintenance and construction—literally, do more with less.

Williams College is an important example because it represented a “best case scenario” as an established, strong liberal arts college which, despite all its resources, planning, and alumni support, still faced severe problems. Other small colleges faced even worse situations. For example, at Transylvania University in Kentucky, the newly inaugurated president in 1949 inherited a financial crisis in which the college was hard-pressed to pay local vendors and contractors for building repairs—just as the University of Kentucky across town was enjoying increased state appropriations for capital construction and student tuition subsidies. St. John’s College in Maryland had impeccable academic standing but was denied regional accreditation until 1953 because of its financial instability. Elsewhere, presidents and business officers faced their own variations on the theme of financial hard times.

One obvious “solution” was to pass the new expenses on to students and their families by raising tuition. To do so, however, would have jeopardized the small-college tradition of keeping education affordable—and run the risk of deterring large numbers of potential students from applying for admission. Meanwhile, presidents of private colleges understood that their institutions were at a disadvantage compared with state universities that could ride out the inflationary bubble on supplementary appropriations from state governments. From New York to California, state legislators and postsecondary education officials committed themselves to “low tuition” or “no tuition” policies for in-state students at the public universities and junior colleges. The private colleges had no such recourse. A small number of the most affluent private colleges began to draw more heavily from their endowments to subsidize each student. But this was an option that few liberal arts colleges could even consider, let alone implement.

For most schools, the primary response was to trim the budget, tighten faculty and staff salaries, defer campus maintenance and construction—literally, do more with less. This, too, was an early glimpse of a recurring public policy concern for private colleges over the next half century: namely, how to reduce the “tuition gap” between themselves and public institutions that could charge relatively less thanks to state subsidies.
In today’s challenging and complex higher education environment—a growing college-bound population, escalating costs, lagging state support, increasing scrutiny from state and federal agencies—colleges and universities must be able to implement practices and policies that promote student success. This book describes policies, programs, and practices that a diverse set of institutions have used to enhance student achievement. Based on the Documenting Effective Educational Practice (DEEP) project, examples are provided from 20 institutions, including Alverno College (WI), Sewanee: The University of the South (TN), Sweet Briar College (VA), Ursinus College (PA), Wabash College (IN), Wheaton College (MA), and Wofford College (SC). Other colleges and universities can learn from these examples to help create a success-oriented campus culture and learning environment.

Hardcover copies of this book are $38 and may be ordered from Jossey-Bass Publishing at (877) 762-2974 or www.josseybass.com.

Defined as institutions that enroll between 500 and 3,000 full-time students, small colleges number about 600 private and public institutions in the United States. Informed by his own experiences as a scholar and administrator, Samuel Schuman sketches the history and development of these institutions, focusing on their current conditions and future possibilities. The book draws on key data, along with firsthand accounts and interviews with individuals from institutions such as George Fox University (OR), Westminster College (CA), Southwestern University (TX), Warren Wilson College (NC), Morehouse College (GA), College of New Rochelle (NY), and Colby-Sawyer College (NH). Schuman explains how and why size matters, and why small colleges occupy a central place in American higher education.

Hardcover copies of this book are $39.95 and may be ordered from Johns Hopkins University Press at (800) 537-5487 or www.press.jhu.edu.

An effective and ideal college education centers on holistic student development, including the search for meaning and purpose in life. Who a student is and becomes during college, as well as what a student does during college, is important. The authors present findings and interpretations on these issues based on a study of ten church-related colleges and universities, including CIC members Bethune-Cookman College (FL), Hamline University (MN), Pacific Lutheran University (WA), The College of Wooster (OH), Union University (TN), and Whitworth College (WA). Using a conceptual framework that analyzes the holistic effectiveness of these institutions, all college leaders can discuss, plan, and create a college environment that supports holistic learning on their own campuses.

Hardcover copies of this book are $39.95 and may be ordered from Anker Publishing Company at (877) 212-3838 or www.ankerpub.com.
Quality has never been more important for the future of higher education and our economy than it is today. Some institutions face declining student quality, spiraling costs, difficulty in resource reallocation, and a society that expects higher education to address problems that are well beyond its core competencies. Robert E. Martin explores the social contract between those who fund higher education and those who benefit from it. Topics discussed include: formal models of production and cost, optimal fundraising, the maximization of academic reputation, agency behavior, and the student’s enrollment decision.

Hardcover copies of this book published by Edward Elgar Publishing are $100 and may be ordered from Amazon.com at www.amazon.com.

To what extent do liberal arts colleges foster empirically validated good practices in higher education and long-term impacts on students? What is the net gain of these impacts, and are they the same for all students, or do they differ in magnitude? This study, part of the Association for the Study of Higher Education’s monograph series, summarizes the findings of a multi-institutional study of the short- and long-term effects of liberal arts education on more than 6,500 students and alumni from more than 40 public and private institutions nationwide. The study reports positive results on areas such as extracurricular involvement and alumni satisfaction, and demonstrates that liberal arts colleges and the traits associated with them ought to be emulated and preserved.

Paperback copies of this book are $26 and may be ordered from Jossey-Bass Publishing at (877) 762-2974 or www.josseybass.com.

Founded by the Sisters of the Holy Family of Nazareth in 1954, the establishment of Holy Family University (PA) marked the culmination of an evolutionary cycle begun in 1934 with the opening of the Holy Family Teacher Training School, a single-sex school for religious teachers. During the early years, Holy Family functioned as an affiliate of the Catholic University of America, yet eventually grew into a fully accredited Catholic, private, coeducational, four-year commuter university, which now provides liberal arts and professional programs for more than 2,100 undergraduate students.

This commemorative book written and published by Holy Family University details the rich 50-year journey of the institution, highlighting its commitment to values, service, and learning throughout its growth.

Hardcover copies of this book are free of charge and may be ordered from Holy Family University at (215) 637-6206.
Over an eight-year period, the increase in the percentage of students who received Pell Grants at the smaller privates was twice that of the larger public universities.

**Proportion of Students Receiving Pell Grants at Four-Year Institutions from 1995-96 to 2003-04**

![Graph showing proportion of students receiving Pell Grants at four-year institutions from 1995-96 to 2003-04.]

In addition, the new data show that independent colleges and universities enroll students from all income levels in similar proportions to public institutions, with two notable exceptions at the ends of the income scale. At the lower end, smaller (non-doctoral) independent colleges enroll a greater proportion of low-income students—those with parental incomes of less than $20,000—than do the large public research (doctoral) universities (12 percent versus 10 percent). At the upper end, the larger publics enroll a greater proportion of higher income students, whose parents earn $100,000 or more (25 percent versus 22 percent).

More Learning, Less Cost  by Russell Garth

If higher education had a “Holy Grail” designation, it might be a program that enhanced student learning and development while simultaneously lowering institutional costs. A recent, imaginative rethinking of student work-study seems to promise precisely that result.

Many students are employed (either on- or off-campus) while enrolled in college, but only a small handful of institutions incorporate student on-campus work into the heart of the educational program. Such “work colleges” require that all students hold part-time jobs, and the colleges draw on the educational value of this work as well as recognize its importance in running the institution. The number of institutions in the Work College Consortium using this model is small: Alice Lloyd College (KY), Berea College (KY), Blackburn College (IL), College of the Ozarks (MO), Sterling College (KS), and Warren Wilson College (NC). Significantly, this group of institutions has done comparative research on the benefits to students of this approach. Compared not only with public institutions, but also with other private colleges, work college students demonstrate increased abilities to be team members and get along with others as well as to develop original ideas and management skills. Also, at the work colleges tuition is typically low, students graduate with less debt, and college leaders have long been aware of the inherent savings in their payroll budget.

It’s unlikely that the ranks of full-time work colleges will grow. Indeed, a Berea staff member has observed that other institutions have sent representatives to Berea without making any apparent efforts to implement the model on their return home.

Just 18 months ago, however, Rhodes College (TN) embarked on a thoughtful and serious effort to adapt this approach on a partial basis, and this fall, in a planned sequence with Rhodes, Southwestern University (TX) is following suit. Like the work colleges, they are seeking both enhanced student learning and development, and institutional cost savings. But unlike the work colleges, they intend to involve only a limited proportion of the student body. In its second year, Rhodes is employing 40 students; its goal is 160 (10 percent of all students). Southwestern began with 12 this year and intends to double that number next year.

Both institutions started by asking a range of campus departments and offices to propose jobs that could be accomplished in 10-15 hours of work per week, that would focus on important institutional tasks, and that would challenge students. Twice as many departments proposed positions as could be used. Students then applied for the positions (also considerably more than could participate), aided by the career services offices in preparing resumes. Individuals filling these positions are known as “student associates.” In many cases, the positions are related to the student’s major—an English major writing for the alumni magazine, an accounting major in a business office, individuals from various majors serving as departmental liaisons to the library or technology office.

With this program, the institutions are raising several bars. Staff members are being trained as supervisors of students, and student associates receive centralized training in addition to that given by their supervisors. Overall, the institutions are establishing a culture of performance that is often lacking in federal or college work-study positions. In addition, since the student associates are essentially one-quarter-time employees, it is possible to ratchet up the institution’s capacity in a given area incrementally, instead of only by adding a full-time staff member.

The result has been improved services, extended programming, and assistance to more units.

Here are some approximate numbers. Associates earn $10 per hour, which can total as much as $4,500 over an academic year and becomes part of a student’s financial aid package. For students, this is a good job. From the institution’s perspective, there are several important features. First, the money comes from institutional (rather than state or federal) financial aid, so it makes sense to use that money to get institutional work done as well as to provide financial aid. Second—and here’s the forecast of cost savings—a full-time position (including benefits) could cost up to $50,000, while four one-quarter-time associates at $4,500 each only cost $18,000. Though both Rhodes and Southwestern are moving slowly, creating positions through attrition or ramped-up capacity rather than layoffs, it is easy to imagine significant cost containment.

Finally, one of the Grail-like qualities of this program is that the more-learning-less-cost equation is available to every institution, because every institution already has the key elements—challenging work needing to be done, students wanting to work on campus, availability of institutional financial aid, and the support of career services and human resource offices. Southwestern is already finding that the adaptation of this model is easier than expected, and both Rhodes and Southwestern would welcome hearing from other institutions with similar initiatives.
On November 2, 2005, the Lumina Foundation for Education, in partnership with the James B. Hunt, Jr. Institute for Educational Leadership and Policy, convened a national summit in Washington, DC to develop solutions to rising college costs. Sponsors included nearly 60 associations (including CIC), foundations, and other organizations. More than 350 higher education leaders participated. CIC President Richard Ekman and Executive Vice President Russell Garth represented CIC. Major presentations were given by New York Times columnist Thomas Friedman; U.S. Senator Richard Lugar; Tom Luce, assistant Secretary, Office of Planning, Evaluation and Policy Development at the U.S. Department of Education; and former governors James Hunt (NC) and John Engler (MI).

The Lumina Foundation began its work leading to this summit more than a year ago with a policy brief, Collision Course: Rising College Costs Threaten America’s Future. This document sketched a range of ways to address the challenge of rising college costs and solicited papers that could provide detailed proposals or descriptions of solutions to the problem. The Foundation has made the papers that it received available to a wide audience in Course Corrections, Experts Offer Solutions to the College Cost Crisis. It can be found at the following website: http://www.collegecosts.info/project. The proposed solutions ranged from technological innovations to tuition reimbursement to outsourcing and more. Areas of special interest included approaches to reduce the amount of time students take to earn four-year degrees (many are now taking six years or longer) and higher education delivery systems that improve efficiency and lower costs.

Lumina’s National Summit on College Costs

Three higher education associations are taking an unusual step to help their members address key challenges facing colleges and universities—they are combining their annual conferences to create a major event with the theme of “The Campus of the Future: A Meeting of the Minds.” The conference will be in Honolulu, HI on July 8–11, 2006. The three collaborating organizations are the Association of Higher Education Facilities Officers (APPA), the National Association of College and University Business Officers (NACUBO), and the Society for College and University Planning (SCUP).

This collaboration will offer a single event for individuals who wear many hats on the job, especially at smaller campuses, and will provide an opportunity for cross-collaborative campus teams to attend one conference that meets all their needs. In addition, the conference will provide an opportunity to explore a vision of the trends, challenges, and advancements anticipated for the campus of the future.

Collaboration among and partnership across associations and industries with mutual interests and concerns is key to serving members effectively, comprehensively, and cost-efficiently. Therefore, the joint conference mission is to create the opportunity for an unprecedented connection for formal exchange and informal dialogue between three parties of critical decision makers. The intent is to promote an enhanced understanding of, and appreciation for, their respective professional roles.

More information is available on the NACUBO website at http://www.nacubo.org/x6362.xml.
Rediscovered Masterpiece

Eastern University (PA) has rediscovered a lost masterpiece—an original music manuscript by one of the world’s greatest composers, Ludwig van Beethoven. The 80-page manuscript, known as the Great Fugue in B flat major, was discovered in the library of the university’s Palmer Theological Seminary and had never been seen by Beethoven scholars. The university was the site of another extraordinary musical discovery in 1990—the discovery of lost manuscripts by Mozart, Haydn, Strauss, Meyerbeer, and Spohr. The Beethoven manuscript and the other discovered manuscripts are all part of a collection presented to the Seminary in 1950 by Margaret Doane, daughter of industrialist and hymn-writer William Howard Doane.

Celebrating Achievements

Congratulations are due to students from seven CIC institutions who have been selected as Rhodes Scholars—Alexander Dewar of Wheaton College (MA), Scott Erwin of University of Richmond (VA), Xuan Trang Thi Ho of Nebraska Wesleyan University, Luke Norris of Gettysburg College (PA), Jeremy Robinson of Wabash College (IN) and Dominican University (IL), and Katherine Wilkinson of Sewanee: The University of the South (TN).

The Rhodes scholarship allows for two to three years of study at the University of Oxford, England, and is the oldest international fellowship in the world. Scholars are selected based on excellent academic and personal qualities promising long-term service and success, and are among a group of 85 Scholars selected worldwide.

In another notable international fellowship award, Juniata College (PA) senior Steven Knepper has been selected to receive the 11th annual Davies-Jackson Scholarship, administered by CIC. The scholarship—awarded to first-generation college graduates—provides tuition and expenses for two years of study at St. John’s College of Cambridge University in England.

Congratulations also to CIC faculty member W. A. Hayden Schilling, the Robert Critchfield Professor of English History at The College of Wooster (OH), who was selected as the 2005 Outstanding Baccalaureate College Professor of the Year by the Council for Advancement and Support of Education and The Carnegie Foundation for the Advancement of Teaching. CIC supports the U.S. Professors of the Year program.

Graduates of eight CIC institutions have been selected as Jack Kent Cooke Scholars in the Graduate Scholarship program by the Jack Kent Cooke Foundation. They are Alissa Jones Nelson of Azusa Pacific University (CA), Rocky Chavez of Dominican University of California, Sarah Joy Jordahl of Marymount University (VA), Jasmina Tumbas of Maryville College (TN), Glenn Lacki of Oberlin College (OH), Lars Jan of Swarthmore College (PA), Lillian Azevedo-Grout of Sewanee: The University of the South (TN), and Suzanne Martin of Warren Wilson College (NC). Each Scholar receives up to $50,000 per year to attend graduate or professional programs.

St. John’s College (MD) tutor Eva Brann is one of 12 recipients of the 2005 National Humanities Medal. The medal, which honors outstanding work in the humanities, was awarded...
during a White House ceremony in 2005.

Pitzer College (CA) President Laura Skandera Trombley was recently featured in the *Los Angeles Times* for her ongoing research on Mark Twain. President Trombley, who has nearly 20 years of scholarly experience on Twain, is nearing completion of her third book on the author, *Mark Twain's Other Woman*.

Drury University’s (MO) Students in Free Enterprise team won the University’s third U.S. national championship SIFE title. The nine students were featured on more than 250,000 Kellogg’s cereal boxes.

In other award news, two CIC institutions—Hamilton College (NY) and Mercyhurst College (PA)—were named 2005 Campus Technology Innovators by *Campus Technology* magazine. Hamilton College was chosen for its Multimedia Presentation Center, a state-of-the-art multimedia facility that gives students cutting-edge access to multimedia resources in coursework. Mercyhurst College was chosen for implementing new software to improve research collaboration and information sharing methods, which may have value for terrorism and homeland security initiatives.

**Electronic Campus Gateways**

A number of CIC institutions have launched innovative new online resources. Ashland University (OH) has created Ashland Universe (www.ashlanduniverse.com), a virtual campus experience accessible online by prospective students. The virtual campus experience features the actual campus as a three-dimensional, online model that allows individuals to explore the campus while interacting with each other, as well as with AU students and faculty. “Prospective students can enter the virtual campus much like they would a video game, and move around while communicating through online chat,” said the University’s vice president for enrollment management. AU aims for the virtual campus to give it a competitive edge in recruiting students—with particular usefulness in recruiting students from a distance.

Aquinas College (MI) has created “Heritage and Traditions” (www.aquinas.edu/heritage), a new web page on the Aquinas College website that makes the College’s history accessible to Aquinas alumni, incoming students, and the general public. The website features photos, audio clips, and a timeline of major events in the College’s history; and alumni can access links on the site to share their college memories with the college archivist. The site is organized decade by decade and includes not only major events but also interesting historical nuances and sidelights.

Additionally, several CIC institutions—Transylvania University (KY), Salem College (NC), Capital University (OH), Lewis University (IL), and Trinity Christian College (IL)—have been recognized by the National Research Center for College and University Admissions for having exceptional admissions websites. Measured according to an Enrollment Power Index—a study of more than 3,000 institutions’ websites based on criteria such as navigation, functionality, information quality, and design—these institutions’ websites were rated among the top ten and include such features as online visit-planning sheets, student blogs, majors A-Z, and a virtual campus tour.

**Creating Partnerships**

Several CIC institutions have enhanced their academic effectiveness by collaborating with other colleges or organizations. Shenandoah University (VA) and Bethel University (MN) have created partnerships to enhance their science offerings. Shenandoah University is collaborating with George Washington University (DC) to teach the emerging field of pharmacogenomics—the study of how a person’s genetic makeup affects the body’s response to drugs. It is believed to be the first undergraduate program of its kind in the nation. Bethel University is working with the University of Minnesota to advance research in two emerging fields—the effect of laser pulses on bonded molecules and the study of polyoxometalates and nanotechnology—which together may provide Bethel with a leading role in understanding DNA, fighting viruses, and disarming chemical warfare agents.

Regis University (CO) is spearheading the Online Consortium of Independent Colleges and Universities, a new distance-
learning consortium for small to mid-sized private institutions. The consortium aims to develop distance-learning education for its colleges and universities by allowing them to trade courses online. Students at any consortium institution may enroll in any online class offered by another consortium institution, but the institution where the student is formally enrolled collects the tuition and awards the credit. The consortium already has 39 members.

Saint Leo University (FL) has partnered with the local sheriff’s office to allow criminal justice majors the chance to solve cold murder cases. A class of 20 criminal justice majors will be examining three unsolved murder cases that occurred in rural Pasco County during the 1970s. Students will be given unprecedented access to the cases, including the complete case files and a chance to view physical evidence. The goal is to develop new investigative leads for the cases and to provide students with real-life case-cracking experience to complement their criminal justice studies at Saint Leo.

International Activities

Pacific Lutheran University (WA) has reached an international education milestone. The University has been cited as the first institution to offer study abroad simultaneously on seven continents, including an Antarctic literature and nature adventure titled, “Journey to the End of the Earth.” More than 370 PLU students participated in 25 study-abroad programs around the world during January 2006, coordinated by PLU’s Wang Center for International Programs. A real-time online journal chronicled the academic and cultural experiences of each group on each continent. It is available at http://study-away.plu.edu.

Swarthmore College (PA) is approaching its first-year anniversary of producing a student-run news radio program on the Iraq war. Known as War News Radio, the show features a variety of topics ranging from human-centered stories on Iraqi filmmakers and Iraqi artists to factual examinations of Iraqi history, Iraqi elections, and Iraqi reconstruction efforts. The

Student groups from many CIC member campuses, such as St. Bonaventure University (NY), have traveled to the Gulf Coast to help with clean-up and reconstruction efforts in hurricane-hit areas.

CIC Institutions Rally to Aid Hurricane Katrina Victims

When Hurricane Katrina struck last year, CIC colleges and universities around the nation responded with a tremendous outpouring of aid and assistance to affected institutions and students in the Gulf Coast region. Institutional efforts included offers of free or reduced tuition for students, fundraising events, family relocation services, mission trips, and disaster counseling.

Several universities, particularly CIC members Dillard University (LA) and Loyola University New Orleans (LA), were devastated by the hurricane. Due to extensive damage and flooding in New Orleans, Dillard and Loyola closed for the fall semester, their campuses uninhabitable and their students displaced. In response to an e-mail sent by CIC to all member presidents with information about the status of Loyola and Dillard, more than 200 CIC members sent immediate offers of help for these institutions and their students. These offers were forwarded to a newly created website, CampusRelief.org (www.campusrelief.org), a national database and resource center that compiled requests for help, offers of assistance, and descriptions of relief activities for campuses affected by the hurricane.

Many CIC members nationwide offered free tuition and residence to displaced students, including Barry University (FL), Brenau University (GA), Buena Vista University (IA), Capital University (OH), Franklin Pierce College (NH), Saint Martin’s University (WA), Siena Heights University (MI), Spring Hill College (AL), and Union University (TN). Institutions also offered scholarships, extended admissions deadlines, and found innovative ways to accommodate as many students as possible. Many more continued to offer major hurricane relief during winter break, providing service trips or much-needed financial support for victims.

Dillard and Loyola Universities, as well as most other hurricane-ravaged campuses, have now reopened for the spring semester— with far more students than expected. Dillard expected only about a quarter of its pre-Katrina student body of 2,155 to return, but about one-half came back. Loyola University was pleasantly surprised when 81 percent of its pre-Katrina total returned, bringing spring enrollment to 4,436.
Benedictine University (IL) now offers a certificate in disaster management; Lenoir-Rhyne College (NC) has announced a conservation of natural resources major; College Misericordia (PA) has announced its first doctoral program in physical therapy; Mary Baldwin College (VA) has established a new undergraduate program in public history in collaboration with the Woodrow Wilson Presidential Library; and Lewis University (IL) has announced two new aviation programs—a master’s degree in aviation and transportation and a new bachelor’s degree in aviation security.

Elmhurst College’s (IL) School for Advanced Learning has created the Elmhurst Life Skills Academy (ELSA), a four-year program that offers college-like educational experiences for high school graduates with significant learning, cognitive, and developmental disabilities. The ELSA program provides its students with opportunities to enhance skills, explore job possibilities, participate in campus activities, and enjoy their young-adult years, with a long-term goal of providing a pathway to independence and productive living.

Campaign Success

Several CIC institutions successfully reached the financial goals of their current campaigns. Allegheny College (PA) completed its $100 million capital campaign, Tradition & Transformation: Making a Difference, the largest fundraising effort in the College’s history. The campaign resulted in extensive campus renovations and financial support for students, programs, and research. McKendree College (IL) completed its five-year capital campaign, Heritage, Heart, and Hope: The Campaign for McKendree College, by raising more than $27 million for expanded facilities, increased endowment, additional scholarships, technology upgrades, and other institutional improvements. And Davis & Elkins College (WV) completed its five-year Centennial Campaign during which it raised more than $25 million—the largest and most successful fundraising effort in the College’s 100-year history. Campaign funds have been used for endowment, scholarships, faculty enrichment, and facility improvements.

Announcing Gifts and Grants

Three CIC institutions have announced record-breaking gifts—the largest in their respective histories. Albright College (PA) received a $4.75 million gift from Margaret Schumo. It will be used to create the Schumo Center for Fitness and Well-Being, a 22,000-square-foot facility complete with weight/cardiovascular rooms, nutrition classrooms, and other fitness-oriented spaces. Tri-State University (IN) received a $3 million gift from former Tri-State first lady Maxine Bateman Kolb that will be invested in the campus and student programs and services. And Brenau University (GA) received a $2 million gift from an anonymous donor, which will be used to support the construction of a new School of Health and Science building.

Announcing New Programs

Numerous CIC institutions have expanded their academic offerings with new degree programs. Ohio Northern University has added a bachelor’s degree in nursing; Illinois Wesleyan University has added a Greek and Roman studies major;
Other CIC institutions have received impressive grants and gifts. Westminster College (UT) received a $10 million gift from John and Ginger Giovale to help build a 60,000-square-foot science center and endow a professorship in science. Marietta College (OH) received a $10 million combined gift from alumni Laura Baudo Sillerman and Robert Dyson to fund a new Learning and Library Resource Center. The Center—to be completed by fall 2008—will be a three-story, 62,000-square-foot facility with a teaching center, reference and library collections, student study and performance spaces, classrooms, and a café. Greensboro College (NC) received a $4 million challenge grant from an anonymous donor, which will support the theater program with enhanced performance opportunities, technical and classroom space, better costuming, and guest artists and faculty. And Hendrix College (AR) received a $1.25 million grant from the National Institutes of Health (NIH). The funds will be used over the next five years to continue biomedical research that could improve treatment of cancer and chronic pain.

Building New Facilities

University of Indianapolis (IN) completed a $12 million expansion and renovation of Esch Hall, the university’s main academic and administrative building. The facility now includes an additional 50,000 square feet, a two-story atrium entrance, an impressive glass sculpture of the University seal, and new state-of-the-art studios for the campus radio station. Lakeland College (WI) opened the Moose and Dona Woltzen Gymnasium, honoring Duane “Moose” Woltzen, one of Wisconsin’s most successful college basketball coaches. The gym is part of the $6.4 million expansion of the College’s athletic center, which includes a 4,400-square-foot fitness center, several new locker rooms, a classroom, and a multi-purpose room. Wesley College (DE) has built a new luxury “wellness” residence hall on its campus. The building includes spacious apartment-style rooms with plush carpeting, private bathrooms, kitchens, refrigerators, and air conditioning. In order to live there, student residents must sign a contract agreeing not to smoke or drink, or engage in behaviors that detract from the “wellness” atmosphere. And Rhodes College (TN) unveiled the $42 million Paul Barret, Jr. Library, the College’s new hub for learning. At the heart of the Rhodes campus, the library features collegiate gothic architecture, wireless Internet, a teaching and learning center, a theater, a media center, a cyber café, and modern collaborative study spaces.

Changes in Status

Georgetown College (KY) announced a revised relationship with the Kentucky Baptist Convention (KBC), one of the College’s historic partners. Formerly, the Baptist Convention held control over trustee appointments in return for providing financial support to the College. Under the new plan, the College will have independent control over the appointment of its trustees and KBC’s approximately $1.3 million annual funding will be phased out over a four-year period. KBC and Georgetown both view the new relationship as an enhancement that will better serve Georgetown. This arrangement, the first of its kind, may lead to others like it, and could prevent abrupt college-church rifts.

Anderson University (SC) and Ohio Valley University recently changed their status from college to university.

Project Pericles Progress

Widener University (PA) hosted the first meeting for program directors of Project Pericles in October. Participants explored ways to reinforce and honor the mission of Project Pericles, shared descriptions of innovative program ideas, and discussed ideas for evaluating the impact and effectiveness of Periclean programs.

Charleston Southern University (SC) has a newly opened science building. The $13 million facility, built in the center of campus alongside a reflecting pond, features 54,000-square-feet of research and teaching laboratories, classrooms, faculty offices, and current technology.
CIC in the News

CIC garnered excellent publicity for the 2005 Institute for Chief Academic Officers in San Antonio, Texas in November. *Chronicle of Higher Education* reporter Piper Fogg, along with a photographer, attended the event and interviewed dozens of participants. Fogg sat in on many sessions for her story on professional development programs for campus provosts. The two and one-half-page spread in the *Chronicle*, “How to Be a Provost in 4 Easy Days,” provided extensive coverage of CIC’s CAO Institute and featured a dozen photos of participants and speakers.


Upcoming CIC Cosponsored Events

**Kenyon College** (OH) is hosting a program, cosponsored by CIC, entitled The Conference at Kenyon 2006: Integrating Library and Computing Services, March 14–16, in Gambier, Ohio. Individuals from colleges and universities with integrated information system organizations will describe their institutions’ experiences, evolutionary paths, and outcomes to date. Both institutions that have integrated library and computing functions and those that are considering such a consolidation can benefit from this event. The conference will also include a half-day workshop for college presidents and senior administrators on “Building a Better Board: What’s a President to Do?,” led by Richard Chait of Harvard University. For information and registration procedures, visit the CIC website at [http://conference.kenyon.edu/2006](http://conference.kenyon.edu/2006).

CIC is also cosponsoring with **Edgewood College** (WI) a new program, Considering the Presidency: A Symposium for Provosts, Senior Administrators, and Deans. It will be held June 4–6, 2006 at the Edgewood campus in Madison, Wisconsin. Topics will include the nature of the president’s job, characteristics of successful presidents, ways to acquire the necessary skills, and “getting the job.” More information and registration procedures are available on Edgewood’s website at [www.edgewood.edu/symposium](http://www.edgewood.edu/symposium).

Staff News and Notes

CIC this fall reluctantly bid farewell to **Elizabeth Bishop**, Vice President for Operations, who left after ten years to join the National Council for State Housing Agencies. NCSHA is an association of housing finance agencies, organizations within each state that create housing opportunities for low-income and under-served populations. Bishop is heading one of three operational divisions, with responsibility for conferences, marketing, membership development, and communications. We wish her well in her new endeavors.

**Allison Blackburn** joined CIC as the new Director of Conferences in October. Allison brings with her a wealth of experience and training, including a master’s degree in Tourism and Travel Management from New York University, professional certification in meeting planning, and more than 15 years of experience in planning events. Most recently Allison has served as Manager of Confer-

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**STAFF SPOTLIGHT - People Who Make CIC Work**

Erika Henderson, CIC’s Membership Director since 2001, is responsible for working with the staff and Board to recruit and retain members, manage CIC’s Tuition Exchange Program, and maintain the database. She began at CIC in 2000 as a project manager focusing on a number of programs run by the Consortium for the Advancement of Private Higher Education.

Erika hails from Houston, Texas, where her family still resides. She relocated to Washington, DC in 2000. She earned a Master of Arts in counseling in 1996 and a Bachelor of Science in business management in 1992, both at Hampton University (VA). In her life outside CIC, Erika enjoys reading, visiting museums, and travel.
ences and Meetings for the International Life Sciences Institute where she worked for eight years with responsibility for managing multiple international conferences each year, both large and small.

In December, CIC President Richard Ekman participated in initiatives to advance the role of CIC in developing relations with colleges and universities in other countries. The first was a customized visit to a number of German institutions, organized by the German Academic Exchange Service (DAAD). The second was a conference in Istanbul, Turkey involving representatives of both private universities in Muslim countries and U.S. institutions. Ekman has also been invited to serve on the advisory board for Campus Technology, an online publication devoted to technology issues on college campuses.

In September, Russell Garth represented CIC in two conferences on civic participation. The annual National Conference on Citizenship, and the Deepening American Dream conference sponsored by the Fetzer Institute. In December Garth participated in a Fetzer planning meeting for a conference on “integrative learning” scheduled for February 2007. The guiding idea for this event is how to educate the whole student, bringing head and heart together.

CIC Director of Research Hal Hartley made a presentation on CIC’s new Making the Case website at the annual National Association of Independent Colleges and Universities State Executives research meeting in September in Nashville, Tennessee. He also presented his research on the religious engagement of first-year students at the annual meeting of the Association for the Study of Higher Education in November in Philadelphia. Hartley’s bibliography on religion and spirituality in higher education was recently posted on the Teagle Foundation website.

THE BOARD AND STAFF OF CIC WELCOME THE FOLLOWING NEW MEMBERS SINCE FALL 2005

Institutional Members

Augustana College, SD
College of New Rochelle, NY
DePaul University, IL
Drew University, NJ
Hamline University, MN
Lynn University, FL
Northwestern College, IA
Peace College, NC
Shimer College, IL
University of Dallas, TX
Washington College, MD
Wheelock College, MA

Associate Member

Lincoln College, IL

Affiliate Members

Alabama Independent Colleges Society for Historians of the Early American Republic, PA
Texas Independent College Fund
Virginia Foundation for Independent Colleges

Editor’s Note

As I am sure you have noticed, the Independent has a new look. The redesign, by CIC Publications Coordinator Sandra Holland, is one of many activities this year to celebrate CIC’s 50th anniversary. The modern design reflects today’s CIC—an organization that continues to grow in membership, programs, and fundraising capacity. We look forward to serving your institutions for the next 50 years and beyond!

—Laura Wilcox
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<thead>
<tr>
<th>Date</th>
<th>Conference</th>
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<tbody>
<tr>
<td>February 17-19</td>
<td>Learning Spaces and Technology Workshop</td>
<td>Memphis, TN</td>
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<tr>
<td>February 24-25</td>
<td>Presidential Vocation/Mission Follow-Up Program for Prospective Presidents</td>
<td>Atlanta, GA</td>
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<td>March 31- April 1</td>
<td>Department/Division Chairs Workshop</td>
<td>San Diego, CA</td>
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<td>April 20-22</td>
<td>Data and Decisions Workshop</td>
<td>Hartford, CT</td>
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<td>April 20-22</td>
<td>Transformation of the College Library Workshop</td>
<td>Boston, MA</td>
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<td>May 23–25</td>
<td>Department/Division Chairs Workshop</td>
<td>St. Louis, MO</td>
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<td>May 31-June 2</td>
<td>Department/Division Chairs Workshop</td>
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<td>June 6-8</td>
<td>Department/Division Chairs Workshop</td>
<td>Cleveland, OH</td>
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<td>June 26-28</td>
<td>Gilder Lehrman American History Seminar</td>
<td>New York, NY</td>
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<td>July 10-14</td>
<td>Ancient Greece in the Modern Classroom Seminar</td>
<td>Washington, DC</td>
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<td>July 16-19</td>
<td>Presidential Vocation/Mission Presidents Program</td>
<td>Bradford, PA</td>
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<tr>
<td>August 6-9</td>
<td>Presidential Vocation/Mission Prospective Presidents Program</td>
<td>Bradford, PA</td>
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<td>October 10</td>
<td>Foundation Conversation</td>
<td>New York, NY</td>
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<td>November 4-7</td>
<td>2006 Institute for Chief Academic Officers</td>
<td>St. Petersburg Beach, FL</td>
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