Key aspects of presidential leadership based on the theme “A Dynamic Equilibrium: Essential Missions, Evolving Models” was the focus of the 2011 Presidents Institute held January 4–7, 2011, at the Renaissance Esmeralda in Palm Springs, California. Stimulating addresses by major speakers as well as practical advice and solutions from presenters throughout the meeting helped put particular aspects of presidential leadership in perspective. This year’s Institute drew a record of 345 presidents for a West coast meeting, including 171 spouses and 705 total attendees.

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

A special closing plenary session featured a conversation with Richard P. Chait, professor of education at Harvard University, and three respondents: Joanne V. Creighton, president emeritus and professor of English at Mount Holyoke College (MA); Carol A. Leary, president of Bay Path College (MA); and Kenneth P. Ruscio, president of Washington and Lee University (VA) who considered the dynamic equilibrium between presidential leadership and trustee governance.

(See Special Report, pages 5–13.)
Critiques of Higher Education Need Historical Perspective by Richard Ekman

Reading the recent spate of literature on the state of higher education, one might conclude that students are simply not prepared for college-level work and are not learning or studying as much as they should, particularly in their first two years in college. In the March 24 New York Review of Books, Peter Brooks, the distinguished scholar of comparative literature who spent many years at Yale and is now at Princeton, reviews several of the recently published critiques of American higher education. His conclusion—that most of these books overstate the shortcomings of American higher education—offers a useful counterweight to the prevailing heated rhetoric.

Brooks reminds us that a missing dimension of the recent books by Mark C. Taylor, Andrew Hacker and Claudia Dreifus, and Richard Arum and Josipa Roksa is their failure to recognize that the problems cited in these works are not new and many improvements have been made to American higher education over a very long span of time, only to be stymied by new circumstances. American higher education is in many ways stronger today than it was a century ago, but these books—like Margaret Spellings’ previous calls for colleges and universities to be held accountable for the quality of their graduates—are written as if no one has noticed the problems or tried to address them previously. American higher education is criticized in these works without sufficient historical context.

The lack of historical perspective is not an affliction of these authors alone. James Burnham, writing in the March 14 Pittsburgh Post Gazette, juxtaposes President Obama’s 2010 challenge to the nation to produce 8 million more college graduates by 2020 and the U.S. Department of Education’s 1999 report “College for All? Is there Too Much Emphasis on Getting a Four-Year College Degree?” In a mere 11 years, Burnham asks, how is it possible that federal officials in the same political party have not maintained a consistent policy on even the basic question of whether more people should go to college?

Most observers today would conclude that the problems of higher education are real and require urgent attention. The works reviewed by Brooks argue that the quality of today’s college education is dismal. The problem is that the books focus on different aspects of higher education that the authors believe needs to be fixed. These differences in perspective are understandable; along with some signs of decline, there have been many efforts to improve quality—and many gains—over the years. These are necessarily partial solutions in the decentralized system of U.S. higher education. While low-performing colleges persist, a typical undergraduate who has graduated from a good high school today, for example, is likely already to have taken Calculus I; a generation ago that subject would more typically have been a sophomore-level college course. An undergraduate today also would be likely to take a college course in biology that starts with an understanding of genetics that would have been offered only in advanced courses just 20 years ago. And undergraduates today routinely write term papers in history courses that require interpreting vast quantities of source material, now readily available on paper and online, that would have been entirely inaccessible ten years ago.

An especially instructive example of the difficulties caused when an overly generalized wake-up call purports to be based on dispassionate empirical research is (continued on page 4)
Stephen Briggs became Berry College’s (GA) eighth president in July 2006. He previously served as provost and vice president for academic affairs at the College of New Jersey and dean of faculty at Rollins College (FL). Briggs, who earned a BA in psychology from Wake Forest University and a PhD in personality psychology from the University of Texas at Austin, is the author of 27 scholarly journal articles and book chapters, two edited books, and many essays. He has been a consultant and frequent evaluator for the Middle States Commission on Higher Education and the Southern Association of Colleges and Schools, for which he is currently a member of the board of trustees.

Jack P. Calareso assumed his duties as the tenth president of Anna Maria College (MA) in July 2007. A graduate of Boston College, he received an MA from the St. Bernard’s School of Theology and a PhD in educational leadership and administration from Marquette University. Previously he served as president of Ohio Dominican University and Briar Cliff University (IA), as well as provost at Merrimack College (MA). He is an active community leader and serves on many local and regional boards and serves as president of the Worcester Economic Club.

Ronald L. Carter became the 13th president of Johnson C. Smith University (NC) in July 2008. Upon earning a BA in sociology and philosophy from Morehouse College (GA), he began his career at Boston University’s Howard Thurman Center and in 1981 was appointed the institution’s dean of students. While at BU, Carter earned a master of theology degree and a PhD in philosophy of religion. In 1990, Carter was named dean of students at the University of Witwatersrand, one of South Africa’s premier research institutions. He returned to the United States in 1997 as provost and dean of faculty at Coker College (SC).

William L. Fox was appointed president and senior lecturer in history of his undergraduate alma mater, St. Lawrence University (NY), in July 2009 after serving as president and senior lecturer in philosophy, religion, and history at Culver-Stockton College (MO) since 2003. He received a master of divinity degree from Harvard University in 1978 and earned a PhD in American religious history from George Washington University in 1989. Fox previously taught at Claremont Theological School, Howard University School of Divinity, and Goucher College (MD). As a scholar, Fox has published three books and is founding and general editor of a ten-volume series on church history.

William T. Luckey, Jr. was named in July 1998 the eighth president of Lindsey Wilson College (KY), where he previously held positions as vice president for enrollment management, vice president for development, and vice president for administration and finance. Luckey holds a BA in biology from Wabash College (IN), an MA in business administration from Vanderbilt University’s Owen Graduate School of Management, and a PhD in higher education administration from Vanderbilt’s Peabody College. Luckey has written on the subject of the scholarship of teaching and has served as a Commissioner for the Southern Association of Colleges and Schools.

Sherry Magill was appointed executive director and president of the Jessie Ball DuPont Fund in 1993. Previously, she served as the fund’s program officer for education and, prior to joining the staff in 1991, Magill served as vice president and deputy to the president of Washington College (MD) where she also taught American studies. Magill holds BA and MA degrees from the University of Alabama and a PhD in American studies from Syracuse University. She serves regularly as a senior moderator for the Aspen Institute and is the founding executive director of the Wye Faculty Seminar.

(continued on page 4)
John B. Wilson is president and chief executive officer of the Association of Independent Colleges and Universities in New Jersey and the Independent College Fund of New Jersey. Previously, Wilson served in various administrative positions at Saint Peter’s College (NJ) and Seton Hall University (NJ), including nine years as director of athletics at Saint Peter’s. He is one of the founders of the Metro Atlantic Athletic Conference. Wilson attended the U.S. Coast Guard Academy, received his BS degree in economics from Saint Peter’s College, an MBA from Rutgers Graduate School of Management, and a JD from Seton Hall University School of Law. Wilson is a long-time member of Rotary International and serves as chair of the District Rotary Foundation Committee.

Eileen B. Wilson-Oyelaran became the 17th president of Kalamazoo College (MI) in July 2005, having formerly served as vice president and dean of the college at Salem College (NC) and in teaching and administrative positions at Winston-Salem State University and Obafemi Awolowo University in Nigeria. While abroad, she also served as a consultant for UNICEF in the area of early childhood development. Wilson-Oyelaran earned a BA in sociology from Pomona College and an MA and PhD in education from the Claremont Graduate University. She serves on a number of local and national boards, including the National Association of Independent Colleges and Universities, Pomona College board of trustees, and the F.W. and Elsie L. Heyl Science Scholarship Fund.

(Academically Adrift: Limited Learning on College Campuses. The authors analyze the results of students’ performance on the Collegiate Learning Assessment (CLA) at 24 colleges and universities and conclude that students are not studying very hard, not learning very much, and not performing any better academically than other students even if they follow the “engaged” learning practices touted by NSSE. The inferences drawn by Arum and Roksa may well be accurate, even though they are drawn from a very small sample of institutions. The conceptual problem is that Arum and Roksa do not disaggregate their data in ways that would shed light on the pedagogical practices that, pioneered over the past 30 years, have proven most successful. And a point that is important to CIC never gets made—namely, that there is a huge quantity of evidence, largely from NSSE, that the typical features of small colleges that highlight “engaged learning” do in fact result in substantial and consequential learning gains. You wouldn’t know it from the media hype surrounding their book, but it turns out that 64 percent of all students in the Arum/Roksa study demonstrated gains in learning. Moreover, (in their words) “students in traditional liberal arts fields...demonstrated significantly higher gains in critical thinking, complex reasoning, and writing skills over time.” In the current frenzy to find fault with American education, it is easy to overlook such positive findings that have significant policy implications.

Because the Arum/Roksa analysis doesn’t distinguish among types of colleges and universities, we are left to wonder about other studies that may have been ignored and that also make clear that students at smaller, liberal arts institutions show bigger gains in cognitive skills, on average, between first and senior years than students at other kinds of institutions. This pattern can be found at both highly selective and medium selective colleges. CIC’s Making the Case website www.cic.edu/makingthecase displays recently updated charts based on NSSE results that document this perspective in rich detail. It is worth noting that long before Spellings and some of these authors issued their dire warnings, CIC was in the forefront of the assessment efforts and urged its member colleges and universities to participate in both CLA and NSSE to improve teaching and learning, despite their already impressive track records. In fact most of the 57 colleges that participate in CIC’s CLA Consortium have demonstrated value-added gains in student learning.

Not everyone is oblivious to an understanding of how change occurs in higher education. For example, the newly formed New Leadership Alliance for Student Learning and Accountability, a coalition of organizations that embrace the many voluntary efforts now underway to improve quality, attempts to highlight these efforts in the aggregate—to inform colleges and universities about the many good practices that could be adopted and also to show government officials, accreditors, and journalists that plenty of good is being done with no need for mandated federal or state regulation. One size never fits all in American education. A uniform solution would paralyze the innovations that lead to many important improvements in educational quality, influencing most colleges and universities eventually. While there is always room to improve, a broader, historical perspective reveals that higher education is not in as dire a condition as some recent reports assert.
SPECIAL REPORT: The 2011 Presidents Institute

Walking the Tightrope: The Dynamic Equilibrium of Presidential Leadership

If college presidents are to help their institutions move forward effectively and achieve “dynamic equilibrium,” they must consider “five drivers,” said Walter E. Massey, president of the School of the Art Institute of Chicago (SAIC), during his Presidents Institute keynote address. Those “drivers,” or key ideas, include vision and message, quality, institutional loyalty, organizational effectiveness, and creativity.

Massey drew on leadership experiences from serving as president of Morehouse College (GA) and posts at Brown University and the University of California as well as chairing the board of the Bank of America Corporation to illustrate the delicate balance of preserving essential educational missions while considering evolving business models in higher education. Attempting to achieve dynamic equilibrium is like “walking a tightrope,” he said, because “external forces are always changing and presidents must constantly adjust internally to deal with external issues.” Focusing on the five drivers can help:

• Vision and message—or talking and listening and encouraging constituents to consider a shared vision for the college with a strategic plan and measurable outcomes—is key to achieving dynamic equilibrium;

• Quality—a focus on quality means that presidents are always concerned about continuing improvement;

• Institutional loyalty—motivated by a vision and message coalescing around a common goal—is critical to getting through difficult periods of change;

• Organizational effectiveness—ensuring that people know what to expect of the institution—requires a corporate commitment to deliver a high-quality product and to be caretakers and guardians of the institution’s reputation and brand; and

Defending the Liberal Arts: An Essential Public Mission

Presidents need to undertake a far more vigorous defense of the liberal arts if they are to “appear vital and relevant,” said Jon Meacham in a well-received plenary address. Now executive vice president of Random House, the former editor of Newsweek magazine, and a Pulitzer Prize-winning historian, said, “My sense of the politics of the hour is that those of us who believe in liberal arts education need to overcome any reticence or shyness about its virtues.”

A graduate of Sewanee: The University of the South (TN), Meacham admitted to being a “totally devoted child of the liberal arts” who firmly believes that “attention must be paid to the study of the humanities and the development of critical thinking, as opposed to specialized crafts and professions.”

Yet “liberal education is in some danger,” he maintained. “American families struggling with the costs of sending children to college are understandably looking anew at what they’re getting for their money and for their time. And I think it’s safe to say that more people are taking a more utilitarian view of higher education than at any time since the early 1980s.” Meacham continued, “If the liberal arts become the province of the already affluent, then it will become a boutique product. And it will lose ever more its claim of being able to shape the public dialogue. You have to make a democratic case (lower-case “d”) for the kind of education you cherish, which emphasizes the capacity to think and to connect dots that are not immediately connectable.”

The liberal arts and higher education in general are facing a similar predicament to that faced by the media today, he posited. (continued on page 9)
Economic Challenges to the Future of Private Colleges and Universities

“T’m not going to tell you the answers to all your problems,” began Sandy Baum, professor of economics emerita of Skidmore College, in her plenary address on the future of independent colleges and universities in this difficult economic climate. She acknowledged that economic pressures—to limit tuition increases, to reckon with declines in endowments and annual giving, to increase financial aid, and to find quick fixes for budget imbalances—are all increasing. However, she warned that a crisis mentality is counterproductive, as most private institutions will meet these challenges through the use of creativity, analysis, and problem-solving.

Baum said that the media are partly to blame for the perception of an economic crisis in higher education, as reporters often rely on anecdotes to explain the economic picture, such as interviewing a few students who have amassed huge debts while in college. These anecdotes aren’t representative. She offered data to help presidents understand and be able to explain the finances of private higher education to prospective students’ families, board members, and local citizens.

Her first point was that there has always been public concern about the increasing cost of tuition. This is true despite the fact that over each of the last three decades, the average rate of tuition growth after inflation would be zero among private colleges and universities. Second, increases in tuition and fees have to be understood in context. Average tuition and fees at private colleges increased by 4.3 percent from 2009–2010 to 2010–2011 compared with 6.1 percent for in-state students at public four-year institutions and 5.6 percent at public four-year institutions for out-of-state students. Third, the differences in tuition and fees among private institutions is huge, with student enrollment distributed much like a normal curve among colleges with tuition and fees ranging from $3,000 to over $42,000 per year. In other words, students experience very different situations from one private college to another. Baum then illustrated some of the many different ways to compare the costs of private versus public institutions, with each telling a different story.

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In short, Chait said, presidents have lots of leverage, including whether they choose to manage or engage the board. “If you choose to engage the board, you collaborate with board members to set strategic agendas and collectively decide what matters most…. You get them at the headwaters of the decision making stream so they can help you find and define the problem…. [A]nd you support the collective development and group welfare of the board. If you choose to manage the board, you might emphasize lengthy staff presentations…. bring up issues midway or downstream in the decision making process…. or nurture an inner circle that you can control.”

Presidents and boards will face three dominant themes in higher education in the future, Chait said, “globalization, digitization, and monetization of intellectual capital.” As they work together to search for understanding of ideas and insights into these and other issues, presidents and boards need to “shift to a different mindset—a different way to think about governance. They need to work together seamlessly…. The president needs to be open-minded and focused on creating a good flow between the challenges of the task and the skills of the group.”

The presidential panelists offered differing viewpoints. Joanne Creighton noted that “the board is a curious entity. Most trustees don’t have an intimate knowledge of higher education, yet they are the boss of the president. They can’t have a real appreciation of the intricacies of the president’s job or the academic culture of the institution.” She added a cautionary note: “While it is important to engage the energy and talent of the board, boards can get too engrossed in a generative role and begin to blur the boundaries between the board and president. The board is not copiloting the institution with the president.”

Carol Leary noted that many presidents don’t have (or don’t inherit) a board with experience and knowledge and an interest in leading the institution but rather have an honorific board that is neither generative nor engaged and is not expected to donate much if anything to the institution. She faced that challenge and took steps to transform the board. “It was not easy to energize the board to do new things and take risks” but she took a leadership role and “created a vision for the board, initiated important conversations about defining the characteristics, skills, and talents wanted of new board members, and selected entrepreneurial and fiscal managers together to be part of the board.” Cultivating a dedicated board takes a lot of work and requires the president to understand the culture and the dynamics of individual personalities, Leary said, but in reality, such an engaged board can be particularly helpful in challenging times such as during an economic recession.

Kenneth Ruscio agreed that cultivating a strong board and a culture of philanthropy is important, but only if all board members are treated equally regarding expectations and the members donate for the right reason, such as to support a clear strategic priority. Ruscio went on to say that presidents have a unique leadership role that cannot be played by trustees. The presidents’ job “is to find that common thread among different constituents and articulate that to the public.”

Chait concluded that the keen interest today in governance is here to stay. “Corporate and nonprofit boards are becoming more assertive and inquisitive; board members think of themselves as institutional shareholders. We’ll see more consequential work more often, because people who matter do not want to be on boards that do not matter. On the horizon we will see more robust governance with new musculature.”
He concluded that a “college president’s tightrope walk is never done. Excellence is a moving target, and no matter how much progress is made, there will always be more work to be done.” The key is to stay focused on the five drivers in order to avoid being distracted from the important work. However, Massey cautioned, presidents should have support outside their work so they don’t get too consumed by it. “Having a good team that you can trust to do what needs be done to keep the institution functioning” is crucial.

community colleges and for-profit institutions. Private colleges are seeing a slight decrease in the number of new student enrollments, while the for-profits increased enrollment by 10 percent in 2009 alone.

What must be communicated to the public, said Baum, is that “in the current academic year, the cost of a private college education to students and their families is less than half of the published tuition and fees.” The net is lower now than it was ten and 15 years ago because independent colleges and universities are increasingly making up the difference between published prices and actual costs with financial aid. Lower-income students attending private colleges in 2007–2008, for example, paid average tuition and fees of $8,140; lower-middle income students paid an average of $9,180; upper-middle class students paid an average of $12,880; and upper income students paid an average of $18,080. Clearly, students from lower-income families are paying less than others, but low-income students are paying still less to attend public institutions. In most cases, grant aid alone is not sufficient for them to afford the cost of attending private colleges.

A common myth about independent private higher education, Baum said, is that private colleges have significant endowments and therefore should offer more financial aid. “The truth is that endowments are highly variable among private institutions, ranging from no endowment to almost $400,000 in terms of assets per full-time equivalent student among bachelor’s institutions (median $23,020) and from zero to well under $100,000 for master’s institutions (median $9,550). Only some doctoral degree-granting private institutions have endowments worth over $400,000 per FTE student.”

Higher education has long valued its contribution to decreasing social inequality by increasing social mobility through education, especially among the disadvantaged, Baum noted. “Nonetheless, there is evidence of long-term and growing inequality, with mean family income growing much more rapidly among the wealthy.” From 1979 to 2009 family income dropped by 7 percent among the bottom quintile of American families and increased by 4, 11, and 23 percent respectively for the next three quintiles. Mean family income rose among the upper two quintiles by 49 and 73 percent. Not surprisingly, median income is directly correlated with education. In 2009, families in which the household was headed by a person with less than a high school education earned $29,669 compared with those where the head of household had an associate’s ($65,248) or bachelor’s degree ($99,707).”

Turning to a discussion of the sources of student aid, Baum presented data to demonstrate that, contrary to public perception, student loans are not replacing grants. Grant aid has increased significantly because of the recent increase in the Pell Grant and steady increases in institutional financial aid. Baum noted that most institutional grant aid is used to meet student needs. Private colleges give an average of $6,400 to meet need and an average of $2,100 beyond need. Baum urged CIC presidents to place financial need above academic merit in awarding student aid.

Baum concluded that economic data demonstrate that “going to college is worth it as the income gap between those who graduated from college and those who did not continues to widen.” Still, on average, students graduate with about $25,000 debt. She suggested that higher education, including private higher education, “needs to take a serious look at what students we can afford to educate and how much debt students can afford to handle.” Presidents should ask themselves, “What can we do differently to attain our collective goals? How much discounting is possible? How much aid should be need-based vs. non-need-based?” Perhaps most importantly, Baum said, we should find ways to make fundamental changes that will reduce the cost of providing a high quality education. In return, private higher education should set a high priority on educating the American public about the truth of higher education’s cost, price, financing, and financial aid.
Entrepreneurial boards, trends in philanthropy, efforts to promote the liberal arts, and community college partnerships were among the topics of Presidents Institute concurrent sessions. Reports on these and other sessions begin below.

Entrepreneurial Boards: Embracing Change While Preserving Mission

Building trustees’ support for structural changes and encouraging a more entrepreneurial approach to governance will help presidents as they work with their boards to consider new economic models and markets beyond tuition increases and cost efficiencies, said concurrent session presenters Michael S. Basis of Westminster College (UT), Todd S. Hutton of Utica College (NY), and Theodore E. Long of Elizabethtown College (PA).

While the speakers stressed that fidelity to mission and preservation of educational quality are key, they presented several different entrepreneurial models, described in detail best practices, and offered four basic factors for success when considering structural changes: First, a robust strategic plan should be developed and adhered to. Second, the board should be educated about how to be effective and how to evaluate their own performance, and they should explore successful business models and shifting paradigms in education. Third, the board should seek the involvement of the campus community in governance activities and decisions by asking for input from stakeholders to secure “buy-in” and understanding if and when changes are implemented. Fourth, the board needs to foster among its members a willingness to take a more entrepreneurial approach to governance, for example, by supporting the extension of signature programs or creating new revenue sources.
Recent Trends in Philanthropic Giving

Colleges and universities looking for advice on how better to focus their development efforts should keep in mind three overarching points of value, said Patrick Rooney, executive director of the Center on Philanthropy at Indiana University, during a concurrent session.

Rooney provided an overview of philanthropy in America with a focus on giving to education, then cited research-based findings to support his recommendations for more effective development efforts:

1. Keep in mind that over time, philanthropic support continues to grow in America regardless of economic or political ups or downs and that long-term trends point “decidedly up.”

2. Keep your focus on the alumni, parents, and friends of your institution because most philanthropic money today is coming from individuals, not from corporations or foundations.

3. Keep your focus on those individuals who can truly “make a difference” in meeting strategic objectives. Most of the gift money received by colleges and universities today—particularly for capital campaigns—comes from a very small pool of individuals, a group that can comprise from less than 1 percent up to 5 percent of an institution’s donor base.

Collective Efforts to Promote the Liberal Arts

College administrators are being “too timid” about promoting the value of a liberal arts education and need to develop a stronger, collective approach to addressing public perceptions, according to three Presidents Institute panelists.

Sanford Ungar, president of Goucher College (MD); Jonathan Brand, president of Doane College (NE); and John B. Wilson, president of the Independent College Fund of New Jersey defined changes in public perceptions of higher education over the decades and outlined ideas for collective strategies that colleges can use to influence the public and increase the visibility of small and mid-sized independent colleges. The New Jersey private college consortium, for example, has launched an aggressive “Making the Case” marketing blitz targeted at both the legislature and the general public.

This issue sometimes comes down to narrow interests versus broad interests, panelists said. Brand noted that “each of our colleges is trying to make our individual cases to our publics, because we think it’s in our own campus’s best interest, but it’s not enough. We need to get to the point of realizing that collaborating to promote the value of the broader private college sector is actually more important to our future.”

A bold and coordinated national effort like that of New Jersey’s is needed, panelists agreed. “Over the past 50 years, higher education, including our brand of it, has lost standing in the eyes of the public and government; it’s not the priority for our nation that it once was,” Ungar noted. “Something happened along the way, and we gave up a lot. It’s time to stop whining, and it’s time to stand up and talk about what higher education really is, what it does, and what is here in the liberal arts sector.”

A Call for Community College Partnerships

Sharon Herzberger, president of Whittier College (CA), and Michele Perkins, president of New England College (NH), issued a call to the 50 or more presidents in a concurrent session to form coalitions to work together to recruit, educate, and graduate transfer students from community colleges. Their own initiatives to attract students who have earned a portion of their credits at community colleges have been very successful, they said, leading to “enhanced institutional revenue and reduced student costs of earning a four-year college education.”

Herzberger shared the saga of Whittier College’s newly discovered secret—that community college transfer students can succeed at even the most selective independent colleges. Whittier had not paid much attention to community college transfer students, many of whom are Hispanic, from low-income families, and the first to attend college, partly out of concern about the
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debt load these students had to carry for two years at a private college. Whittier changed its financial aid policy significantly by replacing the loans that transfers used to accrue—equal to the same amount carried by “native” students for four years of enrollment—with institutional aid, thus ensuring equal availability of grants to transfers and “native” four-year students. Herzberger said this is one of the most important steps any college can take to ensure transfer students’ access to independent higher education. Following a discussion about the impressive outcomes of this new responsiveness to community college transfer students, Herzberger recommended that the audience read a study of transfer students in Whittier and nine other select institutions, *Transfer Access to Elite Colleges and Universities in the United States: Threading the Needle of the American Dream*, by Alicia C. Dowd et al. that was funded by the Jack Kent Cooke Foundation, Lumina Foundation for Education, and Nellie Mae Education Foundation.

Perkins elaborated on one of the key findings of that study. As she has worked to build stronger relationships with community colleges, she has repeatedly been told that the major barrier to attracting transfer students is cultural—community college students rarely even consider applying to private institutions. However, a new community college honors program has become an excellent source of transfer students for New England College. Perkins said there are many advantages of enrolling community college transfer students and few real disadvantages.

Following the presentation, many presidents in the session shared their experiences recruiting and educating students from community colleges. Some stressed the importance of articulation agreements in both general education programs and major courses of study. Others noted the importance of having a “champion” on campus who will shepherd and advocate for the students. Still others spoke of the transfer students at their colleges who excel in the classroom, graduate with honors, and have higher retention rates and grade point averages than “native” students.

**Presidential Spouses Program**

A well-attended Presidential Spouses Program featured a welcome address on the intergenerational differences among today’s faculty members, two joint sessions with presidents, and a variety of sessions on topics of interest to the 180 presidential spouses who participated.

Cathy Trower of Harvard University was a featured speaker who addressed the topic, “How Well Do You Know Your Faculty?” based on her research on the intergenerational differences among faculty members on today’s college campuses. She said the values that shaped educational policies and practices for the Baby Boom generation, born between 1946 and 1964, are not uniformly shared by GenX faculty members born between 1965 and 1980 nor by faculty members belonging to the Millennials born between 1981 and 2000. Noting the characteristics of each generation, she explored the benefits and tensions that a workforce comprised of all three generations produces on a campus.

A new feature of this year’s Spouses Program were two joint sessions with presidents. “Home Alone: Parenting and the Presidency” focused on the joys and challenges of raising young children in the presidential residence. Carmen and Saladin Ambar of Cedar Crest University (PA) and Robert and Linda Helmer of Lourdes College (OH) shared their experiences in a highly interactive session. “The Presidency as Vocation: Sustaining Vigor and Resiliency” featured a panel moderated by William Frame, CiC senior advisor and former president of Augsburg College (MN). Panelists Robin V. Baker, president of George Fox University (OR), Susan Pauly, president of Salem College (NC), and Jodi Rowe, presidential spouse of Centenary College of Louisiana explored their work as distinctively “vocational” and discussed the unexpected sources of energy and insight that this perspective affords.

Other sessions included a panel discussion on “Raising Funds and Raising Friends” presented by Judith Torgerson, presidential spouse at Luther College (IA), and Ronald Cohen, vice president for university relations at Susquehanna University (PA), who encouraged participants to learn to make connections with current students who are potential future donors. In a presentation on “Educating for a Sustainable Life,” Cynthia Thomashow, presidential spouse at Unity College (ME), introduced participants to the importance of campus environmental programs that focus on the ways that campus leaders can inspire the broader community to become stewards of their environment.
2011 Presidents Institute Awards Banquet

A photo slideshow of the Institute is available in the online edition of the Independent.

During the Presidents Institute banquet, CIC honored (l–r) Mary Patterson McPherson with the Allen P. Splete Award for Outstanding Service and Red and Charline McCombs with the Award for Philanthropy by Individuals. Two Awards for Philanthropy by an Organization were presented to the Arthur J. Schmitt Foundation represented by Dan Mayworm and his wife, Shirley, and the Walmart Foundation represented by Margaret McKenna.

The 2011 Presidents Institute at the Renaissance Esmeralda in Palm Springs, California, featured record participation for a West Coast conference, an elegant awards banquet, inspirational addresses by major speakers, and practical advice and solutions from presenters throughout the meeting.

CIC Board Chair George Martin of St. Edward’s University (TX) presents awards to board members who have completed their service. Pictured are Larry Goodwin (center) of The College of St. Scholastica (MN) and Todd Hutton of Utica College (NY); not pictured are Thomas Chema of Hiram College (OH) and Wendy Libby of Stetson University (FL).
Carl Zylstra of Dordt College (IA), Ann Frame of the Council of Independent Colleges, and Judy and Rick Torgerson of Luther College (IA) catch up during the pre-banquet reception.

Jonathan Brand and Rachelle LaBarge (left) of Doane College (NE) and William and Lynn Fox (center and right) of St. Lawrence University (NY), chat with Richard Ekman of CIC.

Pamela Reid of Saint Joseph College (CT) and Brigitte Beltran and Jill Swensen of Burt Hill enjoy a moment at the reception.

Tom Post, president of Sodexo Campus Services, accepted an award on behalf of Sodexo, which was honored as the exclusive sponsor of the Presidents Institute Awards Banquet for 25 consecutive years.

Taking a break between sessions, “Easy Riders” Rebecca and Ken Smith of Geneva College (PA), Jay Simmons of Iowa Wesleyan College, Alan Walker of Upper Iowa University, and Susan Scrimshaw and Allan Stern of The Sage Colleges (NY) prepare for a motorcycle ride through Joshua Tree National Park.

Spouses task force members (l–r) Betty Crutcher of Wheaton College (MA), Fred King of Kentucky Wesleyan College, Connie Duffett (chair) of Dakota Wesleyan University (SD), Jennifer Hutton of Utica College (NY), Mary Ellen Summerlin of Schreiner University (TX), Jennifer Gervasi of Quincy University (IL), Terri Carey of Edgewood College (WI), and Dave Switzer of Manchester College (IN) helped plan the Presidents Institute Spouses Program. Not pictured are task force members Susan Jo Abare of Flagler College (FL), Rachelle LaBarge of Doane College (NE), Tina Marshall-Bradley of Paine College (GA), and Don Reichard of Emory & Henry College (VA).
CIC, SAIS Host Symposium on the Future of the Humanities

Nearly 200 college presidents, deans, and faculty members, officials of federal cultural agencies, heads of learned societies and educational associations, library and museum directors, and members of the press participated in a Symposium on the Future of the Humanities hosted by the Council of Independent Colleges (CIC) and the School of Advanced International Studies (SAIS) of Johns Hopkins University. The event, held at SAIS in Washington, DC, on March 29, 2011, was supported by the Carnegie Corporation of New York and the Henry Luce Foundation.

The Symposium, said CIC President Richard Ekman, “brought together in one place many original and thoughtful leaders in humanities scholarship and education. We are delighted by the response to the event, which added to our understanding of the potential of the humanities to enrich and inform our lives in both their civic and personal dimensions, the moral imperatives they articulate, and the historical lessons they can draw.”

Speakers included Kwame Anthony Appiah, Laurance S. Rockefeller Professor of Philosophy and the University Center for Human Values, Princeton University; Douglas Bennett, President, Earlham College (IN); Robert Darnton, Carl H. Pforzheimer University professor and director of the Harvard University Library; Jean Elshtain, Laura Spelman Rockefeller Professor of Social and Political Ethics, Divinity School, University of Chicago; Thomas F. Flynn, President, Alvernia University (PA); Dana Gioia, Judge Widney Professor of Poetry and Public Culture, University of Southern California and Harman-Eisner Senior Fellow in the Arts, Aspen Institute; Peter Givler, Executive Director, Association of American University Presses; Edward Hirsch, President, John Simon Guggenheim Memorial Foundation; Steven Knapp, President, The George Washington University; Victoria Mora, Dean of the College, St. John’s College (NM); S. Georgia Nugent, President, Kenyon College (OH); and Neil Rudenstine, Chair, ARTstor and president emeritus of Harvard University. Also participating as moderators were John Churchill, Secretary, Phi Beta Kappa Society; Jake Schrum, President, Southwestern University (TX); Dorothy Kosinski, Director, The Phillips Collection; and Matthew Santirocco, Seryl Kushner Dean of the College of Arts and Science and Associate Provost for Undergraduate Academic Affairs, New York University.

Among the participating dignitaries were Martha Kanter, U.S. Under Secretary of Education, and Jim Leach, Chairman of the National Endowment for the Humanities and former member of the U.S. House of Representatives from Iowa.

The inspiration for this Symposium had two sources. The first was institutional, said Ekman. “The marginalization of the liberal arts, including the humanities, as pressures of student preferences and faculty and administrative responses sometimes have led to ill-conceived changes in the curriculum. Indeed, disquieting patterns in undergraduate enrollments, in the funding of advanced research, and in trends in philanthropy raise concerns about the future vitality of the humanities. CIC has countered these trends through programs for faculty members in classics, history, foreign languages, art history, effective use of library resources, and other aspects of the humanities. The results have been encouraging, but more is needed.”

The second source of inspiration for the Symposium was the personal experience of Azar Nafisi, author of Reading Lolita in Tehran. Nafisi experienced the chilling effects of tyranny on the liberal arts as she lived through repressive regimes in her native Iran, and she saw the power of literature to transform...
“When we see proposed cuts in funding for the National Endowments for the Humanities and the Arts, when music and arts and literature programs in the schools are cut, when libraries are closed and liberal arts colleges are in trouble—these are not just isolated incidents. They represent a utilitarian, shortsighted attitude that we have to fight!”

—Azar Nafisi

Azar Nafisi (right) of SAIS questions Jean Elshtain of the University of Chicago following her participation in a panel discussion on the humanities and public policy.
quantitative data, even if it is wrong, than by reliable qualitative information [because] quantification provides the illusion of control…. In this technological era as we attempt to respond to many challenges, we have come to rely on the explanatory power of quantification in a way that has far exceeded its useful bounds.” Nugent lamented that “our technical skills enable us to execute what we lack the wisdom to evaluate.” She cited as examples our technological capacity for deep water drilling, nuclear power, and massive agribusiness—and the problems each has recently engendered. “We must turn to the humanities to evaluate not ‘what can we do’ but rather ‘what should we do?’” These questions can never be addressed by science or data, she said. “The humanities don’t provide solid answers but rather alternative pathways to understanding…. It may not be fashionable to say there is learning which cannot be measured in value-added increments, but it must be said,” Nugent concluded.

Anthony Appiah, Edward Hirsch, and Victoria Mora in the second session considered the humanities in relation to the individual’s attempt to find meaning in one’s life and to consider questions of morality, freedom, and imagination. Appiah said the humanities “are not just different from the sciences in providing us with a different kind of guidance in the making of our lives. They are different also, in several profound ways, in the character of their aims.” For example, he said, the humanities “illuminate particular things—a poem, a painting, a symphony…not just because it reveals something about art or the human spirit, but because it is itself worth explicating” whereas “natural scientists are not interested in individual things…but in what they instantiate.” That is, he explained, “whereas one E. coli will do as well as another for biological study not any old pot or painting or verse is worthy of sustained attention.”

An education in the arts and humanities, said Hirsch, “provides us with a different mode of critical thinking and opens a space for other kinds of creativity—of doing that arises out of being.” Hirsch, a poet who recently published *The Living Fire: New and Selected Poems*, said that “poetry in particular and art in general enable us to connect our inner and outer lives” and “enable us to achieve more fully our personhood.”

Mora added that the study of humanities “is not the luxury it is so often made out to be, but rather is crucial for students with a passion for learning.” The humanities offer young adults the greatest hope of learning to think for themselves, cultivate a habit of mind, explore ideas both universal and particular, and clarify conceptions of morality, freedom, and imagination, she said. Despite all this praise for the humanities during the Symposium, Mora cautioned that now is not the time for celebration. “The humanities are at risk more than at any other time and liberal arts education is being marginalized.” Perhaps, she said, this is “because we have been too anxious to dress them up to mimic the scientific method.” She concluded, “We need to stand up for the humanities as a vital ingredient in the cultivation of learners. In a real sense, our future depends on it.” In response to a question by Jeffrey Brown, senior correspondent for PBS NewsHour, as to why the public does not understand the value of the humanities, Mora said the public “has come to take for granted that the vocational model is the only education model. People view education as a means to an end and forget that it is good and valuable for a human being.”

Another participant’s question about “how to sell the humanities” received this reply from Hirsch: “We are not selling the humanities; we are advocating a certain kind of knowledge. Our argument is to make the case for something that can’t be
sold or bought.” And Appiah concluded that “the argument for the humanities is complicated, and people today have a hard time making complicated arguments about anything! It’s not something humanists can do anything about—we don’t believe in simple answers.”

The second half of the day focused on the relationship of the humanities to current policy concerns and crises of the day and the future of the humanities in relation to the institutions that have the greatest capacity to promote them—libraries, museums, publishers, public agencies, colleges and universities, and schools.

Jean Elshtain opened her remarks with the observation that “conferences to defend the existence of fields such as law or physics are rare, but a conference such as this, on the vitality of the humanities, is more common. We’re on the defensive and we don’t quite know how to make the case or defend the humanities.” She cautioned against temptations to overstate its value, noting that assertions such as “a reader of great works of literature will not become a murderer” do not bear up. “Hitler loved opera.” Still, she agreed with other speakers that a more compelling case needs to be made, especially to public policy makers. Anecdotal arguments such as “humanities studies produce more productive workers” and “employers like to hire humanities majors” are not enough. Empirical studies that prove such claims would be of interest to public policy makers, she said, but they don’t exist.

Douglas Bennett invoked the Constitution’s “We the people” clause and Thomas Hobbes’s Leviathan to make his point that “public policy today is dominated by methods and perspectives drawn from economics which, as a discipline, has its footings squarely in Hobbes…. To talk meaningfully about public policy you do have to ask whether a policy is good or bad; you do have to address moral questions. Those moral questions get flattened into one shallow dimension of gain and loss for selfish individuals—the perspective of Hobbes.” Hobbes concludes that “it’s not possible to think about ‘we,’” Bennett said, but public policy workers must consider the ‘we’ and should look to the humanities “to think about who ‘we’ are, who we should exclude from the ‘we,’ what ‘we’ can count on, what ‘we’re’ entitled to, why we think about ‘we the people,’ and where do ‘we’ go for answers?”

In his opening remarks, Dana Gioia, former chairman of the National Endowment for the Arts, stated flatly that “public funding and political support for the arts and humanities is collapsing, and things will get worse in the near future no matter what party is in charge.” Despite that dire warning, he said the problem could be solved. “We need to work with the components of democracy. In every branch of society, even in Congress and the corporate world, you will find people who care about the humanities. Many want to be engaged but don’t have what they feel are winning arguments or compelling data,” Gioia said. “We need to enliven the public conversation and…engage the interest and support of people without an intrinsic interest in our fields to support the humanities. We need to offer a few relevant, practical arguments and simple, compelling ideas that will affect them powerfully.” In response to a participant’s question about what those few compelling ideas might be, Gioia urged participants to “read the studies produced by the NEA, which provide empirical data to support our arguments.”

The entire day’s proceedings was webcast live and can be viewed at www.sais-jhu.edu/humanities. The texts of many of the presentations, the program, a list of participants, and additional photographs are also available at www.cic.edu/HumanitiesSymposium.
The first national conference of the Network for Vocation in Undergraduate Education (NetVUE), held March 10–12, 2011, in Indianapolis, expanded opportunities to deepen the intellectual and theological exploration of vocation on college and university campuses. More than 400 participants representing 124 institutions (80 percent of NetVUE members) were engaged in this event. They included many presidents and chief academic officers from NetVUE campuses as well as program directors, faculty members, chaplains, and student life leaders. Represented institutions spanned a broad spectrum of religious traditions as well as colleges not associated with a religious denomination.

Featured plenary speakers inspired and informed conference participants. Christian Smith, William R. Kenan, Jr. Professor of Sociology and director of the Center for the Study of Religion and Society at the University of Notre Dame, explored the quest for durable values and faith among emerging adults based on his national studies. He described the dynamics of the longer trajectory to mature adulthood and the implications for independent college and university initiatives. Smith stressed the need for institution-wide cultures that make questions about the nature of “the good life” central to their efforts in order to challenge the common presuppositions of current undergraduates. He strongly recommended that faculty members reinforce an institutional culture of inquiry and he encouraged interdisciplinary and interdivisional cooperation in this undertaking. In conclusion, he said, “Independent, private colleges stand in the best position to point U.S. higher education back to a broad, holistic, integrated, genuinely humanistic education of mind and spirit for life. Do not let the mega-research university set the standard of knowledge and progress but re-pioneer and model the very best in a broad, enriching, humanizing, life-integrated, liberal arts education.”

Award-winning author Kathleen Norris described her own story of vocational development as a poet and writer. She described the central questions of purpose and faith to which emerging adults should attend through the reading of poems. She recommended poems such as “Perennials” by Samuel Griswold Goodrich that might help undergraduates reflect more deeply on life's most important questions. As a fledgling poet, she said, “I treasured poetry's ability to keep me in touch with wonder and help me reflect on the deepest human experiences.” She stressed that colleges need to help students with this type of reflection. “One of the most important things that today's college students need to hear is that they are the only people who can answer that all-important question: What do I make of this life I've been given?... Whatever a college can do to encourage a student to think independently, and freely, on this subject, is all to the good…. I feel that it's the business of college to offer students the luxury of time.... At its best, college provides the time for formation, for shaping the rest of our lives, a time to learn and question, and explore our avocations and vocations. Our life's journey is not just about discovering what we are to do with the talents and interests we've been given. We are meant to dig deep and find out who we are. It's a tall order, but a liberal arts education is uniquely suited to help us fill it. As unlikely as it seems, if we encourage students to explore, to plunge into the literature of the sciences and history, to develop an appreciation of the strange, beautiful languages of mathematics and poetry, they will find that the world, and their lives in it, never cease to be full and interesting.”

Eboo Patel, founder and president of the Interfaith Youth Core, challenged participants to create opportunities for students to explore faith traditions different from their own through engagement in community service. He urged leaders on
NetVUE campuses to support programs that promote religious literacy and civic service; to create spaces where students from different religious and nonreligious backgrounds can get together to serve the common good; to talk to other campus leaders about why this work is important; to create specialized courses that explore interfaith cooperation within a variety of fields such as sociology, history, and political science; and to initiate campus-wide interfaith action campaigns and religious diversity training for residence advisors, among other actions. "As more campuses, with students leading the way, harness the social capital of their communities and demonstrate the power of interfaith cooperation," Patel said, "we will see measurable changes in national knowledge, attitudes, and behaviors toward religious diversity."

Three college presidents, Donna Carroll of Dominican University (IL), Bobby Fong of Butler University (IN), and Andrew Westmoreland of Samford University (AL), noted how an education for vocation is making a difference on their campuses. In a session moderated by James Bultman of Hope College (MI), these presidents discussed the importance of institutional mission, vocational reflection by students and faculty members, the resource strategies that support vocational initiatives, and the patience required to create long-term institutional change. All three panelists emphasized that a supportive institution-wide culture is critical to efforts to educate for vocation. Thus, senior campus leaders need to embrace opportunities to foster an inclusive campus climate.

“At its best, college provides the time for formation, for shaping the rest of our lives, a time to learn and question, and explore our avocations and vocations. Our life’s journey is not just about discovering what we are to do with the talents and interests we’ve been given. We are meant to dig deep, and find out who we are. It’s a tall order, but a liberal arts education is uniquely suited to help us fill it.”

—Kathleen Norris

In addition, concurrent presentations by NetVUE campus leaders provided multiple models by which to deepen theological reflections on vocation, whether curricular or co-curricular. Some sessions focused on first-year experiences, sophomore vocational discernment, and student leadership development among upper-level students, whether traditional or nontraditional. Other sessions concentrated on effective faculty and staff development for undergraduate vocational mentoring, campus engagement in local and global service, and ways to intersect with changing religious communities. Some presenters focused on building and assessing effective institutional processes while others explored the development of individual student identities.

Five extended sessions focused on such topics as the life patterns of emerging adults and whether vocational programming makes a long-term difference in educational outcomes. The accumulated research presented in one session indicates that undergraduates who participated in vocation-based initiatives are significantly more mature than others of similar age and are more resilient in times of career uncertainties. Other sessions considered initiatives that can deepen vocation-based civic engagement, formation for lives of faith, and interfaith cooperation.

NetVUE membership is now at 154 institutions. Opportunities to participate will continue to develop over the months ahead. A number of regional gatherings will occur throughout 2011–2012; the NetVUE online resource library will expand; opportunities to use NetVUE campus consultants will continue; and new programs for campus partnerships will unfold. Planning for the next national conference in spring 2013 is underway. More information about NetVUE and the 2011 conference is available at www.cic.edu/NetVUE.
Competitively-selected teams composed of a faculty member and a senior academic officer from 30 institutions participated in the Conference on Teaching World Languages: Strategies for Success in Little Rock, Arkansas, March 31–April 2, 2011. The conference was supported by a generous grant from the W. M. Keck Foundation.

Rosemary Feal, executive director of the Modern Language Association, opened the conference with a keynote address on “Language Learning in Challenging Times: Strategies to Cope and Reasons to Hope,” noting declining support for language learning in the United States. Nevertheless, she reported that MLA statistics reveal more students in language classrooms now than ever before. While colleges and universities are claiming to promote globalization in their curricula, language programs are being cut. Feal stated that globalization efforts must include linguistic awareness in addition to social and political awareness. She encouraged participants to strengthen language and cultural studies through alliances and consortia with colleagues outside language programs who want to promote globalization, through use of the Fulbright programs to bring native language speakers to campus for extended stays, and by utilizing the power of technology to bring synchronous face-to-face communication opportunities to language learners.

Marc Cadd, associate professor of German and interim director of World Languages and Cultures at Drake University (IA), spoke about the evolution of the Drake model in the past four years and the way that Drake integrates language learning into the curriculum to build a global and international campus using the principles of the consortium for Cultures and Languages Across the Curriculum (CLAC). As an example he mentioned the course, National Identity in a Transnational Age, in which the target language is used to teach the course. Sections are offered in French, German, and Spanish. He also spoke about the three-course structure of Drake’s Study Abroad program. Students enroll in a one-credit pre-departure orientation course, while abroad they enroll in a one-credit course for which they are required to blog in the target language and respond to the blogs of other students, and finally they complete a three-credit course for which they write a thesis in the target language about the discipline they studied while abroad.

Elizabeth Mazzocco, director of the Center for the Study of World Languages, which is part of the Five Colleges, Inc. located at the University of Massachusetts at Amherst, spoke about the center’s mentored language model employed to teach less-commonly taught languages to small groups of students who may not reside on the same campus. In this off-shoot of the National Association of Self Instructional Language Programs (NASILP) model, students prepare individually using detailed task sheets, CDs, tapes, and the course syllabus for weekly classes with native speaker tutors. Students assess their progress weekly and language professionals conduct the final assessment in the course.

Barbara Sawhill, director of the Cooper International Learning Center and lecturer in Hispanic studies at Oberlin College (OH), offered several strategies for language instruction including the use of blogs in the target language as part of a conversation course, language across the curriculum offerings using trailer sections for regular courses, training Oberlin students as translators to work with the Hispanic population in the local community, and training Oberlin students to teach Spanish in the local elementary schools.

Participants learned about programs for promoting language and culture instruction in unconventional ways. At Prescott College (AZ), which has no formal language program, students are able to study world languages and cultures through integrated, independent self-directed study and regular field course offerings in Mexico, Costa Rica, Nepal, Norway, and Kenya and student exchanges through Eco-League schools. Students are supported through the Lifelong Learning Center on the Prescott campus and through a variety of consortial arrangements, including curriculum sharing with the Consortium for Innovative Environments in Learning (CIEL).

A panel of faculty and administrators representing the International Association of Language Learning Technology (IALLT) including Ute Lahaie of Gardner-Webb University (NC), Lance Askildson of Notre Dame University, and Tina Deveney Oestreich of Case Western Reserve University presented several language learning models using technology to support content-based and task-based instruction. Examples illustrated how students are able to improve their linguistic fluency and ability to communicate and negotiate meaning through conversation with peers around the world in a face-to-face setting.
“Leading from the Middle: The Critical Administrative Link” is the theme of the tenth annual Workshops for Department and Division Chairs offered by CiC in the spring of 2011. Department and division chairs occupy a pivotal role in the administrative structure of a college or university. Leading from the middle requires that successful chairs develop a broad perspective on campus issues in order to participate effectively in decision making that may affect not only their own department or division but the entire campus. Most chairs come into their positions with little training for leadership responsibilities, and few have had opportunities to cultivate a broader institution-wide perspective. The 2011 workshops will provide participants with strategies and practical tools to help them lead more effectively and communicate more clearly to colleagues how decisions made beyond the department level reflect on the work of the department or division.

CIC has made these workshops affordable to all small to midsized colleges and universities. Through financial support from the New York Times, CIC is able to offer the workshops for a modest registration fee, the lowest among established programs for department chairs. The regional locations of the workshops allow many participants to drive rather than fly to the workshop, and CIC selects modestly priced hotels for the meetings. In this time of limited resources, the workshops offer cost-effective professional development opportunities.

The first workshop was held April 7–9 in Milwaukee, Wisconsin. Three additional workshops are scheduled for May 17–19 in Baltimore, Maryland; May 24–26 in Louisville, Kentucky; and June 8–10 in San Diego, California.

Topics for the workshops include: Understanding the Department/Division Budget, Best Practices of Experienced Department/Division Chairs, Using Data at the Department/Division Level, Difficult Conversations, Managing the Hiring Process, Best Practices: Faculty Evaluation, and Working with the Chief Academic Officer/Dean.

Workshop sessions are led by experienced chief academic officers, department chairs, and attorneys with experience in the legal issues that chairs at independent colleges and universities face. Speakers include Natasha Baker, Curiale Hirschfeld & Kramer, LLP; Stephen Barker, Sturgill, Turner, Barker & Moloney, PLLC; Carie Braun, College of Saint Benedict (MN); Mark Braun, Augustana College (SD); Kent Buchanan, Oklahoma City University (OK); Diep Ca, Shenandoah University (VA); Robin Cautin, Manhattanville College (NY); Andrea Chapdelaine, Albright College (PA); Katie Conboy, Stonehill College (MA); William C. Deeds, Morningside College (IA); Joseph Dieter, Cornell College (IA); Sherilyn Emberton, East Texas Baptist University; Nicole Findley, Alma College (MI); Anne Franke, Wise Results LLC; Mary Ann Gawalek, Seton Hill University (PA); Woodrow Hood, Catawba College (NC); Cheryl Johnson-Odim, Dominican University (IL); Mark Krejci, Concordia College (MN); Monica McCoy, Converse College (SC); Steve Michael, Arcadia University (PA); David Mulry, Schreiner University (TX); Richard Ostrander, Cornerstone University (MI); Kathleen Rinehart, Whyte Hirschboeck Dudek S.C.; Elizabeth Rudenga, Trinity Christian College (IL); Stuart Sigman, Naropa University (CO); Jeanine Stewart, Hollins University (VA); Helen Streubert, Our Lady of the Lake University (TX); and Michael Tannenbaum, Hartwick College (NY).

More information and a registration form for the workshops can be found at www.cic.edu/DepartmentChairWorkshops.
Campus communications and media relations officers often find themselves playing a game of “catch up” as they attempt to stay abreast of the rapid changes in local, regional, and national print and broadcast publications as well as the proliferation of social media outlets. The 2011 College Media Conference, which has been connecting campus PR professionals and the media for a quarter century and is now cohosted by CiC and the American Association of State Colleges and Universities, will help participants interact effectively with the media in order to obtain publicity for their institution, prepare news materials, keep track of higher education journalists, tap into the blogosphere, and use social media to attract media coverage.

The 25th annual conference, to be held in the nation’s capital on June 29–July 2, 2011, at the Fairmont Hotel, features a superb lineup of seasoned journalists (see box below).

Special events this year include a National Press Club reception and program sponsored by The Chronicle of Higher Education on “The Future of Journalism in the Digital Age,” visits to The Chronicle of Higher Education, Inside Higher Ed, National Public Radio, and other DC-based newsrooms, and a tour of the Newseum.

Given the popularity of the “Meet the (Higher Ed) Press” concurrent sessions last June, these sessions featuring in-depth discussions with several reporters and editors from the two major higher education publications, The Chronicle of Higher Education and Inside Higher Ed, will again be offered in 2011. Many stories from these publications make their way into national and regional press reports.

In addition, the preconference workshop on Wednesday, June 29, will focus on “Mastering the Maze of Social Media.” The conference will, as always, offer participants opportunities to network with colleagues from colleges and universities nationwide and provide useful tools to help them keep in touch with important national media contacts.

In an effort to keep the conference affordable, registration fees are being held at last year’s level. Discounted fees are available for those who attend both the conference and preconference and for groups of two or more individuals from the same institution. The full conference schedule and online registration with credit card payment are available at www.CollegeMediaConference.org.

**2011 COLLEGE MEDIA CONFERENCE SPEAKERS (as of April 2011)**

- **Stephanie Banchero**  
  The Wall Street Journal

- **Sharon Begley**  
  Newsweek

- **Ed Blaguszewski**  
  University of Massachusetts (Amherst)

- **Jim Brady**  
  Journal Register Company

- **Sean Carton**  
  idFive, inc.

- **Sara Clarke**  
  U.S. News & World Report

- **Richard Lee Colvin**  
  The Education Sector

- **Daniel de Vise**  
  The Washington Post

- **Will Doig**  
  The Daily Beast

- **Gina Garcia**  
  CBS’ “The Early Show”

- **Robin Gradison**  
  ABC’s “World News with Diane Sawyer”

- **Jeffrey G. Hanna**  
  Washington and Lee University (VA)

- **Terry Hartle**  
  American Council on Education

- **Scott Jaschik**  
  Inside Higher Ed

- **Kay Jones**  
  CNN

- **Dennis Kelly**  
  USA Today

- **Jamie Kelly**  
  Cornell College (IA)

- **Doug Lederman**  
  Inside Higher Ed

- **Josh Levin**  
  Slate

- **Antoinette Machiaverna**  
  NBC’s “Today”

- **Judy Phair**  
  PhairAdvantage Communications, LLC

- **Amy Salit**  
  WHYY-FM’s “Fresh Air”

- **Vivian Schiller**  
  Formerly of National Public Radio

- **Dennis Kelly**  
  USA Today

- **Steve S. Smith**  
  University of Nebraska—Lincoln

- **Marc Whitt**  
  Eastern Kentucky University

- **Brian Witte**  
  Associated Press

- **Karla Wludyga**  
  Gannon University (PA)

- **Kate Zernike**  
  The New York Times
CIC Continues Program on Information Fluency with History and Literature Workshops

This spring CIC continued its series of workshops on Information Fluency in the Disciplines with two meetings—one in February in New Orleans that focused on literature and a second in San Antonio in March that focused on history. The workshops intend to help institutions move beyond information literacy in general education to information fluency in humanities majors. These workshops, focusing on core disciplines in the humanities, are being offered for campus teams of faculty members, librarians, and chief academic officers. The workshop series is made possible with a grant from the Andrew W. Mellon Foundation.

Due to the large number of high quality applications CIC received for the first workshop on literature that was held in 2010, a February 10–12, 2011, workshop on the same topic was held in New Orleans, Louisiana that allowed an additional 17 teams to participate including: Albright College (PA); Bard College at Simon’s Rock (MA); Culver-Stockton College (MO); Illinois Wesleyan University; Iowa Wesleyan College; Kentucky Wesleyan College; Knox College (IL); Limestone College (SC); Misericordia University (PA); Notre Dame College (OH); Ohio Dominican University; Our Lady of the Lake College (LA); Pacific University (OR); Roanoke College (VA); Stevenson University (MD); University of the Incarnate Word (TX); and Western New England College (MA).

The third Information Fluency in the Disciplines workshop was held March 3–5, 2011, in San Antonio, Texas, and focused on the topic of history. Teams from Anderson University (IN); Benedictine University (IL); College of Mount St. Joseph (OH); Defiance College (OH); East Texas Baptist University; Eureka College (IL); Goucher College (MD); LaGrange College (GA); Loras College (IA); Our Lady of the Lake University (TX); Pfeiffer University (NC); St. Edwards University (TX); St. Joseph’s College (NY); St. Lawrence University (NY); Taylor University (IN); Texas Wesleyan University; University of St. Francis (IL); Ursuline College (OH); Viterbo University (WI); and Wheaton College (MA) participated in the workshop.

At both 2011 workshops participants had the opportunity to hear from representatives from other institutions with information fluency programs on their campuses and other experts in the field including Richard O’Connor, professor of anthropology and former director of the center for teaching at Sewanee: University of the South (TN); Susan Perry, director emerita of library, information, and technology services at Mount Holyoke College (MA); and Thomas Kirk, library director emeritus and coordinator of information services at Earlham College (IN). Participants also had opportunities to work with their fellow team members to develop a plan to implement upon their return to campus. The workshops are co-sponsored by the Association of College and Research Libraries and the Council on Library and Information Resources and are endorsed by the Appalachian College Association and the United Negro College Fund. The program director is CIC senior advisor Susanne Woods, provost emerita of Wheaton College (MA).

2011 FIHE Annual Conference Preview

The FIHE Annual Conference for State Fund Members, to be held May 1–3 in Chicago, will feature speakers who will address challenges facing private colleges and universities in the current economic climate, evolving funding priorities, and making the case for independent higher education, among other topics.

“I’m impressed by the range of the program, including timely topics, experienced speakers, and best-practices workshops,” notes Doug Penner (KS), president of the Kansas Independent College Fund. “It should be a very productive event with plenty of time for networking with colleagues from other states.”

Addressing the conference theme of “Advancing Your Mission—Opportunities • Challenges • Solutions” will be a wide range of program sessions on issues and topics of current interest to State Funds and their member colleges. Highlights will include panel discussions by college presidents, foundation executives, and state fund executives who will share best practices. Workshops will feature experts in undergraduate research, online communication, fundraising for scholarships, working with the board, and making the case for independent higher education.

Speakers include Matt Blakely, representing the Motorola Solutions Foundation; James Douthat, president of Lycoming College (PA); Nancy Hensel, national executive officer for the Council on Undergraduate Research; web consultant Michael Stoner of mStoner; Asha Bangalore, senior vice president and economist from Northern Trust Bank; and B. Keith Fulton, representing the Verizon Foundation.

In addition, FIHE’s top annual awards—the Outstanding Service Award and the Charles W. Foreman Award for innovation in the private college sector—will be presented at the Awards Banquet on May 3 in the famous Signature Room on the 95th Floor of the John Hancock Building.

More conference information and online registration for both the conference and the hotel are available at www.FIHE.org.
Woodrow Wilson Visiting Fellows Program
Features International Experts

Among other areas of expertise, a number of prominent diplomats and global activists serve as Woodrow Wilson Visiting Fellows and can help students and faculty members better understand the turmoil in the Middle East as well as other political and social issues. Applications are being accepted for week-long residencies by Fellows in the 2011–2012 academic year.

Now in its fourth year of operation under CiC’s management, the Fellows program continues to grow, with a roster of more than 125 Fellows and over 75 campus visits scheduled for the 2010–2011 academic year.

The visits have received universally positive reviews from presidents, deans, faculty members, and students. The Fellows themselves also have been effusive in their praise of the program. Fellow Julius Coles, who recently visited the University of Findlay (OH), said, “This visit was a challenging and complete fellowship experience…[that] was well planned and executed. I especially enjoyed the heavy interaction that I had with both students and faculty. This interaction, I feel, had a positive impact on the students and their desire to get involved in international activities.”

Given recent political turmoil around the world, campuses might be interested in hosting one of the many Visiting Fellows who are international experts. The roster of Fellows includes a number of ambassadors and global activists who would bring valuable international experience and expertise to the campus and who can address issues that cross disciplinary boundaries. They might be invited to speak to individual classes in political science, international affairs, or history; meet with student newspaper staffs and other student clubs and organizations; and share their experience and knowledge of global affairs with members of the local community.

Fellows recently added to the roster include:

**Wendy Chamberlin**, who served as U.S. ambassador to Pakistan and Laos and is currently president of the Middle East Institute. She also served on the U.N. High Commission for Refugees and the U.S. Agency for International Development (USAID).

**Constance A. Morella** has served as ambassador to the Organization for Economic Cooperation and Development (OECD) and represented Maryland’s 8th Congressional District, where she developed a national reputation as a leading advocate for women, children, and families.

**John Elias Baldacci** served two four-year terms as governor of Maine. During his terms, Baldacci won approval for significant initiatives including a major health care plan, revitalizing the community college system, and creating Pine Tree Zones. He also increased Maine’s competitiveness in the global economy, streamlined government services, attracted good jobs, and ensured that all Mainers have access to quality education, workforce training, and health care.

**Debra Chasnoff** is a nationally recognized film documentarian whose films focus on gender, sexuality, and social biases. Her work is lauded for stimulating dialogue and activism around many of the most challenging issues affecting young people’s lives and school environments.

**Susan Shaw** is founder and director of the Marine Environmental Research Institute. She serves on the International Panel on Chemical Pollution (IPCP), a select group of scientists advising policymakers on the management of toxic chemicals and polluting industries in developed and developing countries. An outspoken and influential voice on ocean pollution, Shaw dove in the Gulf of Mexico oil slick in May 2010 and observed first-hand how oil and dispersants affect life in the water column.

CIC continues to accept applications from colleges for visits in 2011–2012. The fee for a five-day residency is $5,950 for CiC members and $6,550 for other institutions. This fee is lower than the price most of the Fellows charge for a single lecture. Hosting a Fellow on campus is a cost-effective way to maintain excellent programming for campus and community when budgets are lean. CiC pays the Fellow’s honorarium, travel, and other incidental expenses, and the host campus provides housing and meals for the Fellow.

For details about participation in the program, including biographical information about the growing list of distinguished individuals who are now serving as Visiting Fellows, visit the Woodrow Wilson Visiting Fellows program website at www.cic.edu/VisitingFellows.
High-ranking Apple Inc. executives met with more than 180 CIC member presidents, chief academic officers, and other campus leaders of independent colleges and universities on March 30–April 1, 2011, in San Jose, California, to discuss key issues in technology and innovation in learning. The focus of the meeting was on contrasting the campus perspective with Apple’s experience in designing technologies that support and influence the learning styles of today’s students.

Organized by Apple in consultation with CIC and NAICU, the meeting stemmed from an earlier set of conversations among CIC, NAICU, and Apple staff members, who sought ways to gather insights from college and university leaders about likely new directions in pedagogy, learning, and effective institutional arrangements to facilitate learning in the digital age. Academia@Apple (the title of this leadership event) was generously supported by Apple Inc., and conference participants had an opportunity to tour the Apple headquarters campus in Cupertino, California.

CIC organized a smaller version of such a “meeting of the minds in innovation and education” as part of the 2011 Presidents Institute. More than 25 participants took part in a Presidents Roundtable with Apple representatives and identified both opportunities for and challenges to providing a residential liberal arts education in the 21st century context of ubiquitous Internet access, YouTube, and Twitter on a multitude of communication devices including cell phones, iPads, and notebook computers. The fruitful and open discussion also allowed Apple representatives to refine the agenda for the March meeting, where presenters and highly interactive sessions featured ways to address many key challenges faced by colleges and universities in the context of lessons learned by Apple about technological innovation.

The 2010 edition of CIC’s Key Indicators Tool (KIT) provides a new indicator—the tuition discount rate—to serve the presidents of CIC member colleges and universities. The sample chart provides comparisons by enrollment size using a dataset of nearly 800 baccalaureate and master’s level independent colleges and universities. (A “Sample College” line is shown in yellow to simulate the reporting of an individual college’s trend line.) While the data reveal steady increases in the discount rate over time, they also indicate that the largest institutions—those with student enrollments over 2,250 FTE (the blue line)—have a discount rate less than the national median (the black line). Institutions with enrollments between 750 and 2,250 students have discount rates higher than the national medium for this group. The discount rate is the total institutional financial aid (funded and unfunded) for undergraduate and graduate students divided by total tuition and fee revenue. For additional information about the KIT, please visit www.cic.edu/KIT or contact Lindsay Albert, CIC’s manager of research projects, at ladler@niche.edu.
Nine students from Central College (IA) recently traveled to Pignon in Haiti’s plateau region to help earthquake refugees. Students assisted staff from United Christians International by pouring concrete, giving English lessons to children, and running a nutrition center.

Andy Warhol Foundation Program Benefits CIC Institutions

The Andy Warhol Foundation’s Photographic Legacy Program recently donated 103 Polaroid and 51 black-and-white photographs to Roanoke College’s (VA) permanent art collection. These original images were taken by famed pop artist Andy Warhol and are some of the more than 28,500 photographs the program is donating to 183 colleges and universities around the country. The goals of the program are to provide even greater access to Warhol’s work and artistic process and to enable a wide range of individuals from communities and institutions across the country to view and study Warhol’s body of work. The institutions were required to demonstrate that they could exhibit the work and care for it properly. Selected institutions received a range of works including portraits, celebrity snapshots, couples, nudes, painting ideas, party photos, and outdoor scenes. Among Roanoke’s acquisitions are images of President Jimmy Carter, William Burroughs, Truman Capote, and Liza Minnelli. Other CIC institutions that have received Warhol works through this program include: Augustana College (IL); Augustana College (SD); Brenau University (GA); Bucknell University (PA); Centenary College of Louisiana; The College of Wooster (OH); Columbia College Chicago (IL); DePaul University (IL); Gettysburg College (PA); Hartwick College (NY); Lafayette College (PA); Mount Holyoke College (MA); New England College (NH); Oberlin College (OH); Rollins College (FL); Scripps College (CA); St. Bonaventure University (NY); Susquehanna University (PA); Texas Christian University; University of Richmond (VA); Valparaiso University (IN); and Washington and Lee University (VA).

New Civic Leadership Institute

The University of Indianapolis is assembling a collection of papers and artifacts from four of the city’s most recent mayors—U.S. Sen. Richard G. Lugar, William H. Hudnut, Stephen Goldsmith, and Bart Peterson—and establishing an Institute for Civic Leadership and Mayoral Archives to preserve the materials and support research and teaching. In an unprecedented development, all four former mayors and current Mayor Greg Ballard gathered at the university in March to participate in a community conversation sponsored by the university, the Greater Indianapolis Chamber of Commerce, and the Indianapolis Star. The institute, to be housed in a renovated section of the library, will be a hub for research, workshops, conferences, and future public conversations related to urban government and civic leadership. It will also fill a role in civics education for Indiana secondary and post-secondary students, connecting with the university’s academic programs and the Lugar Center for Tomorrow’s Leaders.

Forming Partnerships

Coker College (SC) announced that it is participating in a public-private partnership that has been formed to implement a comprehensive scholastic excellence program in public schools that will expand curriculum opportunities and further improve student achievement through collaborative academic and social development initiatives. The PULSE (Partners for Unparalleled Local Scholastic Excellence) program is a first-of-its-kind public-
private partnership involving the Darlington County School District, the South Carolina Governor’s School for Science and Mathematics, Coker College, and Sonoco. Sonoco will fund the initiative through a $5 million grant over five years. The program will be created with the assistance of Yale University’s Child Study Center Comer School Development Program. The nationally recognized Comer SDP model has been successfully implemented in hundreds of schools in more than 20 states, the District of Columbia, Trinidad and Tobago, South Africa, England, and Ireland. The pilot program will begin in the 2011–2012 school year.

Benedictine University (IL) is now offering a clinical life science major for undergraduates in partnership with Rush University. Students who major in clinical life science follow a three-year sequence of liberal arts and science courses. During their junior year, they can apply to Rush University’s master of science program. Successful completion of the entire 3+2 program (three years at Benedictine, two years at Rush) results in a bachelor of science degree in clinical life science from Benedictine University and a master of science degree in either respiratory therapy or perfusion technology from Rush University. The program provides students with hands-on experience at top-tier academic medical centers in Chicago and preparation for entry-level and advanced exams. Students also experience Rush’s innovative practitioner-teacher model in which faculty members assume multiple roles as educators, researchers, and practitioners.

International Activities

The annual Open Doors Report on International Educational Exchange released in November showed that for the first time in the 25 years that the data have been tracked, the total number of U.S. students studying abroad for academic credit did not increase. However, the report also found that there were notable increases in the number of U.S. students going to study in less traditional destinations. Fifteen of the top 25 destinations were outside of Western Europe and 19 were countries where English is not a primary language. Notably, while large institutions dominate in terms of absolute numbers of their students going abroad, many smaller institutions send a higher proportion of their students abroad. Open Doors 2010 data on study abroad participation rates show 29 institutions that reported sending more than 70 percent of their students abroad at some point during their undergraduate careers. Twenty of these institutions are CIC members: Arcadia University (PA), Austin College (TX), Centre College (KY), Colorado College, Drew University (NJ), Earlham College (IN), Goshen College (IN), Goucher College (MD), Hartwick College (NY), Kalamazoo College (MI), Lee University (TN), Linfield College (OR), Luther College (IA), Messiah College (PA), Oberlin College (OH), Randolph-Macon College (VA), St. Lawrence University (NY), Taylor University (IN), University of Dallas (TX), and University of Nebraska-Lincoln (NE).

Wofford College (SC). The Open Doors report is published by the Institute of International Education with funding from the U.S. Department of State’s Bureau of Educational and Cultural Affairs.

Last fall, Whitworth University (WA) opened its Costa Rica Center with a limited number of students. This winter a full complement of first-year honors students arrived at the center to study Latin American culture, Spanish linguistics, environmentalism, and human rights.

Announcing New Majors and Programs

Holy Family University (PA) launched its first doctoral degree program in January. The doctor of education in educational leadership and professional studies degree program is intended to develop innovative and ethical educational and community leaders. The program is flexible and will accommodate working professionals with evening and summer sessions and some online and weekend courses.

Furman University (SC) this winter began offering a new major in the emerging field of sustainability science. The major is being offered through the department of earth and environmental sciences and will lead to a BS degree in sustainability science, making Furman only the second university in the U.S. to offer the degree. The sustainability science major is centered on a core group of five courses that enable students to understand the interaction of varying systems that affect environmental, human, and social quality. Student majors will also take five elective courses related to sustainability offered by 13 different departments.

Rhodes College (TN) has created two new major courses of study, a BA degree in environmental studies and a BS degree
in environmental sciences. Because the program was designed to approach environmental questions from many perspectives, students in these new majors will be able to take courses in 12 different academic departments, including history, international studies, biology, chemistry, philosophy, anthropology, economics, and English. All students in the new majors take a core course on environment and society that addresses past and present environmental issues. Students can also take courses on topics such as ecology, global ecopolitics, environmental hydrogeology, nature and war, field study in Namibia, and environmental anthropology. Majors must also participate in experiential learning by completing an internship or other off-campus project.

**Viterbo University** (WI) will offer four new majors in the growing fields of health care and sustainability beginning next fall. The new majors include a health care science degree-completion program through the School of Letters and Sciences as a bachelor of science degree; a health care management degree completion program through the Dahl School of Business as a bachelor of business administration degree; an environmental sustainability undergraduate program offered as a bachelor of science or a bachelor of arts degree; and a sustainable management major offered as a bachelor of business administration degree. In addition to the new majors, the school of business will offer a certificate program in nonprofit management.

In response to the challenges faced by women in business, **Chatham University**'s (PA) MBA program has developed a new 18-credit certificate in executive women’s leadership that will begin this summer. The program, designed in partnership with the university’s center for women’s entrepreneurship, also places students on track to earn an MBA. Twelve of the certificate’s 18 credits can be applied to Chatham’s MBA program, enabling students to complete the degree with only an additional 25 credits.

The James F. Dick College of Business Administration at **Ohio Northern University** is planning to launch its first graduate program in accounting in the fall. Students who enroll in the program can choose between two track options: taxation or forensic accounting. The one-year program provides students with both business and legal perspectives, and the forensic accounting track will be delivered as a distance education program in order to accommodate students from a wider geographical area.

**Brescia University** (KY) announced a new master of science in teacher leadership degree that begins in summer 2011. This 33 credit-hour degree is intended to equip professional educators with the skills necessary to become master teachers and instructional leaders in public and private schools. A key feature of the program is the integration of theory, research, and practice. The program can be completed in two years or at the candidate’s own pace.

In the fall, **Shenandoah University** (VA) will offer the first in the country vocal pedagogy degree with the option to specialize in contemporary commercial music. The master of music in pedagogy with a concentration in contemporary vocal pedagogy will prepare students to teach contemporary vocal styles, including musical theater, pop, rock, jazz, country, and gospel as well as open up possibilities for research into other contemporary styles. While students with vocal performance backgrounds are the usual candidates for vocal pedagogy degrees, Shenandoah is interested in recruiting students with backgrounds in musical theater, jazz, and commercial music as well as other undergraduate disciplines.

**Madonna University** (MI) is now offering a bachelor of music degree in film music scoring. Three new courses in film scoring provide students with knowledge and experience in composing and recording music for films, commercials, and video. At the end of the program, students will collaborate with the Broadcast and Cinema Arts Department to score an original film produced by BCA students. In addition to learning several orchestration techniques conducive to film scoring, students will develop technical skills on digital audio equipment where they will record and compile an audio mix suitable for delivery to a producer. The program prepares students for employment in Michigan’s burgeoning film industry.

**St. Catherine University** (MN) recently received accreditation for its master of library and information science program, making it the only accredited program of this kind in Minnesota and just one of 57 in North America.

### Major Gifts and Campaign Success

**Manchester College** (IN) recently received a $35 million grant from Lilly Endowment Inc. for a school of pharmacy. The
grant—the largest in the college’s history—will help the liberal arts and sciences college develop its first doctoral program. The campus is surrounded by regional hospitals, pharmacies, and health care facilities and services. Responding to the national shortage of pharmacists and openings in pharmacy schools, Manchester announced last fall its plans to seek accreditation for a four-year doctoral program in pharmacy, with the first classes beginning in fall 2012. The Lilly Endowment grant will assist with start-up costs, especially faculty and laboratory needs and curricular enhancements.

Robert Morris University (PA) announced a $10 million grant from the Pennsylvania Redevelopment Assistance Capital Program that will help pay for a new school of business building and a new facility for the Regional Research and Innovations in Simulation Education (RISE). The 18,000 square-foot business school building is under construction and on schedule to open in the fall of 2011. It will include classroom space, the PNC Trading Center, the U.S. Steel Videoconferencing and Technology Resource Center, and the Allegheny Technologies Global Library. Additionally, $3 million of a $5 million grant by the Richard King Mellon Foundation will go toward the construction of the RISE Center, a 19,000 square-foot facility used to train nursing and health sciences educators. The remaining $2 million of the Richard King Mellon Foundation award will be used for an endowment for the university’s Bayer Center for Nonprofit Management. The center was launched in 1999 and offers management support services to nonprofit organizations, including consulting in board development, business planning, collaboration and alliances, financial management, fund development, organizational effectiveness, and technology planning. The Bayer Center, which was founded with a grant from the Richard King Mellon Foundation, has worked with 3,000 nonprofits in the 10-county Pittsburgh metropolitan region.

Dominican University of California recently received a $2 million bequest from the estate of H.B. Yin and Dominican alumna Lillian L.Y. Wang Yin. The gift—the largest ever individual gift supporting Dominican’s science program—will provide student tuition assistance and faculty support in the university’s Department of Natural Sciences and Mathematics. The gift will establish The Lillian L.Y. Wang Yin, PhD Endowed Professorship in Chemistry. In addition, the fund will significantly augment the Wang scholarship fund, originally established in 2002.

McPherson College (KS) announced a $1.2 million anonymous gift to its new entrepreneurship initiative that has as its goal “to lift up liberal arts by embracing entrepreneurship across the curriculum.” The funds will support a new director of entrepreneurship at the college who will create new programs and lead existing ones and support faculty training and curriculum development in entrepreneurship. The college also announced the launch this fall of the transformative entrepreneurship minor that will allow all students the opportunity to study entrepreneurship, regardless of major.

Trinity College (CT) has received a $1.2 million bequest from the estate of Thomas McKenna Meredith, a 1948 Trinity alumnus who died in 2007. The gift will establish a permanent endowment at the college to support the appointment of a faculty member in the environmental science program.

New and Recently Renovated Facilities

Arcadia University (PA) recently opened a new campus in King of Prussia, Pennsylvania, to serve its business and education programs that are designed for working adult learners. Graduate education programs at the new campus will include a focus on special needs education including autism, applied behavioral Analysis, ESL, educational leadership, infant-toddler mental health, instructional technology and teacher education. Bachelor’s programs will take advantage of Arcadia’s international business and global expertise. The offices are now open and classes will begin this summer.

This summer, Messiah College (PA) will install 112 solar panels on the roofs of a complex of student residence halls on the college’s Grantham campus to create the region’s largest solar thermal system. All the domestic hot water needs of those residences—totaling 113,000 square feet and about 470 students—will be met by this extensive, energy efficient solar collection system. This new solar thermal system will offset greenhouse gases equivalent to planting 3,600 trees a year or taking 130 cars off the road each year. These offsets are significant in helping Messiah reduce its greenhouse gas emissions and meeting the standards of the American College and University Presidents Climate Commitment of which Messiah President Kim S. Phipps is a signatory.

The 2008 Tea Fire in the California cities of Santa Barbara and Montecito destroyed a third of Westmont College’s (CA) campus, including eight buildings, many trees, and the nearby homes of 27 faculty and staff members. Since then the college has been rebuilding, and one of the structures to arise in the aftermath of the fire is the recently completed Museum of Art in the Adams Center for the Visual Arts, pictured above.
CIC in the News

Several news stories about CIC’s Presidents Institute in Palm Springs, California, ran in The Chronicle of Higher Education (“At Conference for College Presidents, Concern About the Future of the Liberal Arts,” January 5; “When Leading a College in Tough Times, Getting Faculty Support is Crucial,” January 6; and “Presidents Mull How to Work Most Effectively With Their Boards,” January 7) and Inside Higher Ed (“Presidents Plot Push for Aid Changes,” January 7).

CIC President Richard Ekman wrote an essay for the Washington Post blog “College Inc.” (January 27) in response to a previous post on the blog by ACTA’s Anne Neal about the Arum/Roksa study Academically Adrift. Ekman disagreed with Neal’s premise that students aren’t studying the “right” subjects. Ekman was also quoted in The Chronicle’s “Carnegie Classification Update Shows Boom in For-profit and Professional Education” (January 18) and “Lumina Unveils a National Framework for Measuring Student Learning” (January 25); in Inside Higher Ed’s “What Degrees Should Mean” (January 25); and in a Slate article about “The Harvard Effect” (February 4).

Newsweek magazine in December published an essay by CIC, “Private Colleges Provide Access and Success for Diverse Students,” in the special advertising feature of the publication titled “Excellence in Independent Higher Education.” The essay, which ran in several of Newsweek’s regional editions, cited data that make the case that “private colleges enroll students from diverse income, racial, and family backgrounds at similar rates to public four-year universities, but private colleges graduate students at significantly higher rates and in fewer years—which means fewer years of paying tuition, a quicker start at earning a salary, and more years over a lifetime to earn.”

University Business published two essays by CIC member presidents. James Dennis of McKendree University (IL) wrote “Global Education Challenges and Opportunities” (February 2011) and Christopher Kimball of California Lutheran University authored “Town and Gown Take a Dip” (April 2011).

Phi Beta Kappa Secretary John Churchill mentioned CIC’s “Symposium on the Future of the Humanities” in his essay in the spring 2011 issue of The Key Reporter, University Business published a brief item on the merger of CIC and FIHE in its January issue; and CIC’s Historic Campus Architecture Project was mentioned in a quirky Chronicle story (February 9) about Southwestern College’s (KS) administration building being featured in an ad for the “psycho thriller” movie “Roommate.”

CIC/FIHE State Fund News

The Association of Independent Colleges and Universities of Pennsylvania received an award of $100,000 from the Pennsylvania State Treasurer’s Office (funded by the Rockefeller

STAFF SPOTLIGHT—People Who Make CIC Work

CIC vice president Ned Moore serves as executive director of CIC’s newest program, the Foundation for Independent Higher Education, which merged with CIC in the fall. Moore coordinates member services for FIHE, the national partner for 32 CIC State Fund Members (state-based consortia of private colleges around the country). Moore also leads an active grants program, providing funds from FIHE’s $38 million endowment to support multi-college collaborative initiatives coordinated by the State Fund.

Moore’s career, education, and family have been centered on independent colleges. He came to CIC directly from the presidency of the Virginia Foundation for Independent Colleges where he served from 2002 to 2010. Previously, Moore was vice president for institutional advancement at Randolph-Macon College (VA), for which he spearheaded the Shared Values-One Vision capital campaign that raised over $50 million, well exceeding the $42 million goal. Moore served two other CIC member institutions, as director of alumni affairs at Rhodes College (TN) from 1977 to 1983 and as vice president for development at Austin College (TX) from 1983 to 1990.

He is a cum laude graduate of Washington and Lee University (VA) and holds a master’s degree from the University of North Texas. Active professionally, Moore has authored articles and monographs on advancement topics, was a member of the CASE District III Board, and is a former president of the Virginia Association of Fund Raising Executives.
Foundation) to match FIHE’s National Venture Fund grant, implementing a collaborative energy cost-savings initiative involving 11 colleges within the consortium.

The Ohio Foundation of Independent Colleges received $50,000 from AT&T to provide continuing support for OFIC’s Bridges Program, which enhances college access and opportunity for minority, low-income, and first-generation students in the state.

Proctor & Gamble continued its 54 years of support to the Independent College Fund of Maryland with a $25,000 gift to support the I-Fund’s Urban Scholars Program, through which students have received more than $1 million in scholarship support since its inception in 2004.

With support from a CIC Capacity-Building Grant, the Michigan Colleges Foundation is planning the launch of a campaign to raise $300,000 in scholarship funding for veterans of the armed services.

Staff News and Notes

A new CIC senior advisor, Joseph Burke, who is just retiring as president of Keuka College (NY), was appointed to assume responsibility for the New Presidents Program, which runs concurrently with the annual Presidents Institute. Burke takes over from Marylouise “Weezie” Fennell, who remains CIC senior counsel but is curtailting her portfolio as she approaches retirement. David Pollick, former president of Birmingham-Southern College (AL), was recently appointed as CIC senior advisor to lead the Walmart College Success Awards program and the American Graduate Fellowships program. He assumed these duties upon the departure of Sarah Stoycos, who had served as CIC director of programs since 2006.

Two staff members were recently promoted. Business manager Cindy Page was promoted to director of finance in recognition of her increased responsibilities due to the merger with FIHE and the growing portfolio of grants and programs. Stephen Gibson was named director of programs as he assumed some of the responsibilities previously handled by Sarah Stoycos. He will be responsible for the design and management of several workshops and seminars.
### 2011–2012 Calendar of Events

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<td>FIHE State Fund Members Annual Conference</td>
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<td>May 17–19, 2011</td>
<td>Workshop for Division and Department Chairs</td>
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<td>May 24–26, 2011</td>
<td>Workshop for Division and Department Chairs</td>
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<td>June 8–10, 2011</td>
<td>Workshop for Division and Department Chairs</td>
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<td>June 12–15, 2011</td>
<td>CIC/Gilder Lehrman American History Seminar</td>
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<td>Teaching Pre-modern European Art in Context Seminar</td>
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<td>August 1–2, 2011</td>
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<td>August 2–4, 2011</td>
<td>Executive Leadership Academy</td>
<td>Washington, DC</td>
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<td>August 9–13, 2011</td>
<td>Ancient Greece Seminar</td>
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<td>September 29, 2011</td>
<td>Foundation Conversation</td>
<td>New York, NY</td>
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<td>November 5–8, 2011</td>
<td>Institute for Chief Academic Officers and Chief Advancement Officers</td>
<td>St. Petersburg, FL</td>
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<tr>
<td>January 3–4, 2012</td>
<td>New Presidents Program</td>
<td>Marco Island, FL</td>
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<td>January 4–7, 2012</td>
<td>Presidents Institute</td>
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