ANNUAL REPORT
2006–2007

The State of Our Sector:
Independent Colleges and Universities Today
Founded in 1956, the Council of Independent Colleges (CIC) is an association of independent colleges and universities working together to:

- support college and university leadership;
- advance institutional excellence; and
- enhance private higher education’s contributions to society.

CIC is the major national service organization for all small and mid-sized, independent liberal arts colleges and universities in the U.S. CIC is not a lobbying organization but rather focuses on providing services to campus leaders as well as seminars, workshops, and programs that assist institutions in improving educational programs, administrative and financial performance, and institutional visibility.
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message from the Chair</td>
<td>2</td>
</tr>
<tr>
<td>The State of Our Sector</td>
<td>3</td>
</tr>
<tr>
<td>Connecting Leaders</td>
<td>5</td>
</tr>
<tr>
<td>Promoting High-Quality Education</td>
<td>9</td>
</tr>
<tr>
<td>Making the Case</td>
<td>14</td>
</tr>
<tr>
<td>Advancing Institutional Effectiveness</td>
<td>16</td>
</tr>
<tr>
<td>Collaborating to Strengthen Programs</td>
<td>18</td>
</tr>
<tr>
<td>Stimulating Reform</td>
<td>20</td>
</tr>
<tr>
<td>2006–2007 CIC Awardees</td>
<td>20</td>
</tr>
<tr>
<td>Resource Development</td>
<td>22</td>
</tr>
<tr>
<td>Financial Statement</td>
<td>23</td>
</tr>
<tr>
<td>Board of Directors</td>
<td>24</td>
</tr>
<tr>
<td>Advisory Committees and Task Forces</td>
<td>25</td>
</tr>
<tr>
<td>College and University Members</td>
<td>26</td>
</tr>
<tr>
<td>Affiliate Members</td>
<td>30</td>
</tr>
<tr>
<td>CIC Staff and Advisors</td>
<td>31</td>
</tr>
<tr>
<td>Connecting with CIC</td>
<td>32</td>
</tr>
<tr>
<td>Resource Development</td>
<td>22</td>
</tr>
<tr>
<td>Financial Statement</td>
<td>23</td>
</tr>
<tr>
<td>Board of Directors</td>
<td>24</td>
</tr>
<tr>
<td>Advisory Committees and Task Forces</td>
<td>25</td>
</tr>
<tr>
<td>College and University Members</td>
<td>26</td>
</tr>
<tr>
<td>Affiliate Members</td>
<td>30</td>
</tr>
<tr>
<td>CIC Staff and Advisors</td>
<td>31</td>
</tr>
<tr>
<td>Connecting with CIC</td>
<td>32</td>
</tr>
</tbody>
</table>
In my two years as Chair of the CIC Board of Directors, I have been pleased to witness great advancement in the independent higher education sector. Across the country, small and mid-sized private colleges and universities have set new records for enrollment and endowment, institutional leadership and programming has become more effective than ever, and increased use of measures of accountability and assessment has helped inform and guide our institutions in a rapidly changing world. The state of our sector is indeed strong, as is the Council of Independent Colleges itself, which continues its impressive growth as an association.

CIC continues to add many new top-quality programs, tools, and services to connect higher education leaders, promote high-quality education, make the case for the independent sector, advance institutional effectiveness, collaborate to strengthen programs, and stimulate reform.

Among the new programs offered by CIC in 2006–2007 and described in this report are the Network for Effective Language Learning and the Institutional Diagnostic Service for New Presidents. CIC also was selected this year to administer the prestigious Woodrow Wilson Visiting Fellow Program, beginning in January 2008. The Council is continuing other esteemed programs such as the American Graduate Fellowships (now in its second year); seminars for faculty members in American history and in the uses of classical texts; and libraries and learning spaces workshops. In addition, CIC continues to strengthen and update many existing services such as the Key Indicators and Financial Indicators Tools (KiT and FiT) that help improve institutional decision-making; the Making the Case website that provides up-to-date data on the effectiveness of our institutions; and the Historic Campus Architecture Project website that documents the wealth of important historic buildings and landscapes on our campuses.

Long before the recent calls for assessment and accountability by the Spellings Commission, CIC encouraged its member colleges and universities to use tools such as the Collegiate Learning Assessment (CLA) and National Survey of Student Engagement (NSSE) to document their effectiveness. CIC also has increased its role in advocating the strength and self-governance of our sector and has actively sought to be a major voice for the independent sector by reaching out strategically to the media, the public, and other higher education constituencies with opinion pieces, guest columns, and letters to the editor in national newspapers and higher education trade publications.

CIC continues to break records in membership as well as in participation at its major conferences. Membership in CIC for 2006–2007 reached a new high of 582 institutions, and the 2006 Institute for Chief Academic Officers, which included chief student affairs officers, attracted the largest number of academic leaders in the event’s 34-year history.

It has been an honor and a privilege to work with CIC’s Board of Directors, President Richard Ekman, and CIC’s talented and hard-working staff during this period of impressive growth and achievement. Today, independent higher education faces great challenges—yet the state of the sector is strong. With the steady, practical, and ongoing help of organizations such as the Council of Independent Colleges, our colleges are better equipped than ever to succeed.

Sincerely,

Antoine M. Garibaldi
President, Gannon University
Chair, CIC Board of Directors
As an association dedicated to serving independent colleges and universities, CIC has had an excellent year, with growth in membership, programs and services, and financial support. But the true measure of CIC's success is not in the progress of the organization itself, but rather in the health of the institutions that CIC serves. By that measure, the 582 colleges and universities (four-year, two-year, and international) that are CIC members also are doing very well. While not every institution is succeeding equally well in all respects, the aggregate picture of the state of the country's small and mid-sized private colleges and universities is encouraging.

Undergraduate enrollment at CIC's four-year member institutions was 1,142,660 in 2006–2007, up 2 percent from the previous year. Endowment asset value was $3.6 billion at the end of 2005–2006, up from $3.2 billion (or 9 percent) from the previous year. Average faculty salaries rose 3.5 percent, with the salary for full-time full professors averaging $67,302. In addition, leadership of our colleges is proving durable: the average length of a private college presidency is now eight and a half years (while the tenure of public university presidencies averages less than eight years).

Higher education became a subject for more widespread public discussion during the past year, thanks largely to the Secretary of Education’s pointed statements about our alleged shortcomings. Happily, private colleges and universities have risen to these challenges and are playing a leading role in meeting the Secretary’s focus on national priorities.

- Independent colleges are continuing to make college attendance affordable and accessible for deserving students.
- The proportion of students receiving Pell Grants at small and mid-sized independent colleges is higher than at public research universities (31 percent versus 24 percent).
- Four out of five college graduates earning an undergraduate degree from private colleges and universities do so in four years or less, compared with just half of students at public institutions.
- “At risk,” low-income or first-generation students attending private colleges and universities are twice as likely to graduate as at-risk students at public institutions.

Also thanks to Secretary Spellings, there has been much attention during the past year to measures of the “learning outcomes” of a college education. Well before the Secretary's call for assessment, however, CIC was a leader in encouraging institutions to take seriously the assessment of student learning. As early as 2002, CIC was the first national association to promote the use of the National Survey of Student Engagement (NSSE) and to embrace the Collegiate Learning Assessment (CLA). CIC and its member institutions believe that data collection and analysis are essential steps toward institutional self-improvement. This year, CIC’s consortium of 33 colleges and universities that are using the CLA and sharing results remains the largest group of institutions working together voluntarily to seek continuous improvement in helping students to learn. The Teagle Foundation has recognized CIC’s role by awarding a large grant that will make it possible to expand the consortium’s work for another three years. The point here is that voluntary efforts are underway; there is no need for federal interference.

But the picture is not entirely positive, and private higher education still faces important challenges. On behalf of all smaller colleges, CIC is trying to engage some of the more troubling issues. For example, despite the compelling statistics on student access and success, many journalists and policymakers persist in fueling the misperception that private colleges are only for affluent young people. Despite the disproportionate contributions of private colleges to preparing graduates to enter fields critical to American society, small colleges are too often treated as an after-thought rather than leaders in providing the most promising solutions to major national issues.

CIC’s Making the Case website and the persuasive data to be found there attempt to address these misconceptions. Additional facts are these:

- Twenty percent of all new school teachers graduate from CIC colleges, despite enrolling only 7 percent of all students attending four-year colleges and universities.
• Large numbers of PhD scientists complete their undergraduate work at small colleges; an introductory science student who ultimately enters scientific careers is more likely to graduate on time, making small-college science a much more cost-effective way to increase our national supply of scientists.

• Altogether, 35 percent of all graduates are from private institutions, even though only 25 percent of students nationwide matriculate at these colleges and universities.

I hope that CIC members are pleased by the quality and variety of the programs and services that have been provided to members during the past this year. I look forward to working with all members to address the very real challenges that still face independent higher education and to ensure that the state of our sector remains strong.

Sincerely yours,

Richard Ekman
President
Council of Independent Colleges

A survey of public opinion on higher education for the Chronicle of Higher Education concludes that graduates of private liberal arts colleges (66 percent), large private research universities (70 percent), and mid-sized private universities (62 percent) are more likely than alumni of large public universities (5 percent) or small state colleges (5 percent) to indicate that they are very satisfied with the education they received.


Independent college alumni, according to a survey by Hardwick~Day, are more likely than public university graduates to rate their overall undergraduate experience as “excellent” (61 percent vs. 40 percent).

Survey Question: How would you evaluate your overall undergraduate experience? Would you say it was excellent, good, fair, or poor?

Connecting Leaders

CiC provides opportunities—through conferences, meetings, confidential consultations, and listservs—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 2007 Institute provided presidents with new ideas, leadership enhancement strategies, and networking opportunities. The Institute, held in Tucson, Arizona, under the theme of “The Anticipatory Presidency and the 21st Century Campus,” attracted 288 presidents and 173 spouses and garnered another record level of support from sponsors.

Plenary speakers included George Rupp, president of the International Rescue Committee in New York, who keynoted the Institute with a poignant speech on the challenge of American provincialism; Rita Colwell, distinguished professor at the University of Maryland, College Park, and former director of the National Science Foundation, who discussed the under-representation of women and minorities in the sciences and the need for investment in basic research; Michael Dolence, president of Michael G. Dolence & Associates, who addressed the importance of curricular reform in staying globally competitive; and a closing panel (see box) of current and former presidents who explored critical issues in higher education finance, pricing, and discounting that institutions will face in the coming decade.

Presidential Vocation and Institutional Mission—CiC entered a third successful year of its Presidential Vocation and Institutional Mission program, a distinctive series of seminars for presidents, as well as prospective presidents, that center on the idea of vocation, the character of educational communities, and the relationship of faith and reason. This year’s program focused on prospective presidents, assisting them in reflecting on their sense of calling as it relates to the missions of the

2007 Presidents Institute Address

“The Economic Future of Independent Higher Education: Problems and Solutions”

At the 2007 Presidents Institute, a closing panel of current and former presidents—James L. Doti of Chapman University (CA), Morton Owen Schapiro of Williams College (MA), and Michael S. McPherson of the Spencer Foundation—predicted severe challenges for higher education in the next decade. In forecasting the economic future of higher education, the panel emphasized that colleges and universities will likely see continued strategic use of tuition discounting, particularly at highly selective institutions; increasingly constrained federal and state funding for higher education as a result of the nation’s ballooning budget deficit; and major demographic and regional changes in the demand for higher education.

The panel—drawing on their research on campus demographics and the economics of higher education—offered future projections such as:

- The proportion of white students at colleges and universities will decrease from 74 percent today to less than 60 percent in 2020; the proportion of Hispanic applicants is predicted to double from 6 percent to 12 percent; and the differences by region will be striking—many more students will come from the Sunbelt states and fewer will come from New England and the Midwest.

- Charging a higher tuition price and offering discounts can have a positive impact on enrollment, but mainly for the highly selective institutions. Analysis suggests that high-selectivity schools retained 57 cents for every dollar they spent on tuition discounting; low-selectivity institutions retained only 35 cents per dollar. Therefore, less selective institutions are not as able to use effectively a high-tuition, high-discount policy.

- The predicted $3.5 trillion federal budget deficit means that finding money to fund higher education will be a struggle. There may be a long-term decline in the governmental priority given to higher education spending, resulting in federal regulation and insistence on assessment. To counter this shift, presidents will need to tell officials what colleges and universities are already doing to assess educational effectiveness in order to foster a “culture of evidence” on campus.
Institutions they might lead. Nineteen prospective presidents and 17 spouses participated in a July 15–18, 2007, seminar. They examined the role of institutional mission in framing their potential work as president and presidential spouse and contemplated the possibility of articulating an institutional saga—something more than just the mission—anchored in the unique history of the institution.

Facilitators for the prospective presidents program included William Frame, CIC senior advisor and president emeritus of Augsburg College (MN) and project director, and Anne Frame; Joel Cunningham, vice chancellor (president) and professor of mathematics and Trudy Cunningham, lecturer in mathematics and senior consultant for admission and advising, both at Sewanee: The University of the South (TN); Mary Ann Dillon, RSM, president of Mount Aloysius College (PA); and Jake Schrum, president of Southwestern University (TX).

Program participants included James P. Colman, vice president for academic affairs and Becky Colman, Charleston Southern University (SC); Scott Flanagan, vice president for planning and enrollment and Krista Flanagan, Edgewood College (WI); Nancy H. Blattner, provost and chief academic officer and Eric Williams, Fresno Pacific University (CA); Keith Taylor, provost and vice president for academic affairs and Mary Jean Taylor, Gannon University (PA); Rebecca Ankeny, associate vice president for academic affairs and Mark Ankeny, George Fox University (OR); William P. Anderson, provost and vice president of academic affairs and Kathryn L. Anderson, Grove City College (PA); Rockwell F. Jones, executive vice president and dean of advancement and Melissa Lollar Jones, Hendrix College (AR); Christopher E. Toote, vice president of student affairs and Wanda M. Toote, Jarvis Christian College (TX); Sandra J. Doran, chief of staff, vice president, and general counsel and Stephen Doran, Lesley University (MA); Janet H. Robinson, vice president for academic affairs and D. Gene Robinson, Lourdes College (OH); Thomas J. Enneking, provost and vice president for academic affairs and Sherri D. Enneking, Marian College (IN); Thomas E. Reynolds, vice president for mission and Madeline Reynolds, Regis University (CO); J. Lee Johnson, senior vice president for business and finance, Siena Heights University (MI); Dawn Pleas-Bailey, vice president of student life and Alvin Jerome Bailey, Southwestern College (KS); James W. Hunt, provost and dean of the faculty and Diane Hunt, Southwestern University (TX); Lorraine Rodrigues-Fisher, vice president for academic affairs and Edward D. Fisher, St. Ambrose University (IA); David R. Finley, vice president for academic affairs and Heidi M. Finley, Tri-State University (IN); and Christine DeVinne, dean of the school of arts and sciences, Ursuline College (OH).

A follow-up meeting of the prospective presidents seminar group is scheduled for winter 2008. Recruitment is underway for a new cohort of college and university presidents who will participate in the 2008–2009 program for current presidents.

The Presidential Vocation and Institutional Mission program is supported by a grant from Lilly Endowment Inc.

Conversation Between Foundation Officers and College and University Presidents—CIC’s Foundation Conversation, which took place in New York City on October 10, 2006, focused on the effectiveness and potential of independent colleges and universities as leaders in new trends for global education. Held at TIAA-CREF headquarters, the 2006 Conversation—18th in an annual series—drew 134 participants.

“The Campus and the Globe: Building Resources to Internationalize Teaching, Learning, and Scholarship” was the theme. Jonathan F. Fanton, president of the John D. and Catherine T. MacArthur Foundation, gave the keynote address on “Guiding Students Toward Global Citizenship.” A panel discussion on the topic, “Focus on Faculty—Enriching the Global Dimension of Teaching and Scholarship,” followed Fanton’s presentation and included Pauline Yu, president of the American Council of Learned Societies; and Mary Ellen Lane, executive director of the Council of American Overseas Research Centers. The concluding panel, “Focus on Academic Programs—Opportunities in Asia and Europe for Enriching the Global Dimension of Learning,” featured Ulrich Grothus, director of the German Academic Exchange Service New York, and Terrill Lautz, vice president and secretary of the Henry Luce Foundation.

Institutional Diagnostic Service for New Presidents—In 2007, CIC launched the Institutional Diagnostic Service (IDS) that helps recently appointed college and university presidents identify serious problems that should be addressed immediately as well as promising opportunities
for strategic attention. The IDS engages a team of former presidents and experienced consultants, who review institutional documents and conduct interviews with key individuals during a campus visit. The purpose of the IDS is to enable new presidents to make the most effective use of their early months as president. This service, provided in cooperation with The Presidential Practice (TPP), is funded by the Andrew W. Mellon Foundation.

CONNECTING CHIEF ACADEMIC OFFICERS

Institute for Chief Academic Officers—CIC’s 34th annual Institute for Chief Academic Officers, which included chief student affairs officers, drew the largest number of academic leaders in the history of the meeting—with 324 CAOs, 138 CSAOs, 48 other academic officers, and others. Chief student affairs officers are invited to the Institute every five years. The meeting, held November 4–7, 2006, in St. Petersburg, Florida, explored the theme of “Leadership for Learning and Student Success.” The national associations of student affairs professionals—National Association of Student Personnel Administrators and American College Personnel Association—helped to plan and promote the conference.

Speakers and panelists explored such topics as responding to societal challenges, balancing student responsibility for learning with the responsibility of academic and student affairs educators, and competition and accountability as imperatives for institutional leaders.

Plenary speakers included Roger Martin, president emeritus of Randolph-Macon College (VA), who delivered the keynote address on student consumerism and the ivory tower; Diana Oblinger, vice president of EDUCAUSE, who addressed the impact of skyrocketing digital technology on higher education; Jamie Merisotis, founding president of the Institute for Higher Education Policy, who discussed accountability and leadership for learning (see box); and a closing session with Michael Witherspoon, former vice president for national business development for James Tower and now senior vice president of Jon McRae & Associates, and Catherine Cook, CEO, and William 2006 CAO Institute Plenary Session

“Accountability and Leadership for Learning”

Jamie Merisotis, founding president of the Institute for Higher Education Policy, delivered a plenary address about managing accountability issues in a way that is strategic and enhances institutional goals and priorities. “The national landscape of accountability for both institutional and student success that has emerged over the last few years is likely to have a profound impact on what we do, and how we do it, in U.S. higher education,” said Merisotis. “These emerging strategies and approaches are being driven by a fundamental view that higher education’s performance must improve significantly in order for the nation to achieve maximum benefit from the investment in higher education.”

“We must take a more holistic view of what we do as higher education institutions in fashioning this new accountability paradigm.... The emergence of data-driven strategies and accountability systems have not done nearly enough to take into account the complex circumstances under which today’s college students’ lives are lived. The ideal scenario of a normally persisting, well-advised, highly motivated student runs headlong into the stark reality of life in America today: prior educational deficiencies, family and child responsibilities, financial pressures, language and cultural barriers, and poor information and support systems. These are the very issues that many of your colleges deal with every day, serving as the front lines in the war to improve our nation’s educational accomplishments....

Countering this bleak prospect will require more than tweaking at the margins. It will require a true partnership that dedicates time, understanding, effort, political capital, and financial resources to ensure that college opportunities are available to students who would not otherwise attend....

The partnership should develop a coordinated strategy and must include local, state, and federal lawmakers; students and parents; the private sector; the media; higher education associations and analysts; and college faculty, staff, and leadership at all kinds of institutions.... Investment in postsecondary education by all members of this partnership will lead to returns that benefit both individuals and society....”
CONNECTING LEADERS (CONT’D)

Miller, president of Miller/Cook & Associates, who spoke about requirements for recruitment and retention.

In addition, 51 CAO spouses attended special sessions on issues ranging from working with today’s college students to entertaining campus constituents.

CONNECTING CAMPUS LEADERS AND FACULTY MEMBERS

Department/Division Chair Workshops—Nearly 250 department and division chairs, representing 117 colleges and universities, participated in the sixth annual series of regional workshops in spring 2007. The focus this year was on “Essential Tools for Leading the Academic Department.” The workshops were held in San Francisco, California (March 30–31); Chapel Hill, North Carolina (May 22–24); Philadelphia, Pennsylvania (May 30–June 1); and Minneapolis/St. Paul, Minnesota (June 5–7). The workshops, designed to serve both experienced and new chairs, offered opportunities to explore how to conduct strategic planning for programs, handle sensitive communications, assess program costs, practice preventive law, and understand current legal issues for campuses. Speakers included Nancy Alex, senior consultant for assessment and program analysis for The Austen Group; Claudia Beversluis, provost, Calvin College (MI); Virginia Bianco-Mathis, professor in the School of Business and director of human resources graduate programs, Marymount University (VA); John W. Bruton, professor of English and associate dean, School of Arts and Humanities, Ferrum College (VA); Judith Griffith, associate professor of English and department chair, Wartburg College (IA); Colleen A. Hegranes, senior vice president, College of St. Catherine (MN); Kate Sigman Hendricks, deputy university counsel, Duke University; Barbara Hetrick, vice president and dean of the college, Catawba College (NC); Christopher Hogan, principal in the law firm of Moots, Carter and Hogan, LPA (OH); Jane T. Jakoubek, vice president for academic affairs and dean of the faculty, Monmouth College (IL); James J. Lakso, provost and vice president for student development, Juniata College (PA); Larry Nuti, college counsel, Saint Mary’s College of California; Kenneth J. Porada, provost and vice president for academic affairs, Dominican University of California; Marianne Schimelfenig, general counsel, Saint Mary’s College of California; Richard J. Sherry, dean of faculty growth and assessment, Bethel University (MN); John C. Spurlock, chair of the humanities division, Seton Hill University (PA); and Michael Williams, president, The Austen Group.

Helping Spouses of Presidents and Chief Academic Officers—CIC provides special programming for spouses of presidents and chief academic officers at its two annual meetings. An impressive number of presidential spouses (173) attended CIC’s 2007 Presidents Institute, featuring sessions on the personal and professional interests of presidential spouses. Session topics included the spouse’s role and influence on campus, how tax laws apply to their fundraising efforts, and finding a niche on campus and in the community. In addition, 51 CAO spouses attended the 2006 Institute for Chief Academic Officers.
The Council of Independent Colleges supports practical, sustainable, and cost-effective ways to raise the quality of education. CIC’s variety of initiatives and programs help bring distinguished visiting fellows to campuses; facilitate business and liberal arts connections; assist in language learning; support graduate studies; strengthen libraries; improve teaching and research in critical fields of study; serve campus leaders in addressing student learning; provide professional development opportunities; and connect campuses with communities, among other purposes.

BRINGING DISTINGUISHED VISITING FELLOWS TO CAMPUSES

Woodrow Wilson Visiting Fellows Program—CIC was selected in 2007 by the Woodrow Wilson National Fellowship Foundation to administer its nationally renowned Visiting Fellows program. The Council formally begins administration of the program in January 2008. The Visiting Fellows program brings distinguished nonacademic visitors to liberal arts colleges and universities for week-long residencies. Created by the Woodrow Wilson National Fellowship Foundation in 1973, the program has offered students and faculty members at hundreds of colleges and universities, particularly those with limited access to guest speakers and visiting faculty, opportunities to learn from business and nonprofit executives, diplomats, public officials, and prize-winning journalists, writers, and artists. Over the years, countless CIC institutions have taken advantage of the opportunity to host visiting fellows through this program.

FACILITATING BUSINESS AND LIBERAL ARTS CONNECTIONS, ASSISTING IN LANGUAGE LEARNING

Business and the Liberal Arts Symposium—For the second time, CIC held a symposium to explore a range of innovative programs that successfully blend professional preparation for business careers and liberal arts education. With support from the James S. Kemper Foundation, CIC initiated the symposium series out of concern that the proportion of students graduating with degrees in the liberal arts continues to decline, while professional programs grow in popularity. Building on the work begun during a 2003 symposium, which brought together ten corporate leaders and ten college and university presidents to address the connections between liberal arts education and professional leadership, faculty members participating in the 2007 symposium shared their best practices and identified programs that might serve as models for other institutions wishing to bring together these often divergent educational paths. The 2007 Business and Liberal Arts Symposium was held May 3–5 in Chicago, Illinois, and included faculty members from Augustana College (IL), Birmingham-Southern College (AL), Bridgewater College (VA), Christian Brothers University (TN), College of St. Catherine (MN), Dominican University (IL), Emory & Henry College (VA), Franklin Pierce University (NH), Hanover College (IN), Hendrix College (AR), Manchester College (IN), Mars Hill College (NC), Oklahoma City University (OK), Ripon College (WI), Shenandoah University (VA), Southwestern University (TX), Sweet Briar College (VA), The College of Idaho (ID), Thomas College (ME), University of Evansville (IN), University of Puget Sound (WA), University of Richmond (VA), University of St. Thomas (TX), and Ursinus College (PA).

In fall 2007, CIC published Business and the Liberal Arts: Integrating Professional and Liberal Education, a report that showcases many of the most innovative programs discussed at the symposium and offers recommendations for action on individual campuses to combine more effectively liberal arts education with preparation for business careers.

Network for Effective Language Learning—Seven campus teams participating in CIC’s new Network for Effective Language Learning (NELL) met for the first week-long meeting on July 9–13, 2007, at Drake University (IA) to explore innovative approaches to foreign language learning. CIC initiated NELL to assist small and mid-sized private colleges and universities in improving language learning and offering more languages, especially in critical languages such as Chinese, Japanese, and Arabic, to meet the needs of the 21st century student.
The program’s core purpose is to create a network of institutions to discuss the issues of critical language learning each year, implement best practices to address language learning improvements, and join with other Network participants in upcoming years to create an ongoing community dedicated to language learning.

Participants left the summer 2007 meeting with ideas about how they can invigorate their institutions’ current offerings, add additional languages to the curriculum, and generate student interest in foreign language study. In addition, the newly created alliance of institutions is hosting consultants on campuses during the 2007–2008 academic year and participating in an ongoing eCommunity that will share best practices and language-learning resources through a confidential NELL website.

The institutions participating in the first NELL cohort include Bethany College (WV), Carson-Newman College (TN), Colleges of the Fenway (MA), Saint Joseph College (CT), Salve Regina University (RI), St. Edward’s University (TX), and Tougaloo College (MS). NELL is made possible with the generous financial support of the W.M. Keck Foundation.

SUPPORTING GRADUATE STUDIES

American Graduate Fellowships—Now in its second year, this initiative promotes and supports doctoral study in the humanities by accomplished graduates of small and mid-sized private liberal arts colleges. Two fellowships, worth up to $50,000 each and renewable for a second year, will be awarded annually through 2011. The first two fellowships were awarded in 2007 to Daniel Berntson of Northwestern College (IA) and Adam Spry of Pacific Lutheran University (WA) (see box). The fellowships are available to students from eligible institutions who enroll in doctoral programs at any of 23 leading independent research universities in the United States, Great Britain, and Ireland. Eligible fields of study include history, philosophy, literature and languages, and fine arts. The fellowships directly support a few stellar graduates of small colleges but also foster two larger purposes: to encourage the best students at CIC colleges to apply for PhD work

2007 American Graduate Fellowship Recipients
Daniel Berntson, Northwestern College (IA)
Adam Spry, Pacific Lutheran University (WA)

In 2007, CIC announced the inaugural recipients of the American Graduate Fellowships. They are Daniel Berntson of Northwestern College (IA) and Adam Spry of Pacific Lutheran University (WA). Each Fellow will receive an award of $50,000 for a year of graduate study, renewable for a second year.

Daniel Berntson, of Paullina, Iowa, graduated summa cum laude from Northwestern College in 2006 with a double major in philosophy and English literature. Berntson received Northwestern’s selective Peale Scholarship for four years, was named to the academic dean’s list every semester during his enrollment, and conducted honors research in English literature and philosophy. In addition, he was president of Sigma Tau fraternity in 2006, held an internship at the National Endowment for the Humanities in Washington, DC, in 2005, and was the opinion page editor of the school newspaper for two years. Berntson will pursue a doctoral degree in philosophy at Brown University.

Adam Spry of Whiterock, New Mexico, grew up on the isolated Flathead Indian Reservation. He graduated magna cum laude from Pacific Lutheran University in May 2007 with a double major in English and art. Spry received PLU’s academic scholarship for four years, was named to the dean’s list every semester, and did a summer internship at the Santa Fe Contemporary Art Museum in the art research and education department. Spry has accepted an offer to study American literature, with a special emphasis on Native American literature, at Columbia University.
in the humanities at top-tier private research institutions and to raise awareness at leading graduate schools that small colleges remain a rich source of future doctoral students.

The American Graduate Fellowships are funded by a generous grant from the Joseph N. Sherrill Donor Advised Fund of the Wichita Falls Area Community Foundation of Wichita Falls (TX). The 23 research universities available for study include: (in the United States) Brown University, Columbia University, Cornell University, Duke University, Emory University, Georgetown University, Harvard University, Johns Hopkins University, New York University, Northwestern University, Princeton University, Rice University, Stanford University, University of Chicago, University of Pennsylvania, Washington University in St. Louis, and Yale University; and (in Great Britain and Ireland) University of Cambridge, University of Oxford, King's College London, University College London, University of Edinburgh, and Trinity College Dublin.

**Davies-Jackson Scholarship**—CIC administers a scholarship program for students who are among the first in their families to graduate from college. Recipients receive a full, two-year scholarship to St. John's College at Cambridge University in England. Randalle Hughes of Mercer University (GA) is the 2007 scholarship recipient. He began studying English at Cambridge in fall 2007. Up to two scholarships may be awarded annually.

**STRENGTHENING LIBRARIES, AND TEACHING AND RESEARCH IN SELECTED CRITICAL FIELDS OF STUDY**

**Transformation of the College Library Workshops**—CIC continued another year of the Transformation of the College Library Workshops, funded by the Andrew W. Mellon Foundation. Workshops in 2007 were held on February 1–3 in Savannah (GA), March 1–3 in Portland (OR), and April 12–14 in Cleveland (OH). As of September 2007, CIC has held a total of ten library workshops around the country and 226 institutions have participated.

As in previous years, the 2007 workshops focused on the dramatic changes occurring in college libraries and addressed such critical issues as advancing information literacy as an element of liberal education, the role of the library in teaching and learning through collaboration between librarians and faculty members, the changing use and conception of the physical space of the library, the challenges of using technology in improving student learning, setting institutional priorities for rapidly escalating library-related costs, implementing institutional change, and assessing the institution-wide impact of changes in library services. Again, campus teams from the recent workshops have developed detailed campus plans for improvement of library services.

The workshops are being offered by CIC in partnership with the National Institute for Technology and Liberal Education (NITLE), a group of 113 colleges that collaboratively strengthen teaching and learning through instructional technologies (at present, more than half of NITLE's affiliated colleges are also CIC members). In addition, the Council on Library and Information Resources and the Association of College and Research Libraries are cosponsoring the workshops, and the Appalachian College Association and the United Negro College Fund have endorsed this program.

Co-directors of the workshops are Scott Bennett, Yale University librarian emeritus; Rita Gulstad, interim vice president and dean of the university at Central Methodist University (MO); and Thomas Kirk, library director and coordinator of information services at Earlham College (IN).

Participating institutions in the 2007 workshops included:

**Savannah:** Avila University (MO), Berry College (GA), Bethel College (TN), Birmingham-Southern College (AL), Bluffton University (OH), Brescia University (KY), Centenary College (NJ), Clearwater Christian College (FL), DePauw University (IN), Huntingdon College (AL), Mary Baldwin College (VA), McDaniel College (MD), Midway College (KY), Millsaps College (MS), Rosemont College (PA), Silver Lake College (WI), Smith College (MA), Southern Wesleyan University (SC), St. Norbert College (WI), Tougaloo College (MS), Tusculum College (TN), University of the Cumberlands (KY), Warner Southern College (FL), and Washington College (MD).
## Promoting High-Quality Education (cont’d)

### Portland: Bryan College (TN), City University (WA), College Misericordia (PA), Corban College (OR), Fresno Pacific University (CA), Heritage University (WA), Holy Names University (CA), Kalamazoo College (MI), Lewis & Clark College (OR), Marlboro College (VT), North Central University (MN), Northwestern College (IA), Oklahoma City University (OK), Pacific Northwest College (OR), Roberts Wesleyan College (NY), Saint Olaf College (MN), Saint Xavier University (IL), Simon’s Rock College of Bard (MA), The Claremont University Consortium (CA), University of Puget Sound (WA), Warner Pacific College (OR), Wesley College (DE), Willamette University (OR), and Williams College (MA).

### Cleveland: Alvernia College (PA), Atlanta University Center (GA), Aurora University (IL), Bennington College (VT), Bethel College (IN), Eckerd College (FL), Franklin College (IN), Gardner-Webb University (NC), Gordon College (MA), Hilbert College (NY), Houghton College (NY), Kuyper College (MI), Lambuth University (TN), Malone College (OH), Marymount Manhattan College (NY), Milligan College (TN), Ohio Dominican University (OH), Presbyterian College (SC), Roanoke College (VA), Saint Anselm College (NH), Salem College (NC), St. Bonaventure University (NY), The University of Findlay (OH), Thiel College (PA), Thomas College (ME), and Xavier University (OH).

### Learning Spaces and Technology Workshop—Teams from 23 institutions participated in a Learning Spaces and Technology Workshop in 2007 that helped institutions enhance current facilities or plan new ones and incorporate new technology into those spaces. Sponsored by the Council of Independent Colleges and the National Institute for Technology and Liberal Education (NITLE) and conducted by Project Kaleidoscope, the meeting was held at the University of Puget Sound (WA) on March 23–25. The workshop brought planning teams from colleges and universities together with architects, technology consultants, and designers. The 23 teams, each including up to five faculty and key administrators, were selected from more than 30 applications. Participating institutions included Agnes Scott College (GA), Augsburg College (MN), Bard College (NY), Bethany College (WV), Bowdoin College (ME), Catawba College (NC), Cedarville University (OH), East Texas Baptist University, Ferrum College (VA), Franklin Pierce University (NH), Hendrix College (AR), La Roche College (PA), Oklahoma City University (OK), Pomona College (CA), Regis College (MA), Rollins College (FL), Salve Regina University (RI), The American University in Bulgaria, The College of Wooster (OH), University of Richmond (VA), Washington College (MD), Whitman College (MA), and Willamette University (OR).

Sessions focused on how to begin the planning process; effective learning spaces, both formal and informal; information commons and the future of the college library; strategies for implementing evolving technology on campus; and working with design professionals. Teams also had a chance to meet privately with architects and other consultants. The consultations offered in-depth discussion about the specific opportunities and problems faced on participating campuses.

### Classical Texts Seminar—CIC and the Center for Hellenic Studies cosponsored the second in a series of seminars on Ancient Greece in the Modern College Classroom in Washington, DC, on July 9–13, 2007. It was open to faculty members in all fields. Gregory Nagy, director of the Center and Francis Jones Professor of Classical Greek Literature and professor of comparative literature at Harvard University, and Kenneth Scott Morrell, associate professor of classics at Rhodes College (TN), directed the 2007 seminar on “Homer Across the Curriculum: The Odyssey.” The seminar, made possible with support from the Gladys Krieble Delmas Foundation, offered faculty members an opportunity to examine the Odyssey from many perspectives and explore how it can contribute to a variety of social science and humanities disciplines.

Twenty-eight faculty members from 25 institutions were selected by competitive nomination; participants came from Berry College (GA), Birmingham-Southern College (AL), Brenau University (GA), Centre College (KY), Champlain College (VT), Clarke College (IA), Eastern Mennonite University (VA), Endicott College (MA), Franklin College (IN), Guilford College (NC), Gwynedd-Mercy College (PA), Juniata College (PA), Kansas Wesleyan University, Lindsey Wilson College (KY), Milligan College (TN), Ohio Northern University, Sacred Heart University (CT), Saint Vincent College (PA), Southern Adventist University (TN), University of the Ozarks (AR), Walsh University (OH), Warren Wilson College (NC), Whittier College (CA), Willamette University (OR), and Wilson College (PA).
**History Seminar for Faculty Members**—CIC and the Gilder Lehrman Institute of American History cosponsored a sixth annual seminar for CIC faculty members in American history and related fields. The 2007 seminar, held at New York University on June 24–30, 2007, focused on “The Civil War in Global Context.” The seminar director was Thomas Bender, professor of history and director of the International Center for Advanced Studies at New York University.

During the intensive five-day seminar, participants considered the proposition that the Civil War is the central national event of American history and a distinctively American experience. It is also part of larger liberal and nationalist developments in the mid-19th century that occurred on every continent: creating modern nation-states, extending new political and economic freedoms, and defining national citizenship. Participants examined these transnational and global aspects of the American Civil War and considered how such study enriches our understanding of the sectional crisis, the breakup of the Union, and the limits of Reconstruction.

Thirteen faculty members were selected by competitive nomination from nearly 40 applications. Participants came from Berry College (GA), Bluefield College (VA), Burlington College (VT), Central College (IA), Furman University (SC), Knox College (IL), Missouri Valley College (MO), St. Norbert College (WI), University of Evansville (IN), Utica College (NY), Wheaton College (MA), Wiley College (TX), and Wilson College (PA).

**Teaching About Islam and Middle Eastern Culture**—In response to the popularity and impact of the 2004 and 2005 Teaching about Islam and Middle Eastern Culture Seminars, CIC and the Council of American Overseas Research Centers offered a third seminar for faculty members at CIC colleges and universities on December 28, 2006–January 18, 2007. The seminar, funded by the US Department of State, took place at the American Center of Oriental Research in Amman, Jordan, and provided the opportunity for faculty members in diverse fields to learn more about Islam and Middle Eastern culture. The seminar was designed for faculty members not already experts on these subjects with the expectation that they will utilize the new knowledge gained at the seminar when they return to their home institutions. Eleven participants were selected from 49 nominations. Participants included faculty members from Clearwater Christian College (FL), College of Notre Dame of Maryland, Doane College (NE), Elmhurst College (IL), Illinois Wesleyan University, Oberlin College (OH), Rockford College (IL), St. Edward’s University (TX), University of Evansville (IN), University of Saint Mary (KS), and Waynesburg College (PA).

**Engaging Communities and Campuses**—CIC operates a web-based Effective Practices Exchange that includes 54 descriptions of institutional community-campus partnerships. The Exchange can be accessed at [www.cic.edu/projects_services/epe/index.asp](http://www.cic.edu/projects_services/epe/index.asp) and was created by CIC in 2004 as the culminating project in a multi-year initiative to improve student learning and to meet community needs. In its fourth year of operation, the Exchange continues to receive large and steady web traffic.
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, private liberal arts colleges and universities. Ongoing initiatives and activities include:

**DOCUMENTATION OF CAMPUS ARCHITECTURAL HERITAGE**

**Historic Campus Architecture Project Website**—The HCAP website (www.cic.edu/hcap) has been well received since its launch in November 2006, netting thousands of visitors and stimulating college officials to take action to preserve important campus buildings and landscapes. The website has been revised significantly since the launch—more than 500 new images from 23 additional institutions have been added, and about 50 institutions have updated information about their campus architecture. The HCAP website now features approximately 5,000 images of 2,100 buildings and heritage sites from 389 participating colleges and universities. The display of data on the site has been revised to include more in-depth material about landscape sites, campus arrangements, and building groups than had previously been available or even possible on the earlier web version.

The Getty Foundation has supported this effort through two generous grants. Barbara Christen, CIC senior advisor and an architectural historian formerly affiliated with the National Gallery of Art, has continued her role as project director to oversee the recent updates and additions.

Newly added institutions on the HCAP site include Albright College (PA), California Lutheran University, Carroll College (WI), Chowan University (NC), Claflin University (SC), Clarkson University (NE), Columbia College Chicago (IL), Culver-Stockton College (MO), DePaul University (IL), Hanover College (IN), Immaculata University (PA), John Brown University (AR), Lebanon Valley College (PA), Lincoln Memorial University (TN), Milligan College (TN), Mills College (CA), Mount Vernon Nazarene University (OH), Naropa University (CO), Northwestern College (MN), Saint Joseph College (CT), Trevecca Nazarene University (TN), Wheelock College (MA), and Willamette University (OR).

**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 place for evidence on the effectiveness of private higher education. CIC continues to add new resources, links, and comparative data to each section of the website, and the charts are regularly updated as new national data on higher education become available.

The site, made possible by generous grants from the William Randolph Hearst Foundations, was launched in summer 2005. It consists of five sections: Key Messages and Data, Media Activity,
Speeches and Addresses, Books and Reports, and a newly added Making the Case Resources section (formerly CIC’s Communications Resources), which serves as a toolkit of data, ideas, talking points, strategies, and other resources that help independent college and university leaders tell their institution’s story. Key Messages and Data is the site’s main section and includes research findings from alumni and student surveys and a consolidation of data from a variety of sources.

CIC periodically disseminates compelling information and statistics 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 sample charts containing links driving traffic to the website, along with news articles, op-ed pieces, and other material added to the various sections of the website.

Since its launch, the Making the Case website has received steady traffic—thousands of visitors and more than 100,000 pageviews during 2007, with significant activity in the Key Messages and Data section. The site 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 compiling comparative data for institutional purposes, among other uses.

INCREASED ACTIVITY WITH THE NATIONAL MEDIA

Major Articles, Op-eds, and Media Meetings—CIC recently increased its presence as a national voice for independent higher education through a growing number of interviews and opinion pieces. Media activity in 2006–2007 was robust, with more interviews and meetings with higher education reporters than ever before, as well as a record number of opinion pieces and stories published in media outlets nationwide.

The significant increase in media activity results from CIC’s efforts. These media activities are not only resulting in exposure for CIC and coverage of CIC conferences, programs, and services, but CIC member institutions are also being highlighted in stories by national reporters who otherwise might not have focused on small or mid-sized private colleges or universities.


In addition, a collaboration between CIC and University Business has provided an excellent opportunity to shine the spotlight on issues of importance to independent higher education in the magazine. Over the course of 2007, CIC President Richard Ekman authored a series of six columns for University Business that were published under the heading of Independent Outlook. Topics included “Creating Campus Appeal” on CIC’s Historic Campus Architecture Project, “Not Business as Usual” on combining business programs with liberal studies, “The Public Voices of Private College Presidents” encouraging presidents to speak out on important issues, “Assessing Assessment,” “Small Colleges: Tops in Training Scientists,” and “By the Numbers” encouraging presidents to share comparative data with constituents.

Several CIC programs and services received coverage this year by the national and trade press: Chronicle of Higher Education, Inside Higher Ed, Baltimore Sun, and University Business covered the launch of CIC’s Historic Campus Architecture Project; stories on CIC’s Collegiate Learning Assessment Consortium have run in the New York Times and Inside Higher Ed; the 2007 Presidents Institute was the focus of two opinion pieces in the Chronicle of Higher Education; and a Presidents Institute panel discussion led by Education Conservancy President Lloyd Thacker and others that discussed the false appearance of precision and authority of various college rankings guides set the stage for scores of college presidents to boycott the peer-assessment section of the US News & World Report annual college guide and generated significant national media coverage.
The Council of Independent Colleges has long sought to advance the institutional effectiveness of its member colleges and universities through a variety of programs, services, and activities. CIC has focused much of this effort in recent years on a series of data initiatives, supported in large part by the William Randolph Hearst Foundations.

DATA INITIATIVES

Key Indicators Tool (KIT)—A fourth edition of the Key Indicators Tool, providing comparative benchmarking data on 20 measures of institutional performance and customized for each institution, was made available to all member presidents in October 2007. The KIT is updated each year with the latest data available from the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS). The KIT tracks data on students and faculty, tuition revenues and financial aid, and financial resources and expenditures over the most recent five-year period. Each indicator provides comparisons nationally and by region, size, financial resources, and Carnegie classification. The national comparison group includes more than 800 non-doctoral independent colleges and universities in the U.S., spanning 94 percent of CIC’s membership.

This year, with the generous help of The Austen Group, institutions were able to download their reports through a secure CIC webpage. In addition to providing immediate access to the current KIT report, previous year’s KIT and FIT reports were simultaneously available for download.

Financial Indicators Tool (FIT)—CIC provided its first-ever Financial Indicators Tool (FIT) to all member presidents in March 2007. Based on KPMG’s Composite Financial Index, the FIT provides an easily comprehensible assessment of an institution’s financial performance that can be tracked over time and benchmarked against similar institutions. Four core financial ratios measure resource sufficiency, operating results, financial asset performance, and debt management. These ratios are presented individually and are also combined into a single index score indicating the financial health of the institution, tracked over a six-year period.

CIC’s FIT is distinctive in two ways. First, it uses publicly available data from IPEDS as well as IRS Form 990s obtained from GuideStar instead of requiring each CIC member institution to submit six years of annual financial statements. Second, the FIT provides nationally normed comparisons similar to those in the KIT. CIC’s FIT is the first financial benchmarking tool to provide such national comparisons for any group of American colleges and universities.

Expanded Benchmarking Services—In partnership with The Austen Group, which produces the KIT and FIT, CIC announced in fall 2006 expanded benchmarking services to augment the KIT and FIT. These expanded services include customized Comparison Group reports, permitting a CIC member institution to select two sets of comparison institutions for more refined benchmarking analysis and assistance in selecting comparison groups. A further expanded benchmarking service is the option to schedule online consultations with Michael Williams, president of The Austen Group. Each of these expanded KIT and FIT services is available to CIC member institutions for a modest fee. As of June 2007, 11 CIC member institutions had requested 16 of these services: six for Comparison Group KITs, two for Comparison Group FITs, five for Comparison Group Selection Services, and two for Online KIT Consultations.

USING DATA FOR DECISION-MAKING

CIC continues to partner with other organizations to strengthen the capacity of member colleges and universities to use data for improved institutional effectiveness and decision-making.

Collegiate Learning Assessment Consortium—Thanks to a generous grant from the Teagle Foundation, CIC will enter a new phase of the Collegiate Learning Assessment Consortium. Over the past five years, CIC has collaborated with
the Council for Aid to Education (CAE) to develop and implement the Collegiate Learning Assessment (CLA), one of the first instruments that measures student learning directly. The CLA captures the “value-added” contribution of the institution to student learning in such areas as critical thinking, analytic reasoning, problem solving, and written communication. Through the CIC/CLA Consortium, 33 institutions have used the CLA instrument and have gathered at annual meetings to evaluate their use of the CLA and to discuss key issues with the project, such as interpreting their CLA institutional score reports and developing campus strategies to improve student learning.

The first annual meeting was held in summer 2005, and the second and third meetings were held in Washington, DC, on July 24–25, 2006, and August 6–7, 2007. Members of the Consortium include Alaska Pacific University, Allegheny College (PA), Aurora University (IL), Averett University (VA), Barton College (NC), Bethel University (MN), Cabrini College (PA), Centenary College (NJ), Charleston Southern University (SC), College of Saint Benedict/Saint John’s University (MN), Franklin Pierce University (NH), Heritage University (WA), Indiana Wesleyan University, Loyola University New Orleans (LA), Lynchburg College (VA), Marian College (WI), Pace University (NY), Pacific University (OR), Seton Hill University (PA), Southwestern University (TX), Stonehill College (MA), Texas Lutheran University, University of Charleston (WV), University of Evansville (IN), University of Great Falls (MT), Ursinus College (PA), Ursuline College (OH), Wagner College (NY), Wartburg College (IA), Wesley College (DE), Westminster College (MO), Westminster College (UT), and William Woods University (MO).

**Data and Decisions Workshops**—CIC and the Association for Institutional Research (AIR) are cosponsors of a series of workshops on the use of comparative data in institutional planning and decision-making. Workshop topics include performance indicators, comparison groups, strategic planning, operational issues, assessment, action plans, and publicly available national data sources. Participants receive hands-on training on the use of the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS), as well as CIC’s benchmarking tools and the Making the Case website. The sixth workshop was held October 5–7, 2006, with three- and four-person teams attending from 25 CIC member institutions. A seventh workshop in this series was held October 4–6, 2007, in Long Beach, California. Since fall 2001, 175 CIC member institutions have taken advantage of this special training opportunity. The Data and Decisions Workshops are funded by a grant from the U.S. Department of Education’s National Center for Education Statistics and will be offered annually in partnership with AIR through 2010.

Institutions participating in the October 2007 workshop include Benedictine University (IL), Birmingham-Southern College (AL), California Baptist University, Centenary College (NJ), Chapman University (CA), City University (WA), Clarke College (IA), Dominican College of Blauvelt (NY), Eureka College (IL), Goshen College (IN), Hilbert College (NY), Holy Names University (CA), Johnson C. Smith University (NC), Marygrove College (MI), Maryville College (TN), Mercy College (NY), Missouri Baptist University (MO), Mount Vernon Nazarene University (OH), Nazareth College (NY), Roberts Wesleyan College (NY), Saint Francis University (PA), University of Mary (ND), Whitworth College (WA), and Widener University (PA).

**Institutional Advancement Study**—In cooperation with the Council for Advancement and Support of Education (CASE), CIC cosponsored a study of institutional advancement practices in small and mid-sized private colleges and universities. More than 260 CIC members completed a comprehensive survey in early 2006. A report will be distributed in late 2007, providing valuable benchmarking data on the fundraising and public relations activities of small and mid-sized independent institutions of higher education. Since 1976, CIC and CASE have participated in similar joint projects approximately every seven years.
Collaborating to Strengthen Programs

Through collaboration among private colleges and universities and by partnering with other organizations, CIC helps member institutions create new programs and services that are both cost-effective and efficient. Among the many types of CIC-sponsored collaborations:

**Cooperating on Information Technology**

*CIC and EDUCAUSE Events*—CIC and EDUCAUSE have worked to make regional EDUCAUSE workshops increasingly useful to CIC member institutions by providing CIC-sponsored sessions and networking opportunities. Five regional events were held in 2007: EDUCAUSE Mid-Atlantic on January 17–19 in Baltimore, Maryland; EDUCAUSE Southwest on February 21–23 in Austin, Texas; EDUCAUSE Midwest on March 12–14 in Chicago, Illinois; EDUCAUSE Western on May 7–9 in San Francisco, California; and EDUCAUSE Southeast on June 11–13 in Atlanta, Georgia. Each workshop included a luncheon roundtable discussion on topics of interest to CIC member institutions and, as a special theme in response to the interests of CIC members, an afternoon discussion on ePortfolios for student learning, advising, and assessment.

**Helping Faculty Members through Partnership**

*Teachers for the 21st Century*—CIC’s Teachers for the 21st Century program (Teach 21), funded by the Microsoft Corporation as part of its Partners in Learning (PiL) initiative, is establishing a national faculty development network for college and university faculty members responsible for teacher preparation programs. Launched in 2006, a group of 20 leadership institutions has been working to develop this four-year effort. The design of the Teachers for the 21st Century program includes work by institutional teams, national meetings, shared readings, webinars, clusters of institutional teams and individuals, and shared lessons and assignments.

Each institution is represented by a team that includes faculty members from an institution’s education department as well as faculty members from the disciplines in which future teachers major, such as mathematics or English. The participating institutions are included on the basis of the success they have already demonstrated in infusing 21st-century learning into their teacher preparation programs and their plans to build on their successes. The initial leadership institutions include Alverno College (WI), Benedictine University (IL), Catawba College (NC), Chatham University (PA), Clarke College (IA), College of Mount St. Joseph (OH), Ferrum College (VA), Gannon University (PA), Lesley University (MA), Manchester College (IN), Marywood University (PA), Mercy College (NY), Mount St. Mary’s College (CA), Ottaua University (KS), Pace University (NY), Saint Leo University (FL), Spring Hill College (AL), St. Bonaventure University (NY), The Sage Colleges (NY), and Wheelock College (MA).

The faculty teams from the leadership institutions convened for a two-day meeting in June 2006 and participated in three webinars in fall 2006 that provided access to national leaders in teacher education. During the program’s third and fourth years, teams from up to 100 additional colleges and universities will join the program.

*Harvard University Library’s Open Collections Program*—This program of the Harvard University Library makes digital materials available for classroom use in a wide range of colleges and universities. The first two digital collections are “Women Working: 1800–1930” and “Immigration to the United States: 1789–1930”; both are available at [http://ocp.hul.harvard.edu](http://ocp.hul.harvard.edu). Two additional collections, “Contagion: Historical Views of Contagious Disease” and the “Islamic Heritage Project,” are under development and will be available in 2008. A special partnership with CIC includes a listserv where interested faculty members and librarians at CIC institutions can discuss uses of these materials with each other and with Harvard librarians. Currently, more than 90 CIC institutions and 145 faculty members participate in the partnership listserv.

**Helping Students through Partnerships**

*Tuition Exchange Program (CIC-TEP)*—A hallmark of CIC membership, the CIC Tuition Exchange Program consists of a network of member colleges and universities willing to accept as students—
tuition free—family members of full-time employees at other CIC institutions. Of CIC’s 566 four-year member institutions, 351 are now participating in CIC-TEP (currently benefiting 1,305 students), making it one of the largest national tuition exchange programs of private, four-year colleges and universities.

PARTNERING WITH THE MEDIA

CIC/New York Times Partnership in Education—More than 130 student newspaper editors from 60 CIC member campuses traveled to New York City on February 26, 2007, for an all-day workshop at the New York Times that featured discussions with reporters and editors, as well as a hands-on copy editing and headline writing session.

Participating institutions included: Agnes Scott College (GA), Allegheny College (PA), Arcadia University (PA), Augustana College (IL), Aurora University (IL), Bethel University (MN), Cabrini College (PA), Caldwell College (NJ), Campbellsville University (KY), Cedar Crest College (PA), Clark Atlanta University (GA), Colby-Sawyer College (NH), College Misericordia (PA), Concordia College (NY), DePaul University (IL), Drew University (NJ), Eastern University (PA), Fontbonne University (MO), Gannon University (PA), Grove City College (PA), Gwynedd Mercy College (PA), Hanover College (IN), Juniata College (PA), Kalamazoo College (MI), King’s College (PA), Le Moyne College (NY), McDaniel College (MD), Milligan College (TN), Moravian College (PA), Mount Mary College (WI), Nebraska Wesleyan University, Neumann College (PA), Oglethorpe University (GA), Ottawa University (KS), Piedmont College (GA), Point Park University (PA), Regis University (CO), Sacred Heart University (CT), Salve Regina University (RI), Siena College (NY), Siena Heights University (MI), Spelman College (GA), St. Andrews Presbyterian College (NC), St. Edward’s University (TX), Swarthmore College (PA), Sweet Briar College (VA), Texas Lutheran University, University of Richmond (VA), University of Scranton (PA), Ursinus College (PA), Utica College (NY), Wagner College (NY), Washington and Lee University (VA), Wesleyan College (GA), Wheaton College (MA), Whittier College (CA), Widener University (PA), William Penn University (IA), and Xavier University (OH).

The CIC/New York Times Partnership supported EntrepreneurshipWeek USA, an initiative by the Ewing Marion Kauffman Foundation and the New York Times to “celebrate the power of entrepreneurship and ignite the nation’s consciousness about the importance of being entrepreneurial,” which was held from February 24–March 3, 2007. More than 30 CIC member colleges and universities participated in its activities, including invention competitions, entrepreneurship film festivals, and networking events. Students from all academic disciplines were encouraged “to explore their potential as self-starters and innovative thinkers.”

The Partnership includes 44 CIC members and was launched in fall 2003. 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 privileges for securing reporters and editors for speaking engagements on campus. Richard Guarasci of Wagner College (NY) served in 2006–2007 as chair of the Partnership’s Presidents Council, which meets each fall at the Times headquarters in New York City.

CIC/NYTimes Partner institutions are Allegheny College (PA), Augustana College (IL), Bethany College (WV), California Lutheran University, Cazenovia College (NY), Chaminade University of Honolulu (HI), College of Notre Dame of Maryland, Dillard University (LA), Ferrum College (VA), Fresno Pacific University (CA), George Fox University (OR), Goucher College (MD), Hartwick College (NY), Hendrix College (AR), Heritage University (WA), Juniata College (PA), Marietta College (OH), Millsaps College (MS), Mount Holyoke College (MA), Mount St. Mary's College (CA), Otterbein College (OH), Pace University (NY), Pacific Lutheran University (WA), Pitzer College (CA), Point Loma Nazarene University (CA), Regis University (CO), Rider University (NJ), Rollins College (FL), Saint Leo University (FL), Scripps College (CA), St. Edward’s University (TX), St. Andrews Presbyterian College (NC), Swarthmore College (PA), The Sage Colleges (NY), University of Charleston (WV), University of Puget Sound (WA), University of St. Thomas (TX), Wagner College (NY), Westminster College (PA), Westmont College (CA), Whitworth College (WA), Whittier College (CA), Willamette University (OR), and Wofford College (SC).
Stimulating Reform

CIC participates in various higher education policy discussions and supports a range of institutional reforms and programs, including:

Assessment and Accountability—CIC continues to be involved in the national discussions on assessment and accountability. As described on previous pages, CIC’s Collegiate Learning Assessment Consortium is expanding to include more colleges and universities. A range of other CIC initiatives that use data for decision-making and public information (KIT, FIT, and the Making the Case materials) have put CIC in a leadership position on many of these issues. CIC President Richard Ekman continues to speak and write about assessment and accountability issues in the national media through opinion pieces and letters to the editor.

Teacher Education Accreditation Council (TEAC)—CIC continues to support TEAC, a nonprofit organization founded in 1997 that is dedicated to improving academic degree programs for professional educators. TEAC’s membership represents a broad range of higher education institutions, from liberal arts colleges to research universities, and includes other institutions and professional organizations. TEAC is recognized as a national accreditor by the Council for Higher Education Accreditation and by the U.S. Department of Education. It has signed protocols with seven states and is a formal option for accreditation or program review in 19 other states. Positive and encouraging discussions continue in a number of other states.

2006–2007 CIC Awardees

Awards for Philanthropy

During the 2007 Presidents Institute Awards Banquet, CIC presented the Awards for Philanthropy to Marvin Suomi and the George I. Alden Trust.

Marvin Suomi is CEO and president of KUD International LLC, a subsidiary of Japan’s Kajima Corporation, one of the world’s largest construction-related service companies. Marvin and his wife, Mariclare, have provided scholarships and direct support to several institutions including Allegheny College (PA) and California Lutheran University. Marvin is a trustee of the Woodrow Wilson National Fellowship Foundation, chair of the President’s Council at both Concordia and Finlandia universities; and serves on advisory committees at the University of Michigan and at the University of Hawaii’s School of Medicine.

The George I. Alden Trust, with an endowment of $171 million, supports “the promotion of education in schools, colleges, or other educational institutions.” Throughout its history, the trustees have given priority to independent undergraduate education in smaller institutions. In 2005, the Trust awarded grants totaling more than $3.2 million to 27 CIC member colleges and universities. Susan Woodbury, trustee and chair, accepts the award on behalf of the Trust.
ALLEN P. SPLETE AWARD FOR OUTSTANDING SERVICE

Eugene M. Lang, a retired businessman, entrepreneur, and philanthropist, received the Allen P. Splete Award for Outstanding Service at the 2007 Presidents Institute Awards Banquet. Lang is responsible for various achievements, including establishing the “I Have a Dream” projects (which guarantee college scholarships to sixth graders who persist to high school graduation and aspire to attend college). CIC recognized Lang primarily for his work in recent years to establish Project Pericles, a national consortium now consisting of 22 colleges and universities that have made commitments to include social responsibility and participatory citizenship as an essential part of their educational programs. All but one of these institutions are private.

CHIEF ACADEMIC OFFICER AWARD

Wallace Campbell, vice president for academic affairs and dean of the college at Pikeville College (KY) since 1998, received the 2006 CIC Chief Academic Officer Award for his contributions to colleagues at private colleges and universities. Service to Appalachian College Association institutions has been a distinguishing feature of his career; before joining Pikeville College, he was vice president for academic affairs and academic dean at Alice Lloyd College (KY) for 20 years. His contributions to CAO colleagues include a four-year term on the CIC CAO Task Force and serving as Task Force Chair.

RECOGNITION FOR CONSECUTIVE YEARS OF SPONSORSHIP

Two companies that have been sponsors of the Presidents Institute for 15 years—Jenzabar and Noel-Levitz—were honored for their dedicated support of the conference.
CIC’s fundraising efforts generate three types of revenue—restricted program grants for projects, restricted operating grants earmarked for particular programs (such as conference sponsorships), and unrestricted grants for general operating support. CIC received financial support between July 1, 2006, and June 30, 2007, from these donors and sponsors:

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## Financial Statement

**Statement of Revenues, Expenses, and Change in Unrestricted Net Assets 7/1/06–6/30/07**

<table>
<thead>
<tr>
<th></th>
<th>General Operations</th>
<th>Project Grants</th>
<th>Total</th>
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<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
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<tr>
<td>Membership Dues</td>
<td>$2,128,349</td>
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<td>$2,128,349</td>
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<tr>
<td>Program Participant Fees</td>
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<tr>
<td>Gifts and Grants</td>
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<td>Unrestricted Grants</td>
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<td>Program Grants</td>
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<td>1,138,833</td>
<td>1,608,333</td>
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<tr>
<td>Consulting Fees</td>
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<td>10,548</td>
<td>10,548</td>
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<tr>
<td>Interest, Investment, and Misc. Income</td>
<td>582,615</td>
<td>34,083</td>
<td>616,698</td>
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<tr>
<td><strong>Total Revenues</strong></td>
<td>$4,093,729</td>
<td>$1,183,464</td>
<td>$5,277,193</td>
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<tr>
<td><strong>Expenses</strong></td>
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<tr>
<td>Salaries and Benefits</td>
<td>$1,769,443</td>
<td>$308,660</td>
<td>$2,078,103</td>
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<tr>
<td>Programs and Meetings</td>
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<td></td>
<td>655,807</td>
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<tr>
<td>Grants to Colleges</td>
<td></td>
<td>109,489</td>
<td>109,489</td>
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<tr>
<td>Other Expenses</td>
<td>751,123</td>
<td>796,193</td>
<td>1,547,316</td>
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<tr>
<td><strong>Total Expenses</strong></td>
<td>$3,176,373</td>
<td>$1,214,342</td>
<td>$4,390,715</td>
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</table>

**Change in Net Assets**
- $886,478*
- Unrestricted Net Assets at 07/01/06: $3,373,389
- Unrestricted Net Assets at 06/30/07: $4,259,867

*Change in net assets includes $614,582 in unrealized and realized gains, interest income, and other investment income.
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Saint Mary’s College
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Livingstone College
Mars Hill College
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Ohio Northern University
Ohio Wesleyan University
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Urshire College
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Morris College
Newberry College
Presbyterian College
Southern Wesleyan University
Wofford College

South Dakota
Augustana College
Dakota Wesleyan University
Mount Marty College
University of Sioux Falls

Tennessee
Bethel College
Carson-Newman College
Christian Brothers University
<table>
<thead>
<tr>
<th>Region</th>
<th>Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia</td>
<td>Averett University, Bluefield College, Bridgewater College, Eastern Mennonite University, Emory &amp; Henry College, Ferrum College, Hollins University, Lynchburg College, Mary Baldwin College, Marymount University, Randolph-Macon College, Randolph College, Regent University, Roanoke College, Saint Paul’s College, Shenandoah University, Sweet Briar College, University of Richmond, Virginia Union University, Virginia Wesleyan College, Washington and Lee University</td>
</tr>
<tr>
<td>Texas</td>
<td>Austin College, East Texas Baptist University, Huston-Tillotson University, Jarvis Christian College, McMurry University, Our Lady of the Lake University, Schreiner University, Southwestern Adventist University, Southwestern University, St. Edward’s University, Texas College, Texas Lutheran University, Texas Wesleyan University, University of Dallas, University of St. Thomas, University of the Incarnate Word, Wiley College</td>
</tr>
<tr>
<td>Utah</td>
<td>Westminster College</td>
</tr>
<tr>
<td>Vermont</td>
<td>Bennington College, Burlington College, Champlain College, Goddard College, Green Mountain College</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>Alverno College, Cardinal Stritch University, Carroll College, Concordia University Wisconsin, Edgewood College, Lakeland College, Marian College, Mount Mary College, Northland College, Ripon College, Silver Lake College, St. Norbert College, Viterbo University, Wisconsin Lutheran College</td>
</tr>
<tr>
<td>NEW MEMBERS IN 2006–2007</td>
<td>New Institutional Members: Bryn Athyn College, City University, College of Santa Fe, Erskine College, Greenville College, Gustavus Adolphus College, Hilbert College, Knox College, Lafayette College, Linfield College, North Park University, Presbyterian College, Regent University, Saint Paul’s College, Southwestern Adventist University, University of the Arts, Washington and Lee University. New International Members: American University in Bulgaria, Philadelphia University, Jordan University Witten/Herdecke, Germany. New Affiliate Members: Associated New American Colleges, Mennonite Education Agency, IN.</td>
</tr>
<tr>
<td>Associate Members</td>
<td>Ancilla College, Dean College, Hersey College, Hiwassee College, Lincoln College, Marymount College, St. Augustine College, St. Paul’s College, Southwestern Adventist University, University of the Arts, Washington and Lee University.</td>
</tr>
<tr>
<td>International Members</td>
<td>American University-Central Asia, Kyrgyzstan, American University in Bulgaria, American University of Paris, France, American University of Sharjah, United Arab Emirates, Forman Christian College, Pakistan, Franklin College of Switzerland, John Cabot University, Italy, Philadelphia University, Jordan, Richmond the American International University in London, England, The American College of Greece, Universidad Jose Cecilio Del Valle, Honduras, University Witten/Herdecke, Germany.</td>
</tr>
</tbody>
</table>
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Allen P. Splete
President Emeritus
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Washington, DC 20036-1142
Phone: (202) 466-7230
Fax: (202) 466-7238
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Website
CIC’s website—www.cic.edu—is a rich resource of information that draws increasingly heavy 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.

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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 offer 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. You will receive an email confirmation.

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Open to spouses of current presidents of CIC member institutions.

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

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

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