The Council of Independent Colleges is an association of more than 640 nonprofit independent colleges and universities and 90 higher education organizations that has worked since 1956 to support college and university leadership, advance institutional excellence, and enhance public understanding of private higher education’s contributions to society. CIC is the major national organization that focuses on providing services to leaders of independent colleges and universities as well as conferences, seminars, and other programs that help institutions to improve the quality of education, administrative and financial performance, and institutional visibility. CIC also provides support to state fundraising associations that organize programs and generate contributions for private colleges and universities. The Council is headquartered at One Dupont Circle in Washington, DC. For more information, visit www.cic.edu.
“In these challenging economic times, our students—and their parents—need to be reassured that a liberal arts education will provide them with a set of skills that will serve them well, not just in their first job, but for a life well lived. When students ask what they can do with an English (or history, philosophy, or sociology) major, I reply, ‘Anything you want!’ The possibilities are limited only by students’ imaginations.”

— Lex McMillan, President, Albright College
Message from the Chair

PRESIDENTS OF INDEPENDENT COLLEGES AND UNIVERSITIES, PERHAPS MORE than anyone else on campus, must speak authoritatively about the distinctive features of their own institutions and the advantages of all smaller, private, liberal arts-oriented colleges. These institutions provide the best route to satisfaction and success in life for all students, including first-generation college students and those from low-income households. With smaller classes taught by full-time faculty members in a residential campus environment that offers educational experiences outside the classroom, these colleges and universities have a proven track record of teaching students to reason carefully, solve problems, be creative and entrepreneurial, conduct research, work in teams as well as individually, communicate effectively, and become leaders in their communities. Because these institutions typically feature small learning communities, the relationships that develop among classmates and between students and faculty members are substantial and often lifelong. In addition, students have multiple opportunities to take on leadership roles on campus and in local communities. Compared with public institutions, private institutions produce a disproportionately higher share of students who become future leaders. They serve the public good.

Empirical research has made clear that independent colleges and universities are more likely than other institutions to provide the support that students need to succeed academically and in life. The graduation rates of first-generation, low-income, and at-risk students and students of color are higher at smaller, independent, liberal arts colleges and universities than they are at public institutions. (For the corresponding data, see CIC’s Making the Case website: www.cic.edu/MakingTheCase.) Research also shows that students who attend independent colleges and universities experience larger gains in personal and social development than their counterparts who attend public institutions. For example, 70 percent of seniors at non-doctoral private colleges were engaged in community service compared with 58 percent of seniors at non-doctoral public institutions according to the national Survey of Student Engagement. In addition, seniors at independent colleges and universities benefit from frequent discussions with faculty members about career plans. A majority of seniors (52 percent) at non-doctoral private colleges talked with faculty members or advisors about their goals after college, while fewer than half of seniors (44 percent) at non-doctoral public universities experienced this kind of faculty advising.

Now more than ever, presidents must promote the advantages of independent colleges and articulate the case for the value of a liberal arts education. Emphasis on the central mission of preparing students for successful futures requires effective presidential leadership.
That’s where CIC member presidents excel: They are strong leaders of independent colleges. When speaking to the media, developing new initiatives, working to boost enrollment or funding, strengthening programs, teaching courses, or talking with students on the quad, they are champions of the liberal arts.

That’s also where CIC plays a critical role. By enhancing existing and offering new leadership programs—such as the Presidents Institute, New Presidents Program, Presidential Vocation and Institutional Mission program, Institute for Chief Academic Officers, Executive Leadership Academy, Senior Leadership Academy, and Department and Division Chairs Workshops—CIC has helped vice presidents and cabinet-level administrators of all divisions of a college or university advance professionally and has helped all campus leaders become ever more effective.

As chair of the CIC Board of Directors, I am delighted to work with CIC to strengthen efforts to promote the benefits of independent colleges and a liberal arts education—through enhanced programming, services, activities, and communications.

I look forward to continuing to work with my fellow Board members, President Richard Ekman, and CIC’s staff as we strengthen the leadership of the nation’s private colleges and universities and CIC.

Sincerely,

S. Georgia Nugent
President, Kenyon College
Chair, CIC Board of Directors

“At Trinity College, we strive daily to produce an academic environment in which the liberal arts transform our students, who will go on in their adult lives to be responsible citizens of a complex and ever-changing world. Low student-to-teacher ratios and frequent interaction among students, faculty, and administrators are part of these efforts.”

— James F. Jones Jr., President, Trinity College
The President’s Perspective

CIC HAD A VERY PRODUCTIVE YEAR IN 2011–2012. MEMBERSHIP CLIMBED TO A
record 609 Institutional Members, sponsor support flourished, and CIC received its largest grant ever—
a nearly $6.9 million grant from Lilly Endowment Inc. to expand the Network for Vocation in Undergraduate
Education. Several new programs were launched to address issues identified by members as high priorities.
CIC also expanded its office to include its Foundation for Independent Higher Education colleagues, making
possible more effective collaboration and greater efficiency. In addition, CIC launched a redesigned website.

The 2012 Presidents Institute attracted the largest-ever total participation—with nearly 800 presidents,
spouses, speakers, consultants, and guests. The Institute continues to be by far the largest annual conference
of college and university presidents in the country. The Institute for Chief Academic Officers and Chief
Advancement Officers in November 2011—the first time it has included advancement officers—drew
a record participation and support in sponsorships. CIC also received large numbers of highly qualified
nominations for its new leadership development programs—the Executive Leadership Academy, the
Senior Leadership Academy, and the Colloquium on Leadership for Chief Academic Officers: Classic and
Contemporary Readings—that are supported by the American Academic Leadership Institute, Academic
Search, Inc., and the Henry Luce Foundation. The annual conference for executives of State Funds, held
in May 2012, drew the largest number of state association officers in the conference’s history. In June, CIC
co-hosted the 2012 College Media Conference, “New Realities: Campus Coverage and the Media,” which
attracted the largest number of participants in the conference’s 26-year history. And for the first time, at
its Washington, DC, headquarters CIC hosted in May 2012 a public book talk. In an inspiring address,
Andrew Delbanco, Mendelson Family Chair of American Studies and Julian Clarence Levi Professor in the
Humanities at Columbia University, vigorously defended the traditional four-year college experience in his
newly published book, College: What It Was, Is, and Should Be, and during his presentation and the discussion
that followed.

CIC also produced three important reports during this year. In summer 2012, CIC released the report,
A Study of Presidents of Independent Colleges and Universities. The report examines the demographic
characteristics of college presidents, their duties and responsibilities, satisfaction and frustrations with
their work, career paths and plans, the presidential search process, and conditions of employment. The
report notes that overall, presidents of CIC member institutions—small and mid-sized, independent,
liberal arts-oriented colleges and universities—are slightly younger, more satisfied, from more diverse
career backgrounds, and have served longer in their present positions than their counterparts in other
sectors of higher education. In spring 2012, CIC released the report, *An Analysis of Learning Outcomes of Underrepresented Students at Urban Institutions*, written by Josipa Roksa, associate professor of sociology and education at the University of Virginia. The study found that students at independent institutions show learning gains at or above expected levels of performance on the Collegiate Learning Assessment (CLA). And in fall 2011, CIC released a final report on the work of the CIC/CLA Consortium, which piloted a way to measure student learning outcomes that is not overly burdensome to colleges and universities. *Catalyst for Change: The CIC/CLA Consortium* highlights the efforts of 47 independent colleges and universities to make voluntary use of the CLA and describes the challenges faced and “best practices” learned in using assessment results to improve teaching and learning. In addition, CIC in January 2012 released a *Statement on Leadership for Student Learning Assessment and Accountability*. The assessment statement describes CIC’s long history as a national leader in voluntary efforts to improve the quality of student learning and as a strong advocate of institutional autonomy in accountability efforts.

As readers will see throughout this 2011–2012 Annual Report, CIC has expanded many other programs and services that assist CIC member institutions, including programs for administrators, faculty members, and students. Because the need to prepare future leaders of colleges and universities has never been greater—with large numbers of people now in senior leadership positions rapidly nearing retirement and fewer chief academic officers interested in seeking a presidency—CIC has enhanced its leadership development programs, and participants are advancing to new positions at impressive rates.

Finally, CIC owes its record of achievement during 2011–2012 to many members and friends who provide expertise, guidance, innovative ideas for new programs, stalwart financial support, and dedication to advancing the cause of independent higher education. Thanks are due especially to CIC’s Board of Directors for guiding CIC’s efforts to support college and university leadership, advance institutional excellence, and enhance public understanding of private higher education’s contributions to society.

Sincerely yours,

Richard Ekman
President, Council of Independent Colleges

“As a Hispanic-serving institution, we prepare predominantly Mexican American students and any students who seek cultural immersion in our university and San Antonio communities for a future that is interdependent on many levels. Our general education core is grounded in the liberal arts to help students make intellectual and experiential connections for the personal and professional responsibilities they will assume together to improve our world.”

— Tessa Martinez Pollack, President, Our Lady of the Lake University
Developing Leaders

The Council of Independent Colleges provides opportunities—through conferences, meetings, confidential consultations, and online networking—for campus leaders to share ideas and learn from one another. Among these programs and services are the following.

PROGRAMS FOR PRESIDENTS

Presidents Institute
CIC’s premier annual event provides presidents with ideas, support, and networking opportunities. With the theme “Champions of the Liberal Arts: Presidential Leadership in Independent Higher Education,” the 32nd annual CIC Presidents Institute was held January 4–7, 2012, in Marco Island, Florida. The Institute attracted a near-record number of presidents (342) and the largest ever total participation (785 total participants), making it again the largest annual conference of college and university presidents in the country.

Speakers and presentations focused on ways in which presidents can promote and enhance the core value of a liberal arts education.

Plenary speakers included Nannerl O. Keohane, distinguished former president of Duke University and Wellesley College, who in an impassioned address issued a call to action to “pool our ideas and energies and think strategically about how we can most effectively champion liberal arts education today and in the future” (see box, page 7); noted economist Ronald G. Ehrenberg, who outlined the economic challenges and genuine opportunities for independent colleges and universities; and Eboo Patel, founder and president of Interfaith Youth Core and former White House advisor, who eloquently explored ways in which presidents of private colleges and universities can lead their institutions to foster civility, interfaith understanding, and civic engagement. A special closing plenary session on the “Enduring Role of Independent Colleges in American Higher Education” recognized three long-serving leaders of independent higher education: Charles L. Currie, SJ, who retired last year after 14 years as president of the Association of Jesuit Colleges and Universities; Marylouise Fennell, RSM, who has served for two decades as senior counsel to CIC and director of the New Presidents Program; and David L. Warren, president of the National Association of Independent Colleges and Universities (NAICU) since 1993.

New Presidents Program
Since 1989, more than 700 first-time presidents have completed CIC’s New Presidents Program, a special program held in conjunction with the Presidents Institute that provides the tools and counsel needed to establish a successful presidency. In 2012, 35 new presidents participated in the program. Each new president is partnered with a seasoned president who serves in an advisory capacity often long after the program has ended. The 2012 agenda explored such topics as learning financial fundamentals, working with boards, boosting admissions, and fundraising.

Speakers included La Roche College President Candace Introcaso, CDP, who spoke at the welcoming luncheon; Manchester University President Jo Young Switzer, who addressed how to make successful connections; Susquehanna University President L. Jay Lemons, who discussed “The Presidency—Striving for Success”; Stetson University President Wendy B. Libby, who covered financial fundamentals for new presidents; Averett University President Tiffany McKillip Franks and Warren Wilson College President Emeritus Douglas M. Orr, who gave advice on working with trustees; Seton Hill University President JoAnne W. Boyle and Stevenson University President Kevin J. Manning, who discussed how presidents can boost student admissions; Viterbo University President Richard B. Artman and Central Methodist University President Marianne E. Inman, who spoke on presidents and fundraising; and Lindsey Wilson College President William T. Luckey, Jr., who reflected on the question, “You Got the Job, Now What?”

Presidential Vocation and Institutional Mission Program
This year-long program of readings, consultations, and seminars assists current presidents and prospective presidents (in separate programs), along with their spouses, to reflect on their sense of calling as it relates to the missions of the institutions they lead or might lead. During the initial program (2005–2009), supported by Lilly Endowment Inc., nearly 50 presidents, most with

The first program cycle under the new grant consisted of a seminar held July 10–13, 2011, in Napa, California, and a follow-up seminar held February 27–28, 2012, in Atlanta, Georgia. Participants included 20 prospective presidents, two of whom have already been named to presidencies, and 15 spouses. (*For the participant list, see the Appendix, page 45.*) The second program cycle began with a seminar held July 8–11, 2012, in Stowe, Vermont, and will conclude with a follow-up seminar February 25–26, 2013, in Atlanta, Georgia. Twenty participants in the seminars for prospective presidents have since been appointed as presidents: Robin E. Baker, provost, George Fox University, to president of that university; Nancy H. Blattner, vice president and dean for academic affairs, Fontbonne University, to president, and

2012 PRESIDENTS INSTITUTE
KEYNOTE ADDRESS

A Vigorous Case for the Liberal Arts and Presidential Leadership

In her well-received keynote address, Nannerl O. Keohane, distinguished former president of Duke University and Wellesley College, emphasized the benefits of the liberal arts in independent colleges and universities and the importance of presidential commitment to the liberal arts. She spoke about the liberal arts as an historic phenomenon with great significance in the world today and detailed five key arguments that educators can use to confront skeptics.

Keohane said a liberal arts education:

- Provides the best possible preparation for success in the learned professions because it “presents material in a context that will be much more useful to budding lawyers or physicians or venture capitalists than a narrowly construed preparation in their ‘own field’”;
- “Hones the mind, teaching focus, critical thinking, and the ability to express oneself clearly both in writing and speaking—skills that are of great value no matter what profession you may choose, or if you do not choose to follow a career, no matter what kind of life you may lead”;
- “Is the best education for citizenship in a democracy like our own”;
- “Furnishes the back room of your mind, preparing yourself for both society and solitude”; and
- “Admits you to a community of scholars, both professional and amateur, spanning the ages…. It emancipates the mind and makes us citizens of the world.”

Finally, Keohane discussed leadership and how college and university presidents can make a difference by clarifying what a liberal arts education means and galvanizing the energies of faculty, trustees, and student leaders to make the case for a liberal arts education.

Keohane’s full address is available in text and as a podcast on CIC’s 2012 Presidents Institute website at [www.cic.edu/2012PresidentsInstitute/Resources](http://www.cic.edu/2012PresidentsInstitute/Resources).
DEVELOPING LEADERS (cont’d)

Caldwell College; Grant H. Cornwell, vice president of the university and dean of academic affairs, St. Lawrence University, to president, College of Wooster; James S. Dlugos, vice president and dean for academic affairs, College of Saint Elizabeth, to president, Saint Joseph’s College of Maine; Tracy Fitzsimmons, vice president for academic affairs, Shenandoah University, to president of that university; Rockwell “Rock” Jones, executive vice president and dean of advancement, Hendrix College, to president, Ohio Wesleyan University; Richard Jurasek, executive vice president, Antioch College, to president, Ohio Wesleyan University; David A. King, provost, Eastern University, to president, Malone University; James P. Loftus, vice president of enrollment management and student services, St. Ambrose University, to president, Cardinal Stritch University; Michael Looney, chief academic officer, Schreiner University, to president, University of Pikeville; Susan Pauly, vice president for academic affairs and dean of the college, Mount Mercy College, to president, Salem College (NC); James Reynolds, vice president for academic affairs, dean of the faculty, and interim president, Wilmington College (OH), to president of that college; Janet H. Robinson, provost, Lourdes University, to interim president of that university; Lori Rodrigues-Fisher, provost, St. Ambrose University, to chancellor, Trinity College of Nursing and Health Science; B. David Rowe, vice president for advancement, LaGrange College, to president, Centenary College of Louisiana; Suzanne Shipley, vice president for academic affairs, Notre Dame of Maryland University, to president, Shepherd University; Jay K. Simmons, vice president for academic affairs and dean, LaGrange College, to president, Iowa Wesleyan College; Keith Taylor, provost and vice president for academic affairs, Gannon University, to president, Gannon University; and Cynthia Zane, chief academic officer and dean of the faculty, College of Mount St. Joseph, to president, Hilbert College.

Conversation between Foundation Officers and College and University Presidents

This annual meeting provides an opportunity for member presidents and foundation officers to discuss topics of emerging importance for private colleges and universities. The 2011 Foundation Conversation, which was held September 29 at the TIAA-CREF headquarters in New York City, focused on the theme of “The Future of Foundation Funding for Independent Higher Education.”

More than 100 CIC presidents participated in the meeting, which featured several foundation leaders who had not previously participated in this annual event: James M. Gentile, president of Research Corporation for Science Advancement; Lawrence Kutner, executive director of the Jack Kent Cooke Foundation; Hilary Pennington, director of education, postsecondary success, and special initiatives, U.S. Program, the Bill & Melinda Gates Foundation; and Rip Rapson, president and CEO of the Kresge Foundation. In addition, Richard F. McKeon, program director of the Leona M. and Harry B. Helmsley Charitable Trust, and William F. L. Moses, program director of the Kresge Foundation, joined Gentile, Kutner, Pennington, and Rapson to lead small discussion groups over lunch. The foundation leaders discussed their funding priorities now and into the future, explaining how foundations choose their areas of support and why they choose to fund certain projects as the means toward the larger goals they hope to serve.

PROGRAMS FOR CHIEF ACADEMIC OFFICERS

Institute for Chief Academic Officers

CIC’s 39th annual CAO Institute brought together for the first time chief academic and chief advancement officers to explore the roles and responsibilities of each other’s work. The Institute, held November 5–8, 2011, in St. Petersburg Beach, Florida, again broke the participation record, with 631 total participants, including 434 chief academic and advancement officers. Planned in cooperation with the Council for Advancement and Support of Education (CASE), speakers and sessions focused on the challenges and opportunities that academic and advancement officers at independent colleges and universities face as they work together to promote student success at their institutions.

Delivering the keynote address, Michael F. Gilligan, president of the Henry Luce Foundation, spoke on “Advancing the Case for Liberal Arts Education” (see box on the next page); John Lippincott, president of CASE, delivered a response. Plenary speakers also included Ernest Pascarella and Patrick Terenzini, distinguished scholars whose research on the factors that lead to students’ success in college was recognized during the Institute with the CIC Academic Leadership Award. Kevin Crockett, president and CEO of Noel-Levitz, Linda Maguire, vice chair of Maguire Associates, and Michaelita Quinn, president of Executive Management Services, Inc., addressed the challenges and opportunities of enrollment and retention at independent colleges.
In addition, Eugene Tobin, program officer for higher education and the liberal arts at the Andrew W. Mellon Foundation and former president of Hamilton College, and Jake Schrum, president of Southwestern University, spoke about the role of presidential leadership when working with senior academic and advancement officers to seek foundation support for academic programs.

Concurrent sessions at the Institute emphasized key issues of collaboration and planning that require the cooperative efforts of the chief academic and chief advancement officer in order to achieve the most effective results, such as linking strategic planning with academic priorities and fundraising goals, cultivating donors and strengthening relationships with alumni, developing and strengthening academic programs through successful collaboration between academic affairs and advancement officers, and engaging the board of trustees in support of academic programs and services.

**Colloquium on Leadership for Chief Academic Officers: Classic and Contemporary Readings**
First offered during summer 2010, the Colloquium was developed on the assumption that while higher education will face many uncertainties in the decades ahead, one thing is certain: Those who lead the academic programs of colleges and universities must be able to make sense of complex and unprecedented situations and bring strategic wisdom into practical use. This seminar for CAOs fosters the perspectives and skills—such as intellectual vision and decisive judgment—that can lead to success in unpredictable times. The Colloquium engages participants in a selection of cases drawn from classical and contemporary thought and brings them into discussion of the situations faced by today’s CAOs.

**“Within the CIC community, we must listen carefully to the goals that foundations identify, particularly their commitment to first-generation college students, and then we need to share the abundant data that show independent colleges help these students succeed—in settings that are distinctive, effective, and even cost-efficient.”**

In his address, Henry Luce Foundation President Michael F. Gilligan discussed how the chief academic and chief advancement officer can work together to advance the case for liberal arts education to foundations.

These officers and the president should “know who in the foundation to ask; keep track of changes in the philanthropic sector; and make sure your institution stays on the radar. The strongest proposal defines who will benefit and how the benefit will be measured…. Academic leaders…will find foundations’ attention to measurable results familiar. As in institutional assessment, our focus has moved from inputs to outcomes, and a fundable proposal must include clear strategies of evaluation…. In the past decade, our foundation also has seen a change in the style of relationships. Earlier, the critical component to approaching a foundation was the college president’s relationship with the foundation’s leadership. While we continue to weigh an institution’s mission, leadership, and quality, today our decision is mostly driven by the fit between a college’s plans (and capacities) and our priorities. The relationship, then, usefully begins with a dialogue between the dean or faculty member most responsible for a project’s development and the appropriate program officer, and then unfolds through an iterative process. . . .

Within the CIC community, we must listen carefully to the goals that foundations identify, particularly their commitment to first-generation college students, and then we need to share the abundant data that show independent colleges help these students succeed—in settings that are distinctive, effective, and even cost-efficient.”

Gilligan’s keynote address can be found at www.cic.edu/2011CAO/Resources.
DEVELOPING LEADERS (cont’d)

Nineteen CAOs participated in the summer 2012 Colloquium, which was cosponsored by the American Academic Leadership Institute (AALI), supported by the Henry Luce Foundation, and held July 17–21, in Annapolis, Maryland. John Churchill, secretary of the Phi Beta Kappa Society, led discussions on such topics as creating oneself as a leader, the interaction between human nature and society and its effects on leadership, and the interplay between personal and political power that shapes the nature of leadership. Readings ranged from the ancient Greek plays of Aeschylus, Aristophanes, and Sophocles through the social contract theorists, Hobbes and Locke, to more contemporary works by Eudora Welty, Martin Luther King, Jr., and Martha Nussbaum. (For the participant list, see the Appendix, page 45.)

OTHER PROGRAMS FOR CAMPUS LEADERS AND FACULTY MEMBERS

Executive Leadership Academy
CIC, AALI, and the American Association of State Colleges and Universities (AASCU) jointly offer the Executive Leadership Academy (ELA) to prepare college and university leaders in vice presidential positions to move into presidencies. The year-long program is open, by nomination of the president, to vice presidents or cabinet-level administrators of all divisions of a college or university including enrollment management, academic affairs, finance, student affairs, administration, and advancement. The program consists of several components, including mentorship by the participants’ own presidents, ELA Program Director Ann Die Hasselmo, and other higher education leaders; fall and spring seminars in Washington, DC; experiential activities throughout the year; and a series of readings and case studies.

Twenty-one participants from CIC and 21 from AASCU participated in the 2011–2012 ELA program, which started with a seminar in Washington, DC, on August 2–4, 2011, and ended with a seminar on June 18–21, 2012, in Annapolis, Maryland. (For the participant list, see the Appendix, page 46.)

CIC has obtained generous support from the Henry Luce Foundation for future cycles of the ELA. Twenty-one CIC participants were selected in April for the 2012–2013 cohort from 45 nominees. The opening seminar was held August 1–3, 2012, in Washington, DC. The closing seminar will be held in June 2013 also in Washington, DC.

Senior Leadership Academy
CIC and AALI cosponsor a year-long leadership development program for mid-level administrators in the divisions of academic affairs, student affairs, finance and administration, enrollment management, and advancement who aspire to a senior leadership position at an independent college or university. The Senior Leadership Academy (SLA) aims to broaden the pathways to senior leadership positions in higher education and to help participants develop perspectives beyond their current department or division and an understanding of the broader context within which their own institution operates. The program consists of seminars conducted by current and former presidents and vice presidents, readings and case studies on college and university leadership, experiential activities developed by the participant, and mentoring by the nominator and the program director, Ann Die Hasselmo, president of AALI.

CIC received 73 nominations from member presidents and CAOs for the 2011–2012 SLA program and selected 25 individuals to participate.

“Several times a year, I speak to students in large meetings. I love it. It’s a great way to explain how Catcher in the Rye changed my life, why B. F. Skinner and Cool Hand Luke made such an impact, and how the right Chopin nocturne, at just the right time, can bring a little sanity to dorm life.”

— Paul Conn, President, Lee University

CIC has obtained generous support from the Henry Luce Foundation for the SLA. Twenty-six of 52 nominees were selected in April 2012 to participate in the 2012–2013 SLA. The opening seminar will be held prior to the Institute for Chief Academic Officers in San Antonio, Texas, November 2–4, 2012, and the closing seminar will be held June 16–18, 2013, in Washington, DC.

**CIC/Aspen/Wye Seminars on Leadership**

In collaboration with the Aspen Institute, CIC offered seminars on leadership for presidents and chief academic officers. The program responded to expressions by presidents and CAOs of their desire for intellectual renewal and opportunities to discuss substantive scholarly issues and ideas with each other. Participants had opportunities to read classical and contemporary texts that have bearing on issues of leadership, discuss ideas with colleagues, and consider fundamental issues and values as they relate to the challenges of leadership. The seminars took place following the annual Presidents Institute and the Institute for Chief Academic Officers, respectively, and have been offered since 2008.

With the theme of “Leadership and Liberal Education in a Global Context,” the 2012 CIC/Aspen/Wye Seminar on Leadership for Presidents took place on January 7 in Marco Island, Florida, and the 2011 CIC/Aspen/Wye Seminar for CAOs took place on November 8 in St. Petersburg Beach, Florida. The seminars explored the effects of the global expansion of knowledge on the ways college and university leaders think about liberal learning. The discussions were guided by the most experienced of Aspen’s moderators: Todd Breyfogle, director of seminars at the Aspen Institute, moderated the January seminar; and David Townsend, director of Wye programs for Aspen and a tutor at St. John’s College in Annapolis, Maryland, for more than 30 years, moderated the November seminar.

**Workshops for Department and Division Chairs**

The 11th annual series of professional development workshops for new and experienced department and division chairs took place in four cities in spring 2012. Focusing on “Promoting Institutional Effectiveness through Collaboration,” the 2012 Workshops for Department and Division Chairs examined how chairs can collaborate with others on campus to share data, cooperate on budget management, develop mentoring programs for adjunct faculty members, and support colleagues in various administrative tasks. More than 340 department and division chairs participated in the workshops, which were held April 12–14 in Indianapolis, Indiana; May 15–17 in Providence, Rhode Island; May 22–24 in Charleston, South Carolina; and June 5–7 in Portland, Oregon.

**Programs for Spouses of Presidents and Chief Academic Officers**

CIC provides special programming for spouses of presidents and chief academic officers at its two annual Institutes. CIC’s 2012 Presidents Institute hosted 170 spouses; the 2011 CAO Institute hosted 30 spouses. The Presidents Institute Spouses Program featured executive coach Donna Rawady who spoke about “Choosing or Re-Choosing Your Role,” and sessions on “Spousal Recognition and Compensation” and “Serving on Nonprofit Boards.”

(For the participant list, see the Appendix, page 46.)
Improving Educational Effectiveness

CIC supports practical, sustainable, and cost-effective ways to raise the quality of higher education. The variety of initiatives and programs that CIC offered in 2011–2012 helped strengthen campus programs for first-generation and low-income college and university students; brought distinguished visiting fellows to campuses; promoted vocational exploration in undergraduate education; supported graduate studies; strengthened libraries and learning spaces; improved teaching and research in critical fields of study; served campus leaders in improving student learning; provided professional development opportunities; and connected campuses with communities.

ENHANCING CAMPUS PROGRAMS FOR FIRST-GENERATION AND LOW-INCOME COLLEGE AND UNIVERSITY STUDENTS

CIC/Walmart College Success Awards

Thanks to a $3 million grant from the Walmart Foundation, CIC awarded CIC/Walmart College Success Awards of either $100,000 or $50,000 to 30 member colleges and universities that wished to strengthen efforts to help first-generation students succeed in college. Selected institutions used funds over a two-year period (July 2010–July 2012). Eligible applications were submitted by 180 institutions and reviewed by a panel of chief academic officers. The selected 30 institutions, together with the 20 initial College Success Award recipients (selected in 2008), formed a Network for College Success to learn from one another and serve as models for other colleges and universities. Teams from the 30 institutions that received 2010 awards plus one representative from each of the 20 institutions that received 2008 awards participated in a conference, “Bridging the Cultural Divides,” held in Washington, DC, July 17–19, 2011. Faculty and staff members from all 50 institutions joined in online networking opportunities. Funding will support the preparation and production of a final publication on best practices from both cohorts, to be disseminated at the end of the grant period in 2013.

Pathways Project

A grant from the Carnegie Corporation of New York supported Creating Pathways to Educational and Economic Opportunity in Urban Colleges and Universities (Pathways Project) and made possible the creation of an urban cluster within the CIC/Collegiate Learning Assessment Consortium to improve learning among at-risk and underrepresented students in urban settings. Ten new institutions were added to 19 Consortium members that applied to participate in this new project, bringing the number of Pathways Project teams to 29 institutions. (For the list of participating institutions, see the Appendix, page 47.) A summer meeting was held August 1–2, 2011, in Pittsburgh, Pennsylvania, with three- and four-person teams from Pathways Project member institutions sharing their plans to improve student learning outcomes for first-generation and low-income students.

A new CIC report on the Pathways Project, using student learning assessment data from participating institutions to explore the academic achievement of low-income and first-generation students, was published in May 2012. The report, An Analysis of Learning Outcomes of Underrepresented Students at Urban Institutions, is authored by Josipa Roksa, associate professor of sociology and education at the University of Virginia, and is available on CIC’s website at www.cic.edu/CLAUrbanReport.

BRINGING DISTINGUISHED VISITING FELLOWS TO CAMPUSES

Woodrow Wilson Visiting Fellows

For nearly 40 years, the Woodrow Wilson Visiting Fellows program has brought prominent artists, diplomats, journalists, business leaders, and other nonacademic professionals to campuses across the United States for substantive week-long exchanges with students and faculty members. Now in its fifth year of operation under CIC’s management, the Visiting Fellows program continues to bring high-quality academic programming to campuses nationwide. In the 2011–2012 academic year, the program arranged 56 campus visits across the country, and it has arranged nearly 70 visits for the 2012–2013 academic year thus far. Because 2012 is an election year, several campuses are taking the opportunity to welcome Fellows who bring a deep knowledge of politics to students; many of the 130
Fellows have expertise and experience with one or more aspects of politics and government.

Among other visits, in 2011–2012 visits were made by Christine Todd Whitman, former governor of New Jersey and administrator of the Environmental Protection Agency, who visited Rocky Mountain College in September 2011; Glenn Prickett, senior vice president of Conservation International and senior fellow of the United Nations Foundation, who visited Pace University in October 2011; and Kathleen Kennedy Townsend, former lieutenant governor of Maryland and former U.S. deputy assistant attorney general, who visited Linfield College in March 2012.

Fellows recently added to the roster include The Honorable Robin R. Sanders, former U.S. Ambassador to Nigeria, the Economic Community of West African States, and the Republic of Congo; Derek Byerlee, a member of the science council of the Consultative Group on International Agricultural Research and a consultant and advisor to international organizations; Caitlin Shetterly, a freelance reporter, writer, and contributing producer to National Public Radio; and David J. R. Frakt, a lieutenant colonel in the U.S. Air Force Judge Advocate General’s Corps. (For more information on the Visiting Fellows program, see www.cic.edu/VisitingFellows.)

Eleanor Clift, journalist, author, commentator, and Woodrow Wilson Visiting Fellow, teaches a class at Washington & Jefferson College. Clift focuses on a range of topics including how Washington works, the changing media, women and politics, and the current political landscape.

“Realizing that convenience and flexibility are important parts of the college search for active military and veterans, St. Joseph’s College offers a private education at little or no cost with special tuition rates to members of the military. As a participant in the Post-9/11 GI Bill Yellow Ribbon Program, the college also offers flexible degree options including online programs, courses at off-site military installations, and classes at one of our two campuses located in Brooklyn and on Long Island.”

— S. Elizabeth A. Hill, CSJ, President, St. Joseph’s College (NY)
CIC’s Network for Vocation in Undergraduate Education (NetVUE) expanded to 168 member colleges and universities in 2012, and membership continues to increase. Established in 2009 through a generous grant from Lilly Endowment Inc., NetVUE is a nationwide campus-supported network whose purpose is to foster the intellectual and theological exploration of vocation among college and university students. Through national and regional conferences, the development and exchange of resources, and participation in online networking, institutions help students deepen their vocational exploration. Colleges and universities with well-established programs in the theological exploration of vocation disseminate the results of their work through this network and support other institutions that wish to develop similar programs.

Activities of NetVUE include a national conference held every other year, regional gatherings and multi-campus collaborations held in off-years, consulting and campus visit services, and online resources and networking.


In September 2011, Lilly Endowment Inc. awarded CIC a new grant of nearly $6.9 million—the largest grant ever received by CIC—to expand NetVUE. The grant supports three initiatives for approximately five years: a series of program development grants to NetVUE member institutions; the development of new scholarly resources for use in courses and co-curricular activities; and a program to strengthen the college chaplaincy at NetVUE member institutions.

A second national NetVUE Conference will be held in March 2013 in Indianapolis, Indiana. The first conference, held March 10–12, 2011, brought together 382 campus leaders from 124 institutions to explore the theme of “Deepening the Theological Exploration of Vocation.”

“Wheaton College provides a liberal arts education to our “Posse Scholars”—student leaders from New York City public high schools who are placed in supportive intercultural teams and trained to succeed in college. Our goal is to prepare students not for entry-level positions, but for a life of learning and active citizenship as well as professional advancement.”

— Ronald A. Crutcher, President, Wheaton College (MA)
SUPPORTING GRADUATE STUDIES

American Graduate Fellowships

The American Graduate Fellowships program, created in 2006, advances two primary purposes: encouraging the best students at small and mid-sized independent colleges to apply for PhD work in the humanities at top-tier private research institutions and raising awareness at leading graduate schools that small colleges are a rich source of talented future doctoral students in the humanities.

The program provides fellowships for doctoral study in the humanities to graduates of small, lesser-known colleges who are admitted to the PhD programs in some of the most selective research universities in the United States and United Kingdom. The program was created in response to the trend of graduate programs in the humanities increasingly drawing students from research institutions and flagship state universities.

Two fellowships, worth up to $50,000 each and renewable for a second year, were awarded annually since 2007 (with the exception of 2010). A total of eight students received up to $100,000 as American Graduate Fellows. In the 2010–2011 academic year, the final round of the program, CIC received 37 applications, selected seven finalists, and named two winners. In 2012, the remaining funds of the original donation after all of the Fellowships were completed in spring 2008, CIC launched in 2010 a series of four workshops on Information Fluency in the Disciplines. Supported by grants from the Andrew W. Mellon Foundation, the workshops help independent colleges and universities move beyond teaching basic information “literacy” in the general education curriculum to infusing information “fluency” into majors in the humanities.

Workshop participants include teams of faculty members, librarians, and chief academic officers from CIC member colleges and universities. The first and second workshops focused on literature and were held in New Orleans, Louisiana, in March 2010 and February 2011. A third workshop, which focused on history, was held in San Antonio, Texas, in March 2011. In March 2012, teams from 17 institutions participated in the fourth and final workshop in this series that centered on ancient studies and took place in Baltimore, Maryland. (For the list of participating institutions, see the Appendix, page 47.) The workshops have been endorsed by the American Historical Association, American Philological Association, Appalachian College Association, Association of College and Research Libraries, Modern Language Association, and the United Negro College Fund.

Planning is underway for four additional workshops, also supported by the Andrew W. Mellon Foundation, on information fluency in world languages and literatures, English and American literature, pre-modern history, and modern history. The first seminar in the new series will be offered in spring 2013.

IMPROVING TEACHING AND LEARNING IN SELECTED FIELDS

Ancient Greece in the Modern College Classroom Seminar

CIC and the Center for Hellenic Studies, a research institute of Harvard University in Washington, DC, cosponsored the seventh in a series of seminars on Ancient Greece in the Modern College Classroom that strengthens the use of classical texts in undergraduate general education. Made possible through the generous support of the Andrew W. Mellon Foundation, the seminar was held July 23–29, 2012, and focused on “Song Culture of Athenian Drama.” Interest in the program remained high—CIC selected 20 participants for participation from 65 nominations. (For the participant list, see the Appendix, page 47.)

Gregory Nagy, director of the Center, Francis Jones Professor of Classical Greek Literature, and professor of comparative literature at Harvard University, and Kenneth Scott Morrell, associate professor and chair of Greek and Roman studies at
Rhodes College, directed the seminar. Participants explored Athenian drama as a unique form of a much broader and multifaceted song culture in ancient Greece. Discussions focused on the performative aspects of the dramas and the ways they drew upon and adapted a range of lyric traditions. A goal of the workshop was to enable participants from various disciplines to incorporate Athenian drama into their courses.

Future topics for the seminars on Ancient Greece in the Modern College Classroom will include the *Iliad* in 2013, the *Odyssey* in 2014, and a yet-to-be-determined topic in 2015.

**American History Seminar for Faculty Members**

To strengthen teaching in history at CIC institutions, CIC and the Gilder Lehrman Institute of American History cosponsored, for the 11th year, a seminar for faculty members June 10–13, 2012. The Andrew W. Mellon Foundation provided generous support in 2012, and the United Negro College Fund was a cosponsor for a fifth year. Due to high interest in the topic, “Slave Narratives” was again the seminar’s focus. CIC received 86 nominations and selected 26 faculty members to participate. *(For the participant list, see the Appendix, page 48.)*


During the intensive four-day seminar, participants discussed the place of slavery and abolition in American history and culture by examining a wide variety of antebellum and postbellum narratives—those of Frederick Douglass and Booker T. Washington, respectively, as well as other recently discovered narratives included in Blight’s book. Seminar discussion led to new ways of incorporating slave narratives into courses, new ideas for research projects, and the development of new courses focused entirely on slave narratives.

**Teaching Pre-Modern European Art in Context**

This program, launched in 2010 and supported by the Samuel H. Kress Foundation, is designed to strengthen the teaching of art history at CIC institutions. Three seminars have been held, each at a different museum with a significant Samuel H. Kress Collection of works of art. The first seminar, held at the Birmingham Museum of Art in Birmingham, Alabama, in July 2010, focused on 14th and 15th century Italian painting. The second seminar, held at the High Museum of Art in Atlanta, Georgia, in June 2011, addressed the topic of “Living with Art in Renaissance and Baroque Europe (c. 1300–1700).” The third and final seminar of the series explored “Making and Meaning in Medieval, Renaissance, and Baroque Europe (c. 1300–1625)” and took place at Oberlin College’s Allen Memorial Art Museum in Oberlin, Ohio, June 17–22, 2012.

CIC selected 20 participants from 64 nominations for the 2012 seminar. *(For the participant list, see the Appendix, page 48.)* Participants engaged in focused study, discussion, sharing of teaching practices, and engagement with colleagues. They were able to view numerous works of art closely to develop a better understanding of the works. In addition to examining and discussing artworks in the Allen's galleries and print study room, as well as the Oberlin library’s special collections, participants met with conservators from the Intermuseum Conservation Association laboratory and curators at the Cleveland Museum of Art. They also attended a reception at Oberlin's Weltzheimer/Johnson House, which was designed by Frank Lloyd Wright.
Making the Case for Independent Higher Education

CIC serves as a national voice for independent higher education and promotes the distinctive features of education offered by small and mid-sized, teaching-oriented, residential, private liberal arts colleges and universities.

INCREASED VISIBILITY IN THE NATIONAL MEDIA

College Media Conference for Campus Public Relations Directors
Exploring the theme “New Realities: Campus Coverage and the Media,” the 2012 College Media Conference attracted the largest number of participants in its 26-year history. Held in Washington, DC, June 27–29, more than 300 people participated in the event from 41 U.S. states, the Virgin Islands, and Canada. CIC and the American Association of State Colleges and Universities again co-hosted the conference in which speakers shared best practices for publicizing campus news, and participants networked with more than 30 journalists as well as their public relations and communications colleagues.


A one-day preconference workshop, “Crafting Your Digital Strategy: Social Media and Beyond,” preceded the two-day conference. During the preconference, specialists addressed social media, web, and mobile content challenges; social media metrics, tools, and tips; case studies; methods to safeguard brands online; and how to attract campus coverage from online outlets.

Articles, Op-eds, and Coverage of CIC Programs and Services
CIC continued to expand its role as a national voice for independent higher education through an increasing number of interviews, opinion pieces, and articles. These efforts resulted not only in more coverage of CIC conferences, programs, and services, but CIC member institutions also were more often highlighted in stories by reporters who otherwise might not have focused on small or mid-sized private colleges or universities.

Several CIC programs and services received coverage this year by the national and trade press:
- CIC was mentioned in the Chronicle of Higher Education article “Labor Board Is Offered Starkly Different Views of Faculty Influence on Colleges” (July 9); and the Inside Higher Ed articles “College Associations and Faculty Unions Argue Over Collective Bargaining...” (July 30); and the Chronicle of Higher Education article “...” (August 5).

Held in Washington, DC, the 2012 College Media Conference attracted the largest number of participants in its 26-year history.
“Private liberal arts institutions do a superior job of educating low-income, minority, first-generation, and high-risk students. At Mercyhurst University last year, more than 79 percent of full-time undergraduates received some kind of need-based financial aid, and the average need-based scholarship or grant award was more than $12,000. Mercyhurst combines a liberal arts education with career preparation because, as many say, ‘career prep may get you your first job, but the liberal arts get you your third job—with that big promotion.’”

— Thomas Gamble, President, Mercyhurst University

MAKING THE CASE FOR INDEPENDENT HIGHER EDUCATION (cont’d)

at Private Institutions” (July 9); “Conference Considers State of Student Assessment” (June 11); “Colleges Fail U.S. Financial Test” (October 13); and “Disingenuous Data” (November 9).

• Stories quoting CIC President Richard Ekman included a lead story in Inside Higher Ed, “Welcome to the Party,” that positioned CIC as the national organization that engages college leaders in challenges facing the liberal arts sector (April 19); “For-Profit Group Tries New Approach, Again” focused on the new president of the Association of Private Sector Colleges and Universities (March 2); and “Starting to Worry” (October 10). Ekman also was quoted in a Chronicle story, “Emerging Solutions” (August 18); and a USA Today story, “Liberal Arts Education Lends an Edge” (January 25), quoted Ekman on the Collegiate Learning Assessment as a “pretty good measure of how people are going to do in life.”

• Three recent reports from CIC generated media coverage. The Associated Press ran a story entitled “Big Rewards, Less Job Security for College Leaders” (July 5), highlighting findings from A Study of Presidents of Independent Colleges and Universities. The Chronicle of Higher Education and Inside Higher Ed also ran items on the study: “Most Private-College Presidents are Happy in Their Roles, Report Says” (Chronicle, July 12) and “Private College Presidents: Satisfied in Their Jobs” (Inside Higher Ed, July 13). Inside Higher Ed also ran an item on CIC’s report, An Analysis of Learning Outcomes of Underrepresented

Students at Urban Institutions, on the Pathways/Collegiate Learning Assessment initiative, “Study Finds Little Difference in Students’ Performance on CLA” (May 23). That study was cited in a Citizen’s Voice (PA) column by Misericordia University President Michael MacDowell (July 23).

• In addition, the release of the final report on the CLA Consortium, Catalyst for Change: The CIC/CLA Consortium, generated press coverage from the Chronicle, “Private-Colleges Group Says a Standardized Test Improves Teaching and Learning” (November 14); Inside Higher Ed, “CLA as ‘Catalyst for Change’” (November 14); and University Business, “CIC Releases Final Report on Impact of CLA Consortium” (November 16). And an essay by Marlboro College President Ellen McCulloch-Lovell in the Chronicle (February 26) mentioned CIC’s 2010 study of chief academic officers.

• The 2012 Presidents Institute garnered good press coverage in the new year, including stories in the Chronicle, “For Small-College Presidents, Advice on Budgets and Bully Pulpits” (January 5), and a recast version of keynote speaker Nannerl O. Keohane’s address, “The Liberal Arts as Guideposts in the 21st Century” (January 29). Related articles also appeared in Inside Higher Ed, “Pep Talks and Pain Points” (January 6), and the Washington Post’s “College, Inc.” blog, “Is Higher Tuition What the Public Wants?” (January 9) and “Population of Needy College Students Is Exploding” (January 11).

• The Chronicle coverage of the CAO Institute included “What Spurs Students to Stay in College and Learn? Good Teaching Practices and Diversity” (November 6) and “For

- A Chronicle op-ed, “So You Want to Be a Chair?” featured CIC’s Department and Division Chair Workshops (May 25).
- An article in CASE Currents magazine (February 2012) entitled “Course Correction” about the “new normal” of higher education as a result of the 2008 economic crisis mentioned CIC’s Presidents Institute workshop on New Business Models for Smaller Colleges.

CIC’s partnerships with various news organizations continued to offer opportunities for CIC and its members to publicize the independent sector of higher education. Newsweek magazine approached CIC to reprise a 2011 essay that makes the case for independent colleges and universities. The essay on affordability, “Private Colleges Affordable: More Affordable Than You Think,” (April 9 and 23) appeared in a special advertising feature of Newsweek titled “Excellence in Independent Higher Education.” This partnership has enabled CIC to write essays drawing from data on CIC’s Making the Case website, and Newsweek has offered CIC member colleges and universities the opportunity to advertise in conjunction with those messages. University Business published several essays in the Independent Outlook section: “Seizing the Chance to Teach Change: The Newest Challenge to Educating for Civic Responsibility” by Ekman (June 2012); “Gardens of Originality: How to Overcome the Routine in Order to Do the Essential” by St. Lawrence University President William Fox (February 2012); “The Sequence of Assessment Priorities” by Ekman (November/December 2011); and “A Crisis is a Terrible Thing to Waste: Educating for Strategic Financial Literacy on a College Campus” by Whittier College President Sharon Herzberger (October 2011).

DOCUMENTATION OF THE INDEPENDENT SECTOR OF HIGHER EDUCATION

Making the Case Website

CIC’s Making the Case website (www.cic.edu/MakingTheCase) is the central source for evidence of the quality and effectiveness of independent higher education. The site consists of five sections: Search and General Information, Charts and Data, Books and Reports, Speeches and Addresses, and Media Activity. Organized around six key messages, comparative data and resources show that independent institutions are affordable for students and families; provide access and success for diverse students; provide personal attention to students; facilitate student success; engender alumni satisfaction with their college education; encourage students and alumni to contribute to the public good. As part of CIC’s website redesign in January 2012, more than 120 charts from the earlier Making the Case website were reconfigured for the new website and tagged for easier searching. CIC posted new data on student debt in summer 2012.

CIC periodically disseminates information and statistics by email from the Making the Case website to all member presidents, chief academic officers, and public relations and institutional research directors. These Making the Case emails include charts with links to their location on the website. In addition, Making the Case Resources packets—a compilation of news articles, op-ed pieces, and other materials—are intermittently mailed to presidents and emailed to public relations directors to help them tell the institution’s story and make the case for independent higher education.

The Making the Case website has been used by CIC in presentations about the independent sector and has assisted presidents and other institutional leaders in preparing articles and speeches and in compiling comparative data for institutional purposes. The Making the Case website initially was made possible by grants from the William Randolph Hearst Foundations.

USING CAMPUS ARCHITECTURAL HERITAGE IN TEACHING AND IN PROMOTING CIC COLLEGES

Historic Campus Architecture Project

The Historic Campus Architecture Project (HCAP) website (www.cic.edu/hcap) features about 5,000 images of 2,100 buildings and heritage sites from 389 participating colleges and universities. HCAP content is featured in ARtstor, a nonprofit organization that offers (through a subscription service) a vast digital library of scholarly images to about 950 educational and other nonprofit institutions worldwide. In addition to the extra visibility through the ARtstor site, HCAP has received publicity through the Campus Heritage Network website operated by the Society for College and University Planning (SCUP). CIC President Richard Ekman delivered the keynote address at the SCUP Symposium on Campus Heritage Preservation in Washington, DC, on November 3, 2011.

HCAP was developed with generous support from the Getty Foundation.
CIC works to advance the institutional effectiveness of its member colleges and universities through various programs, services, and activities. CIC has focused much of this effort in recent years on increasing the capacity for assessment and improvement of student learning and the effective use of comparative data to improve planning and decision making by independent colleges and universities.

PROMOTING ASSESSMENT OF LEARNING OUTCOMES
CIC has long been a national leader in voluntary efforts to improve the quality of student learning and a strong advocate of institutional autonomy in accountability efforts. For more than a decade, CIC has helped its member colleges and universities navigate through the array of initiatives that are underway—those by regional accreditors, foundation-supported projects, and various campus efforts.

Statement on Assessment
In January 2012, CIC’s Board of Directors endorsed the CIC Statement on Assessment: Leadership for Student Learning Assessment and Accountability. This document traces CIC’s leadership of efforts to improve the quality of undergraduate education since 2001, when CIC was the first national presidential association to urge its members to use the National Survey of Student Engagement (NSSE), through CIC’s most recent initiatives, the Degree Qualifications Profile (DQP) Consortium and the Engaging Evidence Consortium. The statement further describes CIC’s approach to assessment and accountability efforts, which is sensitive to the costs and administrative burdens placed on institutions and respects the diverse missions of institutions. (For the assessment statement, see www.cic.edu/Assessment.)

Collegiate Learning Assessment Consortium
Since 2002, CIC has collaborated with the Council for Aid to Education to develop and implement the Collegiate Learning Assessment (CLA), one of the first standardized instruments to measure directly an institution’s contribution to student learning. Initially involving 12 institutions, in 2005 the CIC/CLA Consortium expanded to 33 colleges and universities, meeting each summer for collaboration and support. In May 2008, CIC published its first report on the work of the Consortium, Evidence of Learning: Applying the Collegiate Learning Assessment to Improve Teaching and Learning in the Liberal Arts College Experience. Continued funding from the Teagle Foundation enabled, in Phase III of the Consortium, 47 colleges and universities to develop more comprehensive assessment strategies using the CLA (fall 2008—spring 2011). (For the list of participating institutions, see the Appendix, page 49.) The final report on the work of the CIC/CLA Consortium from 2008 through 2011, Catalyst for Change: The CIC/CLA Consortium, was published in November 2011 and is available on CIC’s website.

Support for the National Survey of Student Engagement
In 2001, CIC was the first national presidential association to urge its members to use NSSE as a means of gauging student involvement in educationally purposeful activities that are highly correlated with academic success. To date, more than 540 CIC colleges and universities (88 percent of CIC’s membership) have used NSSE to assess student engagement in the first and senior years. Many CIC institutions make their NSSE scores available to the public, and more than 180 have posted their results on the USA Today website. Many CIC colleges and universities also are using the Faculty Survey of Student Engagement and the Beginning College Survey of Student Engagement.

Other Assessment and Accountability Efforts
CIC has taken a leadership role in supporting other national assessment and accountability efforts. Working with the Teagle Foundation and other higher education associations, CIC helped draft and disseminate a statement of principles, New Leadership on Student Learning and Accountability.
CIC published three major reports in 2011–2012.

In July 2012, CIC released *A Study of Presidents of Independent Colleges and Universities*, which examines the demographic characteristics of college presidents, their duties and responsibilities, satisfaction and frustrations with their work, career paths, and the presidential search process and conditions of employment.

In May 2012, CIC released *An Analysis of Learning Outcomes of Underrepresented Students at Urban Institutions*, commissioned from Josipa Roksa, associate professor of sociology and education at the University of Virginia. The study found that urban and non-urban independent colleges do equally well in educating different groups of students, including students from underrepresented groups.

In fall 2011, CIC released a final report on the work of the CIC Collegiate Learning Assessment (CLA) Consortium, which tested a way to measure student learning outcomes that is not overly burdensome. *Catalyst for Change: The CIC/CLA Consortium* highlights the efforts of 47 independent colleges and universities to make voluntary use of the CLA and describes the challenges faced and best practices learned in using assessment results to improve teaching and learning.

To read the reports, see [www.cic.edu/CIC-Reports](http://www.cic.edu/CIC-Reports).
PROMOTING DATA-INFORMED DECISION MAKING (cont’d)

participating institutions in their regions. (For the list of participating institutions, see the Appendix, page 49.) The Consortium will meet two more times—in October 2012 and August 2013—and the project will conclude with the publication of the results at the end of 2013.

Engaging Evidence
CIC received a grant in May 2011 from the Teagle Foundation to apply the lessons learned from the CIC/CLA Consortium as well as from other Teagle-supported consortia to develop a network that could help private colleges and universities learn how to make more effective use of the results of student outcomes assessment to improve the quality of student learning. In February 2012, CIC selected 40 institutions from among the 69 that applied to participate. The project featured an August 2012 workshop in Washington, DC, for three-person teams from the 40 institutions to implement data-informed projects that will improve teaching and learning at their institutions. (For the list of participating institutions, see the Appendix, page 50.) Participating institutions formed a network to improve student learning. Institutions have a year to implement their projects and report on the outcomes.

USING DATA TO INFORM DECISION MAKING

Through its own initiatives and partnerships with other organizations, CIC helps strengthen the capacity of member colleges and universities to use comparative data to improve institutional effectiveness, planning, and decision making.

Key Indicators Tool
CIC’s Key Indicators Tool (KIT), developed in 2004, provides each CIC member president with an annual confidential, customized, benchmarking report at no cost to the institution. The KIT contains comparative data on 20 performance indicators in the areas of student enrollment and progression, faculty, tuition and financial aid, and institutional revenue and expenditures. Drawing from a database of more than 800 non-doctoral, private, nonprofit colleges and universities, the KIT provides comparisons of institutional performance over a five-year period by region of the country, enrollment size, institutional financial resources, and Carnegie classification. The KIT is based on the most recent data from the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS). Prepared for CIC by the Austen Group, the eighth annual KIT was released in October 2011 to institutional member presidents, and the ninth annual report will be issued in December 2012.

Following initial funding by the William Randolph Hearst Foundations, TIAA-CREF has generously supported the KIT since 2008.

Financial Indicators Tool
CIC’s Financial Indicators Tool (FIT), developed in 2005, provides each CIC member president with an annual confidential, customized, financial benchmarking report to complement the KIT at no cost to the institution. The FIT measures institutional financial health using four core financial ratios along with a combined index score. It is designed to provide a succinct indication of an institution’s financial performance over six years with comparisons similar to those in the KIT. With the assistance of the Austen Group, CIC collects a unique, proprietary dataset of more than 700 baccalaureate and master’s-level private colleges and universities, using data from IPEDS and from IRS Form 990s acquired through GuideStar. The FIT is the first benchmarking report to apply this methodology to a national group of colleges and universities. The sixth annual FIT, released in July 2012 to institutional member presidents, indicates that the financial health of CIC colleges and universities has improved since the 2008 recession. After consecutive declines during academic years 2007–2008 and 2008–2009, the financial health of independent small and mid-sized institutions as measured by the Composite Financial Index showed signs of improvement in 2009–2010, the most recent year for which data are available.

Following initial funding by the William Randolph Hearst Foundations, TIAA-CREF has generously supported the FIT since 2008.

Other Benchmarking Services
In partnership with the Austen Group, which produces the KIT and FIT, CIC provides additional benchmarking services to augment these reports. The added services include enabling a CIC member institution to select two sets of comparison institutions for more refined benchmarking analysis. CIC member institutions also are able to schedule an online consultation with the president of the Austen Group, Michael Williams. Each of these benchmarking services is available to CIC member institutions for a modest fee. As of June 2012, 62 CIC member institutions have requested 128 of these services: 58 comparison group KITS, 48 comparison group FITs, 11 comparison group selection services, nine online consultations, and two international benchmarking reports.
Serving State Fund Members

CIC has an active program to support the advancement of State Fund Members—fundraising consortia of independent colleges and universities around the country. CIC provides member services, consulting, and grant support to State Fund Members and offers conferences and “best practices” workshops.

Annual Conference

The Annual Conference for executives and staff of CIC State Fund Members was held April 29–May 1, 2012, in Chicago, Illinois. With the theme of “Enhancing Your Impact: A Focus on the Future,” the conference included sessions on issues relevant to independent higher education and best practices for state fundraising consortia. Keynote and plenary speakers included: Tom Keppe, president, Juniata College; Mary Meehan, president, Alverno College; Nancy Farmer, executive director, Tuition Plan Consortium; and Caroline Altman Smith, senior program officer, Kresge Foundation. At the Awards Dinner, CIC presented the State Fund program’s annual “Outstanding Service Award” to Douglas A. Penner, president of the Kansas Independent College Fund, in recognition of his leadership as presiding officer during the transitional period of the Foundation for Independent Higher Education’s (FIHE) merger with CIC. The dinner program speaker was Diane Dillon, director of scholarly and undergraduate programs at the Newberry Library.

Endowment

The CIC-FIHE endowment was valued at nearly $36 million as of June 30, 2012. In keeping with the donor’s directive, the endowment is dedicated to advance the programs of CIC’s State Fund Members and, through them, their member colleges and students.

GRANT PROGRAMS

The drawdown from the endowment supports a range of projects and programs to benefit State Funds and their member colleges and universities, including the following grant programs, supplemented by grants from the UPS Foundation.

UPS Scholarship Program

During 2011–2012, CIC provided nearly $1.5 million in grants to State Fund Members to distribute to their member colleges as UPS Scholarships for students from underserved populations, such as first-generation, minority, or low-income families. Students at more than 600 independent colleges benefitted from this program, with each student receiving a $2,400 UPS Scholarship.

Scholarship Challenge Grants

In a new initiative launched in October 2011, CIC pledged to provide $25,000 challenge grants to seven State Fund Members—those in Arkansas, Illinois, Louisiana, Maryland, Michigan, Minnesota, and Ohio—as leverage for them to raise additional gifts and grants for student scholarships. Several states pledged to raise more than the required 1:1 match, and all states exceeded their challenge grant goals. Combining the new money raised with the CIC grants, the program generated more than $680,000 in new scholarship funding for students at member colleges in those states.

Capacity-Building Grants

In the second year of this program, CIC awarded a total of $25,000 to five State Fund Members. State Funds in Georgia, Illinois, Ohio, South Carolina, and Virginia each received $5,000 grants as seed money to enhance their capacity to raise funds, particularly for student scholarships, and to coordinate collaborative projects on behalf of the private colleges and universities in their states.

First Opportunity Partners Grants

Designed to support multi-college collaborations to enhance access and success for first-generation students at private colleges and universities, this
SERVING STATE FUND MEMBERS (cont’d)

long-standing grant program approved four grants for a total of $100,000 in the fall 2011 cycle. The funds were distributed to State Fund Members in Illinois, Ohio, South Carolina, and Virginia after the State Funds raised gifts and grants to match the amount of the CIC grant.

National Venture Fund Grants
This grant program, which supports multi-college collaborations to advance the interests of independent colleges, pledged $100,000 in grants to State Fund Members in Illinois, Minnesota, Pennsylvania, Virginia, and Washington in November 2011. The funds were distributed after the State Funds raised gifts and grants to match the amount of the CIC grant. Initiatives funded include a new career services initiative, a public television special to promote private colleges, student undergraduate research fellowships, a project to enhance community college connections, and a strategic planning workshop for fundraisers of the State Funds.

HSBC First Opportunity Partners Scholarship Program
In July 2011, a grant from HSBC-North America provided 15 scholarships of $5,000 each to private college students from minority, first-generation, or lower-income families from the greater Los Angeles and New York City areas. The scholarships were awarded through a competitive application process and distributed to each student’s college through the respective State Fund office.

MEMBER SERVICES
CIC provides additional services to State Fund Members. Activities in 2011–2012 included the following.

Benchmarking Reports
A benchmarking service provides State Funds with comparative data on their fundraising efforts, comparing a State Fund’s results with those of an immediate peer group of State Funds and with the full network.

CASE Membership
Through its institutional membership in the Council for Advancement and Support of Education, CIC offered discounted CASE memberships to its State Fund Members.

FIHE Community Site
The FIHE Community Site takes the State Fund Members’ website portal to a much higher level. This SharePoint site is a fully interactive online “community” that gives State Fund executives new opportunities to share information.

“As one of the 28 Jesuit universities in the United States, Rockhurst University’s liberal arts curriculum helps students in classrooms and beyond explore and be comfortable with life’s questions, as much, if not more, than its answers. Active citizenry, conversancy with many issues, and life-long learning are just some of the outcomes of an education that embraces the arts, science, literature, history, politics, math, philosophy, theology, and rhetoric.”

— Rev. Thomas B. Curran, President, Rockhurst University
Collaborating with Partners

Through collaboration among private colleges and universities and by partnering with other organizations, CIC offers programs and services that are cost-effective and efficient. Among the many CIC-sponsored collaborations are the following programs.

DEVELOPING LEADERS

CIC and the American Academic Leadership Institute
CIC continued its relationship with AALI, an organization formed in 2007 after a reorganization of the Academic Search Consultation Service produced AALI and a subsidiary, Academic Search, Inc. Under the arrangement, CIC and the American Association of State Colleges and Universities became “supported organizations” (in Internal Revenue Service terms) of AALI, and AALI became a “supporting organization.” Proceeds from Academic Search, Inc. enabled AALI to fund projects in 2011–2012 to support leadership development activities by CIC. The alliance serves independent higher education leaders by working together to identify future leaders, prepare them to move into the next level of leadership, and help institutions match leaders with institutional needs.

Leadership through New Communities of Knowledge Workshops
CIC has partnered with the Council on Library and Information Resources (CLIR) to offer professional development opportunities for library staff at CIC institutions on topics such as understanding student research behavior, managing digital assets, and restructuring work within the library.

In September 2011, teams from six CIC member institutions participated in the "Undergraduate Research Behavior Workshop" that was held at Westminster College in Salt Lake City, Utah, to understand better undergraduate students' library practices. (For the list of participating institutions, see the Appendix, page 50.) On a larger scale, 62 CIC member institutions participated in a symposium on “The Future of the Liberal Arts College Library” in Milwaukee, Wisconsin, October 10–12, 2011.


HELPING STUDENTS THROUGH TUITION EXCHANGE

Tuition Exchange Program (CIC-TEP)
A key benefit of CIC membership, the CIC Tuition Exchange Program consists of a network of member colleges and universities willing to accept as students—tuition free—full-time employees and their family members from other CIC institutions. As of June 30, 2012, an increased number (397) of CIC’s 609 four-year member institutions were participating in CIC-TEP, making it one of the largest national tuition exchange programs for private, four-year colleges and universities.

2011–2012 ANNUAL REPORT 25
“From the first day students begin at Hamline, we stress the importance of serving, collaborating, and leading to make the world a better place. Students quickly discover that through big-picture thinking and collaboration they can shape projects that make a difference. When the opportunity arose to raise funds for leadership gifts to the new university center, student leaders were among the first to understand how the center would enhance the community and among the first to act.”

— Linda N. Hanson, President, Hamline University

COLLABORATING WITH PARTNERS (cont’d)

ENCOURAGING STUDENT JOURNALISTS

CIC/New York Times Partnership in Education

Presidents from 28 CIC member colleges and universities participated in the 2011 Presidents Council meeting of the Partnership in September at the Times headquarters in New York City. CIC Board member Marjorie Hass, president of Austin College, chaired the meeting. Participants met with Jane Karr, editor of the Education Life section, and Andrew Rosenthal, editorial page editor.

The New York Times Student News Editors Workshop in April 2012 included 30 student news editors from ten CIC member institutions. At this annual meeting, participants spent the day exploring the role of a newspaper in society, meeting with Times correspondents and editors, and developing their journalistic skills.

The Partnership, launched in 2003, includes 78 CIC members. (For the list of participating institutions, see the Appendix, page 51.) Members receive discounted subscriptions, advertising rates, and rights and permissions site licenses for the Times archives, as well as programs and events on campus sponsored by the Times and priority in securing reporters and editors for speaking engagements on campus.

STRENGTHENING INSTITUTIONAL OPERATIONS

Assessment and Accountability

CIC is deeply involved in national discussions of assessment and accountability. As such, CIC’s Collegiate Learning Assessment Consortium has expanded to include more colleges and universities. Additional CIC initiatives that use data for decision making and public information (KIT, FIT, and Making the Case materials) have recently increased media attention. The CIC/CLA Consortium is the largest group of institutions that use and share CLA results to improve teaching and learning (see page 20).

Building Blocks to 2020

CIC and the National Association of Independent Colleges and Universities (NAICU) cooperate on a national initiative to increase college completion rates. The central component of Building Blocks to 2020 is a website launched in September 2010 that highlights and supports efforts by nonprofit private colleges and universities to increase the number of at-risk students they enroll and boost the retention and graduation rates of those student populations.

Teacher Education Accreditation Council/Council for the Accreditation of Educator Preparation

CIC was instrumental in the 1997 founding of the Teacher Education Accreditation Council (TEAC), a nonprofit organization dedicated to improving academic degree programs for professional educators, and has supported TEAC ever since. CIC has housed TEAC’s Washington, DC, office in CIC’s suite, with no rent charged. With active support from CIC, the Council for Higher Education Accreditation and the U.S. Secretary of Education approved TEAC as a “recognized” accreditor. The boards and staff of TEAC and NCATE met in 2010 to consolidate teacher education accreditation under a new organization, the Council for the Accreditation of Educator Preparation. Formal unification of the two organizations is expected in 2013.
Professors of the Year
CIC sponsors the U.S. Professors of the Year Program organized by the Council for Advancement and Support of Education and the Carnegie Foundation for the Advancement of Teaching.

Student Aid Alliance
CIC works with NAICU, the American Council on Education, and other associations to increase federal aid for students.

International Student Enrollment
For the fourth year, CIC publicized a program run by World Learning, Inc. that locates appropriate undergraduate colleges and universities for students from Latin American and Asian countries who wish to spend a semester or a year in the United States and provides partial tuition and fees and the full cost of room, board, books, and health insurance. Ten CIC member institutions hosted a total of 39 Global UGRAD students during the 2011–2012 academic year. The institutions included Augustana College (SD), Austin College, Chatham University, Endicott College, Juniata College, Maryville College, Nazareth College, North Central College, University of Evansville, and Utica College.

Andrew Delbanco discussed his new book, College: What It Was, Is, and Should Be, and major issues in higher education at a CIC-hosted event in Washington, DC, on May 3, 2012. Delbanco, who is Mendelson Family Chair of American Studies and Julian Clarence Levi Professor in the Humanities at Columbia University, vigorously defended the traditional four-year college experience in his book and during his discussion.

The book articulates what a college should seek to do for its students and stresses the importance of a college education. Delbanco writes that when people consider the reasons why a college education is important, they often think of two main reasons and miss a crucial third reason. In describing the first reason—economics—he says, “Providing more people with a college education is good for the economic health of the nation… and going to college is good for the economic competitiveness of the individuals who constitute the nation.” The second argument for higher education is a political one—that college is needed for a strong democracy and an educated citizenry. The third reason, Delbanco explained, is that college teaches people to enjoy life—it opens people’s senses and minds to experiences that would otherwise be closed to them.

About 50 people from higher education associations, government agencies, and the media attended the discussion, which marked CIC’s first time to host a public book talk.
Gordon C. Winston has distinguished himself through important research on the economics of higher education and has mentored a generation of economists who have, with him, defined this field and raised awareness of its importance. He has served as a teacher, scholar, and administrator at Williams College since 1963, when he began as assistant professor in the economics department. Over his 45-year career at Williams, Winston went on to serve as chair of the economics department, provost of the college, and co-founder and director of the Williams Project on the Economics of Higher Education. He also accepted overseas assignments in Pakistan, Bangladesh, Nigeria, and the United Kingdom and was visiting scholar at the Institute for International Economic Studies at the University of Stockholm. Today, he is emeritus professor of economics at Williams and continues his work with the Williams Project.

T. Jerome and Carolyn Rae McGonigle Holleran have made transformational investments in Connecticut College and Alvernia University. They have a sophisticated understanding of the role of philanthropy in private higher education, and their investments demonstrate this. They are as interested in supporting annual funds and providing ongoing operating support as they are in major capital, program, and endowment investment. At Connecticut College, their financial support totals nearly $5 million, and at Alvernia their philanthropy has reached $6.3 million. In addition to their service to CIC members Connecticut College and Alvernia University, Mr. Holleran has been equally supportive of his alma mater, Carnegie Mellon University. He has served as a trustee and now remains active as an emeritus trustee.

The John R. Oishei Foundation has over many years provided significant grant funding to most, if not all, of the private colleges and universities in western New York. The history of the foundation is not well known outside of western New York state, yet people everywhere have benefitted from the genius of the founder, John R. Oishei, for his role in the development of the automobile windshield wiper. The foundation’s mission is to improve life for the citizens of western New York state and has provided grant funding to strengthen institutions of higher education. When the foundation first was created, it provided significant funds for student scholarships. Recently the Western New York Higher Education Consortium that includes 22 institutions—both private and public universities—has received grant support from Oishei to strengthen relationships among its members and with the business community.
Mary Ann Gawelek, provost and dean of the faculty at Seton Hill University since 1996, is the recipient of the 2011 Chief Academic Officer Award in recognition of her contributions to colleagues at independent colleges and universities. As a member of the Chief Academic Officers Task Force (2000–2004), she helped develop the program and facilitated discussions at the Women CAOs Luncheon. Gawelek also has been instrumental in helping new CAOs through her service as coordinator of the CIC Workshop for New Chief Academic Officers and as a mentor. In addition, she has helped strengthen private institutions throughout the country through her contributions to CIC’s Workshops for Department and Division Chairs. At Seton Hill, Gawelek is responsible for all academic programs, serves on the Seton Hill faculty as a professor of psychology, and teaches the Senior Integrative Seminar. Previously, she was dean of Lesley University’s counseling psychology and expressive therapies division and interim dean of the graduate school. In addition to teaching experience at Seton Hill and Lesley, she served as assistant clinical professor in the counseling psychology program at Boston University.

Ernest T. Pascarella (right), co-director, Center for Research on Undergraduate Education at the University of Iowa, and Patrick T. Terenzini (left), Distinguished Professor of Higher Education and senior scientist emeritus in the Department of Education Policy Studies and the Center for the Study of Higher Education at the Pennsylvania State University, shared CIC’s 2011 Academic Leadership Award.

Pascarella, who holds the Mary Louise Petersen Endowed Chair in Higher Education, has focused his research and writing on the impact of college on students, authoring more than 150 journal articles on this topic, and is coauthor (with Terenzini) of the two-volume How College Affects Students (Jossey-Bass, 1991 and 2005), a synthesis of over 2,600 studies on the impact of college. This publication received the 1991 Research Achievement Award from the Association for the Study of Higher Education and was identified as one of the 100 most important and influential books on American higher education written in the 20th century. In 2010 he was identified as the second most cited scholar in the “core journals” in higher education, and the 1991 book, How College Affects Students, was identified as the single most cited book.

Terenzini’s research examines the effects of college on student learning and development, persistence, and educational attainment. In addition to How College Affects Students, he has published more than 130 articles in refereed journals and made more than 250 presentations at scholarly and professional, national, and international conferences. Terenzini is a former editor-in-chief of New Directions for Institutional Research, associate editor of Higher Education: Handbook of Theory and Research, and editorial board member for The Review of Higher Education. He has been the principal or co-principal investigator on research grants totaling more than $13 million from such organizations as the National Science Foundation, the U.S. Department of Education, the Lumina Foundation for Education, the Sloan Foundation, and the Spencer Foundation.
Recognition for Consecutive Years of Sponsorship

CIC recognized two companies for their sponsorship of the Presidents Institute for 20 years:

**Jenzabar**

CIC recognized four companies for their sponsorship of the Presidents Institute for ten years:

**Noel-Levitz**

**Academic Search**

**Executive Management Services, Inc.**

**Hardwick Day**

**Scannell & Kurz, Inc.**

“The construction of campus facilities creates a spirit of growth and change that permeates the university. The ‘on the move’ feeling pushes students and faculty forward as we prepare graduates for their lives of work, citizenship, and service. Essential to this preparation are the outcomes of a liberal arts education—critical thinking, communication, ethical practice, scientific literacy, aesthetic enjoyment, creativity, cultural sensitivity, and the other skills and traits that constitute our learning mission.”

— Edwin H. Welch, President, University of Charleston (WV)
CIC’s fundraising efforts generate three types of revenue—restricted program grants for projects, restricted operating grants earmarked for particular programs, and grants for general operating support. CIC received financial support between July 1, 2011, and June 30, 2012, from these donors and sponsors:

Academic Search, Inc.
Allegheny College
American Academic Leadership Institute
Ann Duffield & Associates
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The New York Times
The PFM Group
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TIAA-CREF
UPS
Van Yahres Associates
Walmart Foundation
Wichita Falls Area Community Foundation
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W.M. Keck Foundation
Williams & Company
Witt/Kieffer Executive Search
Zone 5
Financial Statement

STATEMENT OF REVENUES, EXPENSES, AND CHANGE IN UNRESTRICTED NET ASSETS
For the year ended June 30, 2012

**Revenue**
- Membership Dues: 3,253,713
- Participant Registration Fees: 1,549,231
- Corporate Support and Foundation Grants: 3,877,233
- Endowment Distribution: 1,824,305
- Interest, Dividends, and Other Income: 284,829

Total Revenues: $10,789,311

Unrealized Gains/Losses on Investments: (395,693)

Total Revenue: $10,393,618

**Expenses**
- Meetings, Workshops, and Educational Programs: 4,603,771
- Grants/Scholarships to Member Colleges, Universities, and State Funds: 3,422,178
- Administrative and Support Services: 2,296,607

Total Expenses: $10,322,556

**Change in Unrestricted Net Assets**
$71,062

(A copy of the audited financial statements will be provided upon request.)
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Stephanie Wiles
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CIC continues its steady membership growth and serves 634 independent colleges and universities, including liberal arts, comprehensive, four-year, two-year, and international institutions. In addition, 89 national, state, and regional organizations are Affiliate or State Fund Members.

Alaska
Alaska Pacific University

Arizona
Prescott College

Arkansas
Hendrix College
John Brown University
Lyon College
Philander Smith College
University of the Ozarks

California
American Jewish University
Azusa Pacific University
California Lutheran University
Chapman University
Concordia University
Dominican University of California
Fresno Pacific University
Golden Gate University
Holy Names University
Marymount College

Mills College
Mount St. Mary's College
Notre Dame de Namur University
Pacific Union College
Point Loma Nazarene University
Scripps College
Simpson University
Thomas Aquinas College
University of La Verne
University of the Pacific
Westmont College
Whittier College
William Jessup University
Woodbury University

Colorado
Colorado Christian University
Colorado College
Naropa University
Regis University

Connecticut
Albertus Magnus College
Connecticut College

Goodwin College
Mitchell College
Sacred Heart University
Trinity College
University of Bridgeport
University of Saint Joseph

Delaware
Wesley College
Wilmington University

Florida
Beacon College
Bethune-Cookman University
Clearwater Christian College
Eckerd College
Flagler College
Florida Memorial University
Jacksonville University
Lynn University
Palm Beach Atlantic University
Rollins College
Saint Leo University
Southeastern University

NEW MEMBERS IN 2012–2013 (as of November 2012)

Institutional Members
California Baptist University, CA
Carthage College, WI
Central Baptist College, AR
Concordia University, MN
Crown College, MN
Hampden-Sydney College, VA
Muhlenberg College, PA
Pacific Oaks College, CA
Saint Michael's College, VT
St. Olaf College, MN
University of Rio Grande, OH

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Maria College, NY
Jacksonville College, TX
Trocaire College, NY

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American Student Assistance, MA
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St. Thomas University  Stetson University  Warner Southern College
Georgia
Agnes Scott College  Berry College  Brenau University  Clark Atlanta University  Covenant College  LaGrange College  Morehouse College  Oglethorpe University  Paine College  Piedmont College  Spelman College  Thomas University  Wesleyan College  Young Harris College
Hawaii
Chaminade University of Honolulu
Idaho
The College of Idaho
Illinois
Augustana College  Aurora University  Benedictine University  Blackburn College  Columbia College Chicago  Concordia University Chicago  DePaul University  Dominican University  Elmhurst College  Eureka College  Greenville College  Illinois College  Illinois Wesleyan University  Judson University  Knox College  Lewis University  Lincoln College  MacMurray College  McKendree University  Millikin University  Monmouth College  National-Louis University  North Central College  North Park University  Olivet Nazarene University  Principia College  Quincy University  Rockford College  Saint Xavier University  Shimer College  Trinity Christian College  University of St. Francis
Indiana
Anderson University  Bethel College  Butler University  Calumet College of St. Joseph  DePauw University  Earlham College  Franklin College  Goshen College  Grace College and Seminary  Hanover College  Holy Cross College  Huntington University  Indiana Wesleyan University  Manchester University  Marian University  Martin University  Saint Joseph's College  Saint Mary-of-the-Woods College  Saint Mary's College  Taylor University  Trine University  University of Evansville  University of Indianapolis
University of Saint Francis  Valparaiso University  Wabash College
Iowa
Briar Cliff University  Buena Vista University  Central College  Clarke University  Cornell College  Dordt College  Drake University  Graceland University  Grand View University  Grinnell College  Iowa Wesleyan College  Loras College  Luther College  Morningside College  Mount Mercy University  Northwestern College  Simpson College  St. Ambrose University  University of Dubuque  Upper Iowa University  Wartburg College  William Penn University

NEW MEMBERS IN 2011–2012

Institutional Members
American Jewish University, CA  Concordia University Chicago, IL  Cornish College of the Arts, WA  Goodwin College, CT  Haverford College, PA  Hood College, MD
Lincoln College, IL  Simmons College, MA  Tuskegee University, AL  University of La Verne, CA  William Jessup University, CA

Institutional Member
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International Member
Fielding Graduate University, CA

Associate Member
Landmark College, VT

Affiliate Members
Associated Colleges of the Twin Cities, MN

National Institute for Technology and Liberal Education, TX

Tuition Plan Consortium/Private College 529 Plan, MO
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<th>State</th>
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<tr>
<td>Kansas</td>
<td>Baker University, Benedictine College, Bethany College, Bethel College,</td>
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<td>Friends University, Kansas Wesleyan University, McPherson College, MidAmerica</td>
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<td>Sterling College, Tabor College, University of Saint Mary</td>
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<td>Alice Lloyd College, Bellarmine University, Berea College, Brescia University</td>
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<td>Wesleyan College, Lindsey Wilson College, Midway College, Spalding University</td>
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<td>Louisiana</td>
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<td>Orleans, Our Lady of the Lake College</td>
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<td>College, University of New England</td>
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<td>McDaniel College, Mount St. Mary's University, Notre Dame of Maryland University</td>
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<td></td>
<td>St. John's College, Stevenson University, Washington Adventist University</td>
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<td>Massachusetts</td>
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<td>Bard College at Simon's Rock, Bay Path College, Becker College, Cambridge</td>
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<td>College, Curry College, Eastern Nazarene College, Elms College, Emerson</td>
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<td>Adrian College, Albion College, Alma College, Andrews University, Aquinas</td>
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<td>College, Calvin College, Cornerstone University, Finlandia University,</td>
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<td>Hillsdale College, Hope College, Kalamazoo College, Madonna University,</td>
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<td>Marygrove College, Olivet College, Siena Heights University, Spring Arbor</td>
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<td>Missouri</td>
<td>Avila University, Central Methodist University, College of the Ozarks,</td>
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<td>Columbia College, Culver-Stockton College, Fontbonne University, Kansas City</td>
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<td>Rockhurst University, Stephens College, Webster University, Westminster</td>
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<td>College, William Jewell College, William Woods University</td>
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<td>Millsaps College, Rust College, Tougaloo College</td>
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<td>Montana</td>
<td>Carroll College, Rocky Mountain College, University of Great Falls</td>
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<td>Nebraska</td>
<td>Bellevue University, College of Saint Mary, Doane College, Hastings College,</td>
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<td>Midland University, Nebraska Methodist College, Nebraska Wesleyan University</td>
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<td></td>
<td>Union College</td>
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</table>
**Nevada**
Sierra Nevada College

**New Hampshire**
Colby-Sawyer College
Franklin Pierce University
New England College
Rivier University
Saint Anselm College
Southern New Hampshire University

**New Jersey**
Bloomfield College
Caldwell College
Centenary College
College of Saint Elizabeth
Drew University
Felician College
Georgian Court University
Monmouth University
Rider University
Saint Peter's University

**New Mexico**
University of the Southwest
St. John's College

**New York**
Cazenovia College
College of Mount Saint Vincent
Concordia College
Daemen College
Dominican College
D'Youville College
Elmira College
Hartwick College
Hilbert College
Houghton College
Ithaca College
Keuka College
Le Moyne College
Manhattanville College
Marymount Manhattan College
Medaille College
Mercy College
Molloy College
Mount Saint Mary College
Nazareth College
Nyack College
Pace University
Paul Smith's College
Roberts Wesleyan College
Siena College
St. Bonaventure University
St. John Fisher College
St. Joseph's College
St. Lawrence University
St. Thomas Aquinas College
The College of New Rochelle
The College of Saint Rose
The Sage Colleges
Utica College
Wagner College
Wells College

**North Carolina**
Barton College
Belmont Abbey College
Brevard College
Catawba College
Chowan University
Gardner-Webb University
Greensboro College
Guilford College
High Point University
Johnson C. Smith University
Lenoir-Rhyne University
Livingstone College
Mars Hill College
Meredith College
Methodist University
Montreat College
Mount Olive College
North Carolina Wesleyan College
Pfeiffer University
Queens University of Charlotte
Saint Augustine's University
Salem College
Shaw University
St. Andrews University
Warren Wilson College
William Peace University
Wingate University

**North Dakota**
Jamestown College
University of Mary

**Ohio**
Ashland University
Baldwin Wallace University
Bluffton University
Capital University
Cedarville University
College of Mount St. Joseph
Defiance College
Denison University
Franciscan University of Steubenville
Franklin University
Heidelberg University
Hiram College
John Carroll University
Kenyon College
Lake Erie College
Lourdes University
Malone University
Marietta College
Mount Vernon Nazarene University
Muskingum University
Notre Dame College
Oberlin College
Ohio Dominican University
Ohio Northern University
Ohio Wesleyan University
Otterbein University
The College of Wooster
The University of Findlay
Tiffin University
University of Mount Union
Urbana University
Ursuline College
Walsh University
Wilberforce University
Wilmington College
Wittenberg University

**Oklahoma**
Oklahoma City University
Oral Roberts University

**Oregon**
George Fox University
Linfield College
Marylhurst University
Northwest Christian University
Pacific University
Warner Pacific College
Willamette University

**Pennsylvania**
Albright College
Allegheny College
Alvernia University
Arcadia University
Bryn Athyn College
Bucknell University
Cabrini College
Carlow University
Cedar Crest College
Chatham University
Chesnut Hill College
Delaware Valley College
DeSales University
Duquesne University

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Pennsylvania (cont’d)
Eastern University
Elizabethtown College
Gannon University
Geneva College
Gettysburg College
Grove City College
Gwynedd-Mercy College
Haverford College
Holy Family University
Immaculata University
Juniata College
King’s College
La Roche College
Lafayette College
Lebanon Valley College
Lycoming College
Marywood University
Mercyhurst University
Messiah College
Misericordia University
Mount Aloysius College
Neumann University
Point Park University
Robert Morris University
Rosemont College
Saint Francis University
Saint Vincent College
Seton Hill University
Swarthmore College
Thiel College
University of Scranton
Ursinus College
Washington & Jefferson College
Waynesburg University
Westminster College
Wilkes University
Wilson College
York College of Pennsylvania
Rhode Island
Roger Williams University
Salve Regina University
South Carolina
Anderson University
Charleston Southern University
Clifford University
Coker College
Converse College
Clemson College
Converse College
Coker College
Southern Wesleyan University
Wofford College
Voorhees College
South Dakota
Augustana College
Dakota Wesleyan University
Mount Marty College
University of Sioux Falls
Tennessee
Aquinas College
Bethel University
Carson-Newman College
Christian Brothers University
Cumberland University
Fisk University
 Freed-Hardeman University
King College
Lane College
Lee University
Lincoln Memorial University
Martin Methodist College
Maryville College
Milligan College
Rhodes College
Sewanee: The University of the South
Southern Adventist University
Tennessee Wesleyan College
Tusculum College
Texas
Austin College
Concordia University Texas
East Texas Baptist University
Huston-Tillotson University
Jarvis Christian College
McMurry University
Our Lady of the Lake University
Paul Quinn College
Saint Mary’s University
Schreiner University
Southwestern Adventist University
Southern Adventist University
St. Edward’s University
Texas Christian University
Texas College
Texas Lutheran University
Texas Wesleyan University
University of Dallas
University of St. Thomas
University of the Incarnate Word
Wiley College
Utah
Westminster College
Vermont
Burlington College
Champlain College
Goddard College
Green Mountain College
Marlboro College
Norwich University
Southern Vermont College
Virginia
Averett University
Bluefield College
Bridgewater College
Eastern Mennonite University
Emory & Henry College
Ferrum College
Hampton University
Lynchburg College
Mary Baldwin College
Randolph-Macon College
Randolph College
Regent University
Roanoke College
Shenandoah University
Southern Virginia University
Sweet Briar College
University of Richmond
Virginia Intermont College
Virginia Union University
Virginia Wesleyan College
Washington and Lee University
Washington
City University of Seattle
Cornish College of the Arts
Gonzaga University
Heritage University
Pacific Lutheran University
Saint Martin’s University
Seattle Pacific University
University of Puget Sound
Whitworth University
West Virginia
Alderson-Broaddus College
Bethany College
Davis & Elkins College
Ohio Valley University
University of Charleston
West Virginia Wesleyan College
Wheeling Jesuit University
### Wisconsin
- Alverno College
- Cardinal Stritch University
- Carroll University
- Concordia University Wisconsin
- Edgewood College
- Lakeland College
- Marian University
- Mount Mary College
- Northland College
- Ripon College
- Silver Lake College of the Holy Family
- St. Norbert College
- Viterbo University
- Wisconsin Lutheran College

### Associate Members
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- Cox College, MO
- Dean College, MA
- Hesston College, KS
- Landmark College, VT
- Louisburg College, NC
- St. Augustine College, IL

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- American University of Beirut, Lebanon
- American University of Kuwait
- American University of Iraq
- American University of Paris, France
- American University of Sharjah, United Arab Emirates
- CETYS University, Mexico
- Forman Christian College, Pakistan
- Franklin College Switzerland
- John Cabot University, Italy
- Lebanese American University, Lebanon
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- Richmond the American International University in London, England
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- Zamorano University, Honduras

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- American Academy of Religion, GA
- American Council of Learned Societies, NY
- American Councils for International Education, DC
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- American Philological Association, PA
- Appalachian College Association, KY
- Associated Colleges of the Midwest, IL
- Associated Colleges of the South, GA
- Associated Colleges of the Twin Cities, MN
- Association of Advanced Rabbinical and Talmudic Schools, NY
- Association of Independent California Colleges and Universities
- Association of Independent Colleges and Universities of Nebraska
- Association of Independent Colleges and Universities of Ohio
- Association of Presbyterian Colleges and Universities, KY
- Christian College Consortium, NH
- Claremont Graduate University, CA
- Collaborative on Academic Careers in Higher Education, MA
- Colleges of the Fenway, MA
- Concordia University System, MO
- Conference for Mercy Higher Education, MD
- Consorcio Interamericano de Educacion Superior, PA
- Council for Advancement and Support of Education, DC
- Council for Christian Colleges & Universities, DC
- Council of American Overseas Research Centers, DC
- Council of Colleges and Universities of the Christian Church (Disciples of Christ), IL
- Council of Independent Colleges in Virginia
- EDUCAUSE, CO
- Evangelical Lutheran Church In America, IL
- Federation of Independent Illinois Colleges & Universities
- Fielding Graduate University, CA
- Gilder Lehrman Institute of American History, NY
- Hollings Center for International Dialogue, DC
- Iowa Association of Independent Colleges and Universities
- LeaderShape, Inc., IL
- Lehigh Valley Association of Independent Colleges, Inc., PA
- Lutheran Educational Conference of North America, SD
- Maryland Independent College and University Association
- Mennonite Education Agency, IN
**Affiliate Members (cont’d)**
Modern Language Association of America, NY
National Association of Independent Colleges and Universities, DC
National Humanities Alliance, DC
National Institute for Technology and Liberal Education, TX
National Student Clearinghouse, VA
Nazarene Colleges Council of Education, MO
New Ventures of Regis University, CO
North American Coalition for Christian Admissions Professionals, IN
Ohio Humanities Council
Online Consortium of Independent Colleges & Universities, CO
Public Conversations Project, MA
Society of Biblical Literature, GA
The Great Lakes Colleges Association, Inc., MI
The IDEA Center, Inc., KS
The New American Colleges and Universities, MA
Tuition Plan Consortium/Private College 529 Plan, MO
United Methodist Church/General Board of Higher Education & Ministry, TN
Women’s College Coalition, CT

**State Fund Members**
Alabama Association of Independent Colleges and Universities
Arkansas’ Independent Colleges and Universities
Associated Colleges of Illinois
Association of Independent Colleges and Universities of Pennsylvania
Association of Independent Kentucky Colleges and Universities
Florida Independent College Fund
Georgia Independent College Association
Independent College Fund of Maryland
Independent College Fund of New Jersey
Independent Colleges and Universities of Texas Foundation
Independent Colleges of Indiana
Independent Colleges of Washington
Independent Higher Education of Colorado Fund
Iowa College Foundation
Kansas Independent College Fund
Louisiana Independent College Foundation
Michigan Colleges Foundation
Minnesota Private College Fund
Missouri Colleges Fund
Nebraska Independent College Foundation
New Mexico Independent College Fund
North Carolina Independent Colleges and Universities
North Dakota Independent College Fund
Ohio Foundation of Independent Colleges
Oklahoma Independent Colleges and Universities
Oregon Alliance of Independent Colleges and Universities
South Carolina Independent Colleges and Universities
South Dakota Foundation of Independent Colleges
Tennessee Independent Colleges and Universities Association
Virginia Foundation for Independent Colleges
West Virginia Independent Colleges and Universities
Wisconsin Association of Independent Colleges and Universities
CIC Staff and Senior Advisors (November 2012)

CIC Staff

Allison Blackburn
Director of Conferences

Ginny Coombs
Vice President for Annual Programs

Sheila Cooper
Office Manager

Jacalyn Cox
Director of State Fund Programs

Christopher Dodds
Manager of State Fund Programs and Web Communications

Richard Ekman
President

Michelle L. Friedman
Director of Programs

Stephen Gibson
Director of Programs

Harold V. Hartley III
Senior Vice President

Barbara Hetrick
Senior Vice President

Sherita Jackson
Conference and Program Coordinator

Joy Jump
Conference and Program Coordinator

Christoph Kunkel
Chief of Staff and Vice President for Operations

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Director of Print and Digital Publications

Paula M. Miller
Communications Manager

Ned Moore
Executive Director of FIHE and CIC Vice President

Cynthia Page
Director of Finance

Leslie Rogers
Conference Manager

Wei Song
Director of Research Projects

Lara Turci
Assistant to the President and the Senior Vice President

Keith Wallace
Director of Administration

Tiwanda Washington-Settlers
Development Manager

Kate Webber
Membership Manager

Laura Wilcox
Vice President for Communications

CIC Advisors

Roger Bowen
Senior Advisor, Woodrow Wilson Visiting Fellows Program

Myrvin Christopherson
Senior Advisor, State Fund Programs

Edward J. Clark
Director, Tuition Exchange Program and Senior Advisor

Mary Ann Coughlin
Senior Advisor, Engaging Evidence Project

David S. Cunningham
Director, NetVUE Scholarly Resources Project

Marylouise Fennell, RSM
Senior Counsel

William V. Frame
Senior Advisor, Vocation and Mission Program

Barbara Gombach
Program Evaluator, NetVUE

Terry Grimes
Senior Advisor, Degree Qualifications Profile Project

Jonnie Guerra
Senior Advisor, Annual Programs

Esther Hong Delaney
Senior Advisor, CLA Pathways Project

Richard T. Ingram
Senior Advisor, President-Board Relations

R. Keith Moore
Senior Advisor, Public Relations

James A. Noseworthy
Director, NetVUE College Chaplaincy Initiative

Shirley J. Roels
Senior Advisor, NetVUE

Mary Pat Seurkamp
Senior Advisor and Director, New Presidents Program

Allen P. Splete
President Emeritus

Kerry Strand
Program Evaluator, College Success Awards Program

Susanne Woods
Senior Advisor, Information Fluency Workshops
Connecting Campuses

CIC connects campus leaders in various ways, including listservs, online communities, and task forces. There also are several ways to reach CIC.

**Council of Independent Colleges**
One Dupont Circle, NW, Suite 320
Washington, DC 20036-1142
Phone: (202) 466-7230 • Fax: (202) 466-7238
Email: cic@cic.nche.edu

**Website**
CIC’s recently redesigned website—www.cic.edu—is a rich resource of information that draws substantial traffic each year. Visit the site for news about CIC conferences and programs, to view data and resources on the effectiveness of private higher education, to download and order CIC publications, and for links to member institutions and other sites on higher education.

**Listserv Information**
Through listservs, CIC links a national network of people who lead and staff private colleges and universities. The service is free, and the listservs are reserved exclusively for CIC member institutions. In addition, the listservs for presidents and chief academic officers have been archived and include a wealth of information on myriad topics, and they are searchable by date, name, subject, and institution. To join the discussion groups, send your request via email to cic@cic.nche.edu. Include your name, title, and institution. If your request is approved, your name will be added to the appropriate listserv and you will receive an email confirmation.

**CIC Listservs**

**CICPRES-LIST**
Open only to current presidents of CIC member institutions.

**CICDEAN-LIST**
Open to chief academic officers, provosts, and those with similar rank at CIC member institutions.

**CICSTUAFF-LIST**
Open to student affairs officers and staff at CIC member institutions.

**CICPR-LIST**
Open to public relations officers and staff at CIC member institutions.

**CICADVANCE-LIST**
Open to development officers and staff at CIC member institutions.

**CICFINANCE-LIST**
Open to business officers of CIC member institutions.

**CICPSPOUSE-LIST**
Open to spouses of current presidents of CIC member institutions.

**CICCHAIR-LIST**
Open to department and division chairs from CIC member institutions.

**CICNET-LIST**
Open to those at CIC campuses interested in discussing issues of information technology.

**CICDATA-LIST**
Open to those at CIC member institutions interested in discussing issues of data and institutional research.
Appendix

Presidential Vocation and Institutional Mission 2011–2012 Participants

Walter C. Breau
Vice President for Academic Affairs
Elms College

James S. Dlugos, Jr.
Vice President and Dean for Academic Affairs
College of Saint Elizabeth

Sherilyn Emberton
Provost and Vice President for Academic Affairs
East Texas Baptist University

Vivía L. Fowler
Dean of the College
Wesleyan College

Steven J. Griffith
Senior Vice President and Academic Dean
Simpson College (IA)

Rita J. Gulstad
Vice President and Dean of the Faculty
Central Methodist University

David A. King
Provost
Eastern University

Sue King
Vice President for Information Services and Vice Provost
Avila University

David Livingston
Vice President for Advancement
Mercyhurst University

Lizbeth Martin
Vice President for Academic Affairs and Dean of Faculty
Holy Names University

Daniel May
Vice President for Academic Affairs
The University of Findlay

Victoria Mora
Dean
St. John's College (NM)

Brian Ralph
Vice President for Enrollment Management
Queens University of Charlotte

David B. Rehm
Provost and Professor of Philosophy
Mount St. Mary’s University (MD)

James M. Reynolds
Vice President for Academic Affairs and Dean of Faculty
Wilmington College (OH)

Jeffrey A. Smith
Vice President for Student Affairs and Administration
Shaw University

Don E. St. Clair
Vice President for Marketing
Woodbury University

Kelly Thompson
Vice President for External Relations
Barton College

Marion Terenzi
Vice President for Academic Affairs and Dean of the Faculty
Bloomfield College

Susan Traverso
Provost and Senior Vice President
Elizabethtown College

Colloquium on Leadership for Chief Academic Officers 2012 Participants

Susan Agre-Kippenhan
Vice President for Academic Affairs, Dean of Faculty
Lindfield College

BILLY W. Auclair
Vice President for Academic Affairs
Anna Maria College

Philip Acree Cavalier
Provost and Dean of the College
Eureka College

Valerie Collins
Vice President for Academic Affairs and Dean of the Faculty
Molloy College

Thomas H. L. Cornman
Academic Vice President and Chief Academic Officer
Cedarville University

Mary Draper
Vice President for Academic Affairs
Clearwater Christian College

Melinda Dukes
Vice President for Academic Affairs
Tusculum College

Kent A. Eaton
Provost and Vice President for Academic Affairs
McPherson College

Sherilyn Emberton
Provost and Vice President for Academic Affairs
East Texas Baptist University

Thomas J. Enneking
Executive Vice President and Provost
Marian University (IN)

Susan Hasseler
Senior Vice President for Academic Affairs and Dean of the College
Augustana College (SD)

Tina S. Holland
Executive Vice President and Provost
Holy Cross College (IN)

R. Keith Iddings
Provost and Vice President for Academic Affairs
Southern Wesleyan University
## Colloquium on Leadership for Chief Academic Officers 2012 Participants (cont’d)

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Affiliation</th>
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</thead>
<tbody>
<tr>
<td>John Mosbo</td>
<td>Senior Vice President for Academic Affairs, University of Evansville</td>
</tr>
<tr>
<td>Tracy S. Parkinson</td>
<td>Provost and Dean of the Faculty, Coker College</td>
</tr>
<tr>
<td>Evelyn Saul Quinn</td>
<td>Provost, Georgian Court University</td>
</tr>
<tr>
<td>Ariane Schauer</td>
<td>Provost and Dean of Faculty, Marymount College (CA)</td>
</tr>
<tr>
<td>Robert Strong</td>
<td>Interim Provost, Washington and Lee University</td>
</tr>
<tr>
<td>Gregg Chenoweth</td>
<td>Vice President for Academic Affairs, Olivet Nazarene University</td>
</tr>
<tr>
<td>Ronald Chesbrough</td>
<td>Vice President for Student Affairs, Hastings College</td>
</tr>
<tr>
<td>John Comerford</td>
<td>Vice President for Institutional Advancement, Westminster College (MO)</td>
</tr>
<tr>
<td>Darin E. Fields</td>
<td>Vice President for Academic Affairs and Dean of Faculty, Bethany College (WV)</td>
</tr>
<tr>
<td>David R. Finley</td>
<td>Vice President for Academic Affairs, Trine University</td>
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<tr>
<td>Scott Flanagan</td>
<td>Executive Vice President, Edgewood College</td>
</tr>
<tr>
<td>Chad Jolly</td>
<td>Vice President for Institutional Advancement, William Jewell College</td>
</tr>
<tr>
<td>Laurie Joyner</td>
<td>Vice President for Planning and Dean of the College, Rollins College</td>
</tr>
<tr>
<td>Lucas Lamdrid</td>
<td>Vice President of Enrollment Management and Student Affairs, Belmont Abbey College</td>
</tr>
<tr>
<td>Earl F. Martin</td>
<td>Executive Vice President, Gonzaga University</td>
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</tbody>
</table>

## Executive Leadership Academy 2011–2012 Participants

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Affiliation</th>
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<tbody>
<tr>
<td>Makola M. Abdullah</td>
<td>Provost and Vice President for Academic Affairs, Florida Memorial University</td>
</tr>
<tr>
<td>Mary Bornheimer</td>
<td>Vice President for Research, Planning, and Technology, McKendree University</td>
</tr>
<tr>
<td>Charlotte Borst</td>
<td>Vice President for Academic Affairs and Dean of Faculty, Whittier College</td>
</tr>
<tr>
<td>Gregg Chenoweth</td>
<td>Vice President for Academic Affairs, Olivet Nazarene University</td>
</tr>
<tr>
<td>Ronald Chesbrough</td>
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<td>Darin E. Fields</td>
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<td>Executive Vice President, Gonzaga University</td>
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</tbody>
</table>

## Senior Leadership Academy 2011–2012 Participants

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Affiliation</th>
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</thead>
<tbody>
<tr>
<td>Beth Aracena</td>
<td>Associate Dean for Curriculum, Eastern Mennonite University</td>
</tr>
<tr>
<td>Joseph Boehman</td>
<td>Dean of Richmond College/Associate Dean of Arts and Sciences, University of Richmond</td>
</tr>
<tr>
<td>Stephen Bragaw</td>
<td>Professor of Government, and Chair, Department of Government and International Affairs, Sweet Briar College</td>
</tr>
<tr>
<td>Kent Buchanan</td>
<td>Professor and Chair, Biology Department, Oklahoma City University</td>
</tr>
<tr>
<td>Lisa Carstens</td>
<td>Associate Dean of the College and Professor of English, Virginia Wesleyan College</td>
</tr>
<tr>
<td>Michael Cyze</td>
<td>Executive Director of Communication, Clarke University</td>
</tr>
<tr>
<td>Charlene Gould</td>
<td>Dean, College of Liberal Arts and Social Sciences, Avila University</td>
</tr>
<tr>
<td>Debra Heath-Thornton</td>
<td>Dean, Campbell College of Graduate and Professional Studies, Eastern University</td>
</tr>
<tr>
<td>Tara Jabbar-Gyambrah</td>
<td>Director of Multi-Cultural Affairs, Hilbert College</td>
</tr>
<tr>
<td>Deirdre Johnston</td>
<td>Professor of Communication and Chair, Communication Department, Hope College</td>
</tr>
</tbody>
</table>
Information Fluency in the Disciplines 2012 Participating Institutions

Agnes Scott College
American College of Greece
Colorado College
Concordia University Chicago
Gustavus Adolphus College
LaGrange College
McDaniel College
Messiah College
Regent University
Rockford College
Samford University
Seton Hill University
St. Norbert College
Trine University
Waynesburg University
Wesleyan College
Wilson College
Ancient Greece in the Modern College Classroom Seminar 2012 Participants (cont’d)

Michalos Constantina  
Assistant Professor of English  
University of St. Thomas (TX)

Deborah Mogford  
Associate Professor of Performing Arts  
Rockford College

Robert Moore  
Assistant Professor of History  
John Brown University

Timothy Smith  
Associate Professor of Art History  
Birmingham-Southern College

Claudia Teinert  
Professor of English  
Concordia University Texas

Mitchell Thomas  
Associate Professor of Theatre Arts  
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Elizabeth van den Berg  
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Raymond Vrazel  
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Mark Watney  
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American History Seminar 2012 Participants

Matthew Barbee  
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Stephen Berry  
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Simmons College

Margaret Brown  
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Brevard College

Aisha Lockridge  
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Ralph Lutts  
Professor of History  
Goddard College

Ajuan Maria Mance  
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Mills College

Margaret McGehee  
Assistant Professor of English  
Presbyterian College

Maureen McKnight  
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Cardinal Stritch University

Alisea Williams McLeod  
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Rust College

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Marion University (WI)

Lorna Rinear  
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Regis College (MA)

Cavin Robinson  
Assistant Professor of Philosophy  
Le Moyne College

David Settle  
Associate Professor of History  
Concordia University Chicago

Jeffrey Smith  
Professor of History  
Lindenwood University

Marion Strobel  
Professor of History  
Furman University

Philip Sturm  
Professor of History  
Ohio Valley University

Christina Zwarg  
Associate Professor of English  
Haverford College

Teaching Pre-Modern European Art in Context Seminar 2012 Participants

Meryl Bailey  
Assistant Professor of Art  
Mills College

Mary Brantl  
Assistant Professor of Art History  
St. Edward’s University

Esperanca Camara  
Associate Professor of Art History  
University of Saint Francis (IN)

Andrea Campbell  
Associate Professor of Art  
Randolph College

Laura Crary  
Associate Professor of Art  
Presbyterian College
Theresa Flanigan
Assistant Professor of Art History
The College of Saint Rose

Gregory Gilbert
Associate Professor of Art History
Knox College

David Herwaldt
Assistant Professor of Art
Wartburg College

Sara James
Professor of Art History
Mary Baldwin College

Amy Johnson
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Otterbein University

Lisa Schoenfielder
Professor of Art
Viterbo University

Christine Sellin
Assistant Professor of Art
California Lutheran University

Matthew Shoaf
Associate Professor of Art and Art History
Ursinus College

Rebecca Twist-Schweitzer
Assistant Professor of Art
Pacific University (OR)

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Jamestown College
John Carroll University
Juniata College
LaGrange College
Lynchburg College
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Stephens College
Stonehill College
The College of St. Scholastica
The University of Findlay
Texas Lutheran University
Trinity Christian College
University of Charleston (WV)
University of Evansville
University of Great Falls
Upper Iowa University
Ursinus College
Urslulle College
Wagner College
Westminster College (MO)
Westminster College (UT)
Willamette University
William Woods University

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McKendree University
Nebraska Methodist College
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Hilbert College
Indiana Wesleyan University

Jan Kennedy
Assistant Professor of Art History
Kansas City Art Institute

Wendy Koenig
Associate Professor of Art
North Central College (IL)

Robert Legueux
Assistant Professor of English
Columbia College Chicago

Barbara McNulty
Director of the Suzanne H. Arnold Art Gallery
Lebanon Valley College

Donna Sadler
Professor of Art
Agnes Scott College

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- Claflin University
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- Concordia University Chicago
- Franklin Pierce University
- Hilbert College
- Husson University
- Lasell College
- Lesley University
- Lynn University
- Marlboro College
- Messiah College
- Morningside College
- Nebraska Wesleyan University
- Our Lady of the Lake College
- Saint Joseph's College (IN)
- Saint Leo University
- Schreiner University
- Shaw University
- Shenandoah University
- Simmons College
- Springfield College (MA)
- Stetson University
- Sweet Briar College
- Trine University
- Trinity Christian College
- Tusculum College
- University of Evansville
- University of Mount Union
- Wagner College
- Westmont College
- Wheelock College
- Widener University
- Wilson College
- Denison University
- DePauw University
- Dillard University
- Dordt College
- Elizabethtown College
- Elmhurst College
- Fisk University
- Gordon College
- Grand View University
- Greensboro College
- Grove City College
- Hendrix College
- Hilbert College
- Hiram College
- Hollins College
- Holy Names University
- Hope College
- John Brown University
- Lycoming College
- Marshall College
- Milligan College
- Millikin University
- Mount Mary College
- North Central College
- North Park University
- Northwestern College (IA)
- Paul Smith's College
- Regent University
- Rollins College
- Sacred Heart University
- Saint Mary's College (IN)
- Siena College
- Simpson College
- Southern Adventist University
- St. Catherine University
- St. Norbert College
- Stephens College
- Tabor College
- Taylor University
- Trinity Christian College
- University of Richmond
- University of the Cumberlands
- Ursinus College
- Valparaiso University
- Wabash College
- Warren Wilson College
- Westmont College
- Wittenberg University
- Woodbury University

### Leadership through New Communities of Knowledge Workshops

#### September 2011 Undergraduate Research Behavior Workshop Participating Institutions

- Defiance College
- Manhattanville College
- Oklahoma City University
- Tusculum College
- Walsh University
- Westminster College (UT)

### October 2011 Future of the Liberal Arts College Library Participating Institutions

- Albertus Magnus College
- Allegheny College
- Alverno College
- American University of Paris
- Avila University
- Benedictine University (IL)
- Briar Cliff University
- Bucknell University
- Campbellsville University
- Colorado Christian University
- Covenant College

### March 2012 Learning about Students through the Lens of Anthropology Workshop Participating Institutions

- Oberlin College
- Rockhurst University
- Saint Augustine's University (NC)
- St. John Fisher College
- The College of Saint Rose
- University of St. Thomas (MN)
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Institutions and their presidents featured on the front cover (left to right): Beverly Daniel Tatum, president, Spelman College (GA); Roger N. Casey, president, McDaniel College (MD); Ruth Knox, president, Wesleyan College (GA); John Martin, president, Roberts Wesleyan College (NY); Carol A. Leary, president, Bay Path College (MA); and Christopher Kimball, president, California Lutheran University (CA).

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