The 2011 Institute for Chief Academic and Chief Advancement Officers—Partners for Academic Excellence

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 in St. Petersburg Beach, Florida, once again broke the participation record, with 631 total participants and 434 chief academic and advancement officers. Planned in cooperation with the Council for Advancement and Support of Education, 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.

Plenary speakers included Michael Gilligan, president of the Henry Luce Foundation; 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., who addressed the challenges and opportunities of enrollment and retention at independent colleges; and Eugene Tobin, senior program officer at the Andrew W. Mellon Foundation and former president of Hamilton College (NY) and Jake Schrum, president of Southwestern University (TX), who spoke about the role of presidential leadership in working with the senior academic and advancement officers when seeking foundation support for academic programs. (continued on page 4)
Most college and university administrators believe that the nation’s institutions are worthwhile and if, from time to time, they falter and need help, it is more in everyone’s interest to try to fix them than to demolish them and invent new ones. Leaders of campuses, foundations, and national service organizations such as CiC that see themselves as fostering positive social change have an interest in reforming, not replacing, troubled institutions. Because these leaders often emphasize objectives of greater productivity, higher quality, increased volume of activity, and reduced costs, they will often choose to work through the strongest institutions. Leaders may be so cautious as to bypass altogether entrepreneurial institutions that are less well-established but possess dynamic leadership or other attributes that should inspire confidence.

While most self-styled change agents try to work through existing institutions, several foundations have made a point of funding brand-new alternative organizations whose premises are very different from the established ones. The theory behind this approach to social change is that the new institution will compete with the old one and may eventually eclipse it. Even if it doesn’t, the new entity will cause the old one to move in the direction of the new one—to adopt many of the principles and practices of the new one in the hope of preventing defections. In higher education, one can see this strategy at work in the effectiveness of TEAC as a thorn in the side of NCATE for more than a decade, motivating NCATE to adopt many of TEAC’s practices and eventually for the two organizations to form a united entity that respects both approaches to the certification of teacher preparation programs.

With these familiar frameworks for stimulating change in institutions, it’s striking that our current national malaise is largely a matter of loss of faith in institutions. Financial institutions are widely seen as self-serving, not focused on Americans’ economic well-being and so bureaucratically inept that some of their leaders didn’t know what their employees were doing. The federal government is seen as paralyzed, unable to find any grounds for compromise or to take positive steps to solve problems. This loss of faith in major financial and governmental institutions has made possible a protest movement that lacks well-articulated goals of its own. The followers of Occupy Wall Street and its clones across the country do not have a unified agenda and, indeed, they are proud not to have articulated specific proposals for change. Today’s protesters lack faith in the ability of any of our major institutions to change for the better, so the protesters merely decry the problems.

One is tempted to characterize this phenomenon as the dumbing down of the more strategic protest movements of the 1960s and 1970s, but that would be a simplistic response. To put a positive face on this approach, one might say that massive numbers of people bearing witness to what is wrong in society is Gandhi-esque—a massive, peaceful protest that cries out for someone else to translate the demonstration of frustration and dissatisfaction into a remedy—but even that characterization diminishes the clarity of Gandhi’s ultimate goals.

In an earlier era, the stance of Occupy Wall Street would have been dismissed by those in authority as lacking purpose and significance. But today’s people in authority
include many former protesters and social activists of the 1970s who are ambivalent. As younger protesters they had been counseled by their elders to channel grievances into the system and to trust the system to fix what was wrong. Many did and saw it produce results. With this experience, the Boomers today who may waver in their faith in American governmental and financial institutions nonetheless remain circumspect about the lack of focus in the Occupy Wall Street movement. They have expressed surprisingly little indignation toward the protesters.

Even conservatives are bending over backwards to find the thread of a positive strategy for change in the Occupy Wall Street movement. In attempting to impute a more sophisticated strategy to the movement than it may actually have, the Wall Street Journal has argued that, at least in the case of the Occupy Oakland site, there are two groups of protesters—the main group of protesters whose agenda is incoherent but peaceful and a smaller group of well organized “anarchists” whose strategy relies on disruption and whose selective use of violence during the Oakland protest has been a deliberate tactic to radicalize people as well as to demonstrate the ineffectual responses that stodgy institutions inevitably exhibit.

Is it correct to credit the “anarchists” in Oakland with being the inheritors of the traditions of Peter Kropotkin and Mikhail Bakunin, theorists of the Russian Revolution? If so, how do the Oakland anarchists differ from the Tea Party, which also has a strategy of not compromising, of bearing consistent witness to its views no matter what anyone else says or does? Should we teach our students about the Tea Party as a manifestation of classic anarchism or as an extension of the strategy of Gandhi?

Neither explanation is very persuasive because both are inconsistent with the conventional wisdom about political and social change in America. It’s hard to teach our students about the American system of government when it’s not only the Tea Party that will not compromise but also the mainstream House of Representatives that is so intransigent. What should we make of Speaker Boehner who, according to the Washington Post, has declined five invitations to White House state dinners? The concept of a loyal opposition, so fundamental to a democracy and hard won in the 1790s at the time of the Alien and Sedition Acts, celebrates political adversaries who can engage in fierce debate on the House floor and then have dinner together. This common commitment to sustaining effective institutions is apparently absent from government today.

Curiously, while there’s plenty of criticism of the cost of college and the quality of college graduates, all the opinion polls continue to show positive public attitudes toward colleges and universities. The very existence and purpose of these institutions are not criticized in the way financial and governmental institutions are. Nonetheless, the American Council of Trustees and Alumni and the Huffington Post both draw lessons from the Occupy Wall Street movement that place the blame on higher education. ACTA notes on its website that one can easily sympathize with the frustrations of the Occupy Wall Street protestors, but ACTA chides the students for directing their anger at Wall Street. It’s the universities, says ACTA, that should be protested for their failures to educate people for productive jobs and that charge too much and saddle students with debt. The germ of truth in this diagnosis is that the U.S. Congress now includes a generation of people who attended schools and colleges in which civics and U.S. history were not given adequate attention and the result is, unsurprisingly, a lack of understanding among even many of our lawmakers of how American institutions of government are supposed to function. But that’s not what ACTA meant and, in response to ACTA, the larger truth is that colleges are not the institutions that bungled the handling of the economy or of foreign policy.

The Tea Party may be disappointed that most major governmental or financial institutions, despite their mistakes and

“Preparing students today to improve the institutions of society, despite growing frustration with dysfunctional governmental and financial institutions and widespread lack of knowledge of how American institutions are supposed to function, makes the challenge of educating students for civic responsibility much more difficult.”

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The importance of the relationship between the chief academic and chief advancement officer to advancing the case for liberal arts education was the topic addressed by keynote speaker Michael Gilligan, president of the Henry Luce Foundation. John Lippincott, president of the Council for Advancement and Support of Education, which helped CiC organize the conference, delivered a brief response.

Gilligan discussed how chief academic and chief advancement officers make, advance, and model the case for the liberal arts, beginning with the importance of the CAO/CAO relationship. Excerpts of Gilligan’s speech follow.

“The president has to depend most heavily on two people for the college’s success (and sometimes, his or her own success): the chief academic officer for the quality of the college and its programs; and the chief advancement officer for their sustainability…. Many presidents see their unique relationship with the two CAOs as the key to balancing internal and external responsibilities. In the best of worlds, the internal and external are fully balanced, richly integrated, and seamlessly aligned. But for most of us, and in stressful times, it’s these matters of balance that are most tricky. And these are surely stressful times—for each of us, for the institutions we serve, and for the world we prepare our students to lead.”

“While both the provost and the advancement officer have direct access to the president and real autonomy in building their own teams, they have little or no role in choosing the partner for this important relationship, where success requires being joined at the hip. Sometimes the relationship between the advancement and academic leaders is mired in competition: for the president’s time and board’s attention; for the key role in shaping the message; for scarce resources in budget-crunch times; or even for the spotlight, on or off campus. Communications can also be snagged—frequently not in the one-to-one, CAO/CAO relationship, which can be quite cordial, but in the complex networks that each of you is responsible to maintain—with faculty, student life staff, admissions, financial aid, technology, alumni, local communities, the press, and more.”

“Building the CAO/CAO partnership requires understanding each other’s core competencies. And this task of understanding begins with asking honest questions, then listening hard, and ends with appreciation…. In the academic and advancement enterprises, we often come from different places and have different stakes, but we know that in the best colleges, everyone on campus is both a learner and a teacher. And in successful institutions today, everyone works in advancement. Making the case begins with knowing the constituents. We must be as clear about the audience as about the value-proposition in order to be certain that we are truly understanding stakeholders’ questions, and not just advancing an essentialist position, nor preaching to the choir. Our audiences are many: the potential students we seek to recruit; the current students we hope to retain and educate; parents on whose trust we rely; our colleagues on the faculty, staff, and board who carry the load; politicians whose decisions will shape the educational context; and funders of all kinds whose support we invite.”

Gilligan cited several central contributions offered by liberal arts colleges:

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New Evidence for What Matters in Student Learning

Distinguished higher education scholars Ernest T. Pascarella and Patrick T. Terenzini, co-authors of the two-volume classic How College Affects Students, delivered a spirited and well-received plenary address on the results from recent studies of the impact of undergraduate education on students. The research findings were at times encouraging and at others dispiriting.

Their conclusions are based in part on emerging evidence from the Wabash national survey on liberal arts education that to date involves students at 19 colleges and universities. Together, Pascarella and Terenzini explored the institutional effects attributable to good teaching, the impact of diversity experiences and study-abroad participation, and the distinctive influence of liberal arts colleges on their students.

Pascarella, who holds the Mary Louise Petersen Endowed Chair in Higher Education and is co-director of the Center for Research on Undergraduate Education at the University of Iowa, opened the session with positive news. Their analysis of data in the Wabash study, Pascarella indicated, confirmed some of the National Survey of Student Engagement (NSSE) benchmark scales as significant predictors of first-year student gains. For example, he said, “critical thinking skills are positively impacted by the level of academic challenge and exposure to enriching educational experiences, and openness to diversity is fostered by supportive campus environments and participation in active and collaborative learning experiences.” However, he also warned that statistically about 50 percent of differences in outcomes between institutions can be attributed to the characteristics of the students an institution enrolls. And Pascarella and Terenzini’s own findings supported some of the controversial assertions made in the recent Academically Adrift publication—that is, roughly one-third of all students fail to show significant increases in critical thinking abilities after four years of college. Pascarella noted, however, that “the learning outcomes debate suffers from the absence of a scientifically sound and agreed-upon benchmark for how much growth can and should be expected as the result of a college education.”

Pascarella said that good teaching practices (well-organized class sessions, clear explanations, helpful review and summary of materials, among others) unquestionably increase first- to second-year persistence in college by about 30 percent of students after controlling for such student background as pre-college plans and ACT scores. “The good news is that good teaching skills are learnable.” Pascarella encouraged CAOs to revisit faculty review and development initiatives at their institutions to emphasize effective teaching. He also noted that growth in critical thinking skills is positively correlated with exposure to diversity experiences during college years but is most pronounced for students with lower ACT scores.

In addition, their analysis revealed only weak empirical evidence for positive effects of study-abroad experiences on intercultural competence after controlling for a student’s intent to study abroad. However, such learning experiences significantly enhance a student’s orientation toward engaging in diverse social and cultural activities, Pascarella said.

Terenzini, 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, presented further evidence of their research on how curricular and classroom experiences affect academic and cognitive outcomes. For example, he explained that instructional approaches typically taken at smaller liberal arts colleges—including collaborative, active, and service learning—are empirically shown to lead to greater student learning. Furthermore, effective instructional behavior by faculty coupled with an interdisciplinary curriculum that emphasizes links across courses and ideas—another staple of CiC colleges—fosters learning. Terenzini reminded CAOs also to pay attention to the range of out-of-class experiences students at their institutions can encounter. “Interactions with peers and faculty, cultural workshops and community service opportunities, co-curricular programs and leadership development programs not only impact psychosocial growth, attitude and value changes, and the development of moral reasoning, they also reinforce the impact of curricular and classroom experiences on academic and cognitive outcomes (and vice versa),” Terenzini reported.

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Recruitment and Retention: Challenges and Opportunities

Enrollment trends and challenges in recruitment and retention were explored during a plenary session featuring three national experts: Linda Cox Maguire, vice chair of Maguire Associates, Kevin W. Crockett, president and CEO of Noel-Levitz, and Michaelita Quinn, president of Executive Management Services.

Linda Maguire started off the session with an overview of enrollment trends and challenges. She highlighted results of a national survey conducted by Maguire Associates, the “2011 College decision impact Survey,” which polled 21,339 traditional college-bound students. Of those, 2,387 participated in a follow-up survey. Quinn described the findings:

- **Social Media Rules**—Over half (54 percent) of students used social media when looking for information about the college in which they enrolled were: quality of major (45 percent), scholarship/financial assistance (43 percent), total costs (41 percent), academic reputation (38 percent), campus setting and environment (36 percent), and close to home (35 percent).

- **The Net Price Calculator Is Proving its Worth**—32 percent of students completed a net price calculator hosted by the institution in which they enrolled.

- **The World Beckons**—47 percent of students plan to study abroad.

- **Distance Learning**—Less than 3 percent of students plan to enroll in online and distance learning programs; one in ten plans to begin at a two-year institution and transfer to a four-year institution.

- **Enrollment Insecurity**—More students were waitlisted in 2011 than in 2010 and one in ten students submitted multiple deposits.

- **Financial Aid**—82 percent of students applied for need-based aid while only 56 percent received aid. One in five students appealed the financial aid offer from their institution, and 37 percent received more aid as a result.

After highlighting a wealth of statistics on pricing, financial aid, and discounting, Kevin Crockett predicted that “cost increases for private colleges will remain in the 3–5 percent range for the foreseeable future and changes in net tuition will begin to rebound as the economy improves, but may top out around 3 percent.” He said colleges and universities “will need to sharpen their financial aid analytics and their responses to future changes in federal methodology, find ways to promote the economic value of tuition tax credits, and possibly develop institutional loan programs.” He noted that “the percentage of first-time, full-time freshmen receiving institutional grants has increased from...
77.5 percent in 2000 to 87.5 percent in 2010, and that the proportion of students demonstrating financial need increased by 27 percent in just one year, from 2009 to 2010.

Michaelita Quinn described three external factors that impact enrollment and marketing at private colleges and universities: community colleges and state universities, proprietary and for-profit institutions, and other private colleges in the same region. Each of these factors present both challenges and opportunities for chief academic and chief advancement officers, she said.

“Public institutions, including community colleges and state universities, now have 37 percent of the market, and community colleges are now overenrolled as a result.” In addition, she noted that a “transfer wave” is coming: “those students who went to community college two years ago are now finished and many are coming to private colleges for their last two years. There has been a 13 percent increase in the last three years of students transferring from community colleges to private colleges.” This provides opportunities for CIC colleges, Quinn said, and recommended that academic and advancement officers:

- establish articulation agreements with every single community college in the region;
- have a transfer open house to enroll those community college graduates;
- have faculty members ready to advise those transfer students;
- streamline the acceptance of transfer credits to ensure a very smooth transfer from both community colleges and state colleges;
- get deans and professors involved in relationships with their peers in community colleges so they’ll refer their students to your college;
- create feeder systems with high schools and community colleges;
- add evening, weekend, online, and offsite classes;
- market the distinctiveness of the institution—sell your majors; and
- respond to student interests and employer needs—do the research and find out what courses students are asking for that you don’t have.

Proprietary and for-profit schools represent a challenge, Quinn said, because “there has been a huge surge in enrollments at these schools—they understood the market and responded quickly to needs; they filled a vacuum…. They also marketed heavily to veterans because they wanted, and got, the veterans’ benefits.”

“There has been a surge in enrollment at for-profit institutions because they understood the market and responded quickly to needs; they filled a vacuum…. They also marketed heavily to veterans because they wanted, and got, the veterans’ benefits.”

—Michaelita Quinn

Kathleen A. Rinehart, general counsel of Saint Xavier University (IL), presents a concurrent session on preventive law.
The ways in which presidential leadership affects both academic quality and philanthropy was the focus of the Institute’s closing plenary session. Jake Schrum, president of Southwestern University (TX), and Eugene M. Tobin, senior program officer for higher education at the Andrew W. Mellon Foundation, agreed that presidents need to be “educators in chief” as they interact with the public and foundations to advance their institutions and seek financial resources.

Schrum described the president’s role in terms of four “S’s”: structure, strategy, story/saga, and song. The president provides “structure” for the institution both philosophically and organizationally, he suggested. Presidents need to espouse a “philosophical grounding as educators—all of us are in the business of education, so we should all think of ourselves as educators before we think of ourselves as presidents or CEOs or CAOs.” The president also provides organizational structure for the campus leadership, deciding whom to include in the president’s cabinet or on the senior staff. “If you want the chief academic and chief advancement officer to work together, both need to be at the leadership table where daily decisions are made.”

Presidents provide “strategy” for the institution in the form of a strategic plan, which is imperative, Schrum said. “If you don’t have a strategic plan, you need to get one now, and you need to involve key stakeholders—the chief academic and advancement officer specifically—in your strategic planning process…. It is the role of the chief advancement officer to advance the institution and it is the chief academic officer’s role to propose and drive all initiatives related to academic priorities.” The strategic plan “must include mission, core strategies, strategic initiatives, long- and short-term goals, advancement priorities, methods to assess how well you are doing, and a strategy for knowing when to celebrate.” Schrum said campus leaders “need to celebrate and look at what they have accomplished…. If we made the goal, or funded the highest priorities, or raised a sense of greater possibilities, or provided the foundation for a brighter future for the institution, then we’ve made a difference in the lives of our students now and in future, and we have greatly advanced the institution’s academic priorities.”

Further, presidents provide the “story or saga” of the institution to ensure that the advancement and academic priorities are all agreed upon. That is, Schrum said, presidents need to talk continually to stakeholders about the plans and goals for cultivating academic excellence, and they must advance the institutional story by sharing its history, core purpose, and values—and presidents “need to help students not look at the world only through their own narrow prism and ambition but to think about how they can change the world for the better.”

Finally, Schrum used the word “song” as a metaphor to describe the relationship between the chief academic and advancement officers and how presidents can ensure that they are “a good duet—that they are singing the same song and lyrics and are on the same page; that they know the title and tune of the song; and that they know when they are on or off pitch.” In addition, Schrum said, “the song needs to make sense to the listeners.” A good relationship between the academic and advancement officers fostered by the president can “produce beautiful music” that gets a “standing ovation” and sometimes “requests for an encore” in the form of, for example, funding from a foundation.

Picking up on the relationship thread, Gene Tobin of the Mellon Foundation said good relationships between colleges and foundations are crucial because “we are all in this endeavor together—colleges and universities need foundations for money and foundations need colleges and universities to increase the foundation’s individual and collective capacity, and to help us fulfill our moral and legal obligations.” To build good campus/foundation relationships, Tobin said it is important for college leaders to:

- understand which foundations are approachable and which require invitations for proposals;
- focus proposals on solving a problem with measurable results and a sustainable outcome;
- consider collaborating with other institutions and learning about mistakes and best practices from other colleges; and
- do their homework to understand better the goals of the foundation—read the annual reports, and call or email before sending a blind proposal.

“Presidents need to espouse a philosophical grounding as educators—all of us are in the business of education, so we should all think of ourselves as educators before we think of ourselves as presidents or CEOs or CAOs.”

—Jake Schrum
If a campus is invited to a meeting at a foundation to present a proposal, Tobin said presidents should:

- ask who from the campus should attend the meeting;
- be bluntly honest during the meeting about any issues, problems, or challenges; and
- be prepared with questions following the presentation.

“The most important part of the visit is not the presentation but the Q&A that follows. This is when the foundation understands how your request fits in with its interests,” Tobin said. Following up on Schrum’s point that all presidents should assume the role of “chief education officer,” he concluded that they should “be well versed in the idea being presented and help the foundation officer better understand the issue.”

### Linking Fundraising, Academic Program Goals, and the Strategic Plan

Developing a campaign plan should be a collaborative process that matches academic program priorities and the strategic plan with fundraising goals, said panelists Katie Conboy, provost, and Francis Dillon, vice president for advancement of Stonehill College (MA), and Bradley Bateman, provost, and Julia Houpt, vice president for institutional advancement of Denison University (OH).

While agreeing that one of the most important processes in the advancement of any institution is that of assuring that fundraising goals are based on the strategic plan, panelists also agreed that this was not as natural—or as easy to do—as it sounds. Multiple stakeholders with different perspectives—trustees, president, faculty, students, alumni, administration, parents—make it a challenging process to create a strategic plan with broad buy-in, they said.

“Collaboration and involvement of all constituent groups is key to a successful outcome,” noted Bateman. “If you want acceptance of the final product, the process needs to be inclusive and transparent.”

Yet once the strategic plan is in place, another hurdle appears. “Inevitably, some things in the plan are going to be more attractive to donors than other things,” said Dillon. “So you then face another challenge in determining which areas of the plan get included in the development office’s top priorities for proactive fundraising.”

The key point, panelists agreed, is that the president needs to involve both the academic dean and the chief advancement officer in all priority-setting discussions. “You’ve got to have the key players involved—the person who knows the academic program the best, and the person who knows the donor constituency the best,” Bateman noted.

And if a capital campaign is being considered, a feasibility study and the involvement of an outside fundraising firm would be essential steps in setting campaign priorities. As Dillon said, “In the end, you’ve got to see where the institution’s goals and needs overlap with the potential for outside support. That overlap, of course, provides the basis of the institution’s next campaign.”

### Fundraising Fundamentals for Chief Academic Officers

“We’re here to interpret for you, as academic deans, the sometimes mysterious world of fundraising.” With this as preamble, Myra Garcia, vice president of institutional advancement at Wagner College (NY), set the stage for a three-

(continued on page 12)
2011 Institute for Chief Academic Officers and Chief Advancement Officers

The 2011 CAO Institute in St. Petersburg Beach, Florida, featured an opening awards ceremony on Saturday, November 5, honoring individuals who have had a significant impact on independent higher education.

Mary Ann Gawelek (center), provost and dean of the faculty at Seton Hill University (PA), received CIC’s 2011 Chief Academic Officer Award in recognition of her contributions to colleagues at independent colleges and universities. Patrick T. Terenzini (left) and Ernest T. Pascarella (right) shared the 2011 Academic Leadership Award for their seminal work on how college affects students.

John T. Day (left), academic vice president of John Carroll University (OH) and chair of CIC’s Chief Academic and Chief Advancement Officers Task Force, and Jeffrey Aper, provost of Blackburn College (IL), received awards for their service to the CIC CAO Task Force.

Programming for the 2011 Institute was planned with the assistance of the CAO Task Force: Charles Haight, vice president for development, Mount Holyoke College (MA); Daniel Taddie, senior vice president for academic affairs and dean of the faculty, University of the Ozarks (AR); Helen Streubert, vice president for academic affairs, Our Lady of the Lake University (TX); Michael Selmon, provost and vice president for academic affairs, Alma College (MI); Kelly Thompson, vice president for external relations, Barton College (NC); John T. Day, academic vice president, John Carroll University (OH) (Chair); Jeffrey Aper, Provost, Blackburn College (IL); Judith Muyskens, provost, Nebraska Wesleyan University; James W. McKey, vice president for institutional advancement, Earlham College (IN); J. Bradley Creed, provost and executive vice president, Samford University (AL); and Cheryl Johnson-Odim, provost, Dominican University (IL).
During a concurrent session on Monday, panelists Susanne Woods, CIC senior advisor; David Garrison, vice president for academic affairs at LaGrange College (GA); Susan Barnes Whyte, library director of Linfield College (OR); Paula Dehn, provost of Kentucky Wesleyan College; and chair Alan Woofolk, dean of academic affairs at Flagler College (FL) discuss how to help students develop information fluency.

The Institute provided numerous opportunities for chief academic and chief advancement officers to share ideas, practical solutions, and candid perspectives with colleagues from across the country in both formal and informal settings.

Jerold Panas, executive partner and CEO of Jerold Panas, Linzy & Partners, led a session on how to cultivate donors and how they can develop an interest in academic priorities.

The welcoming reception on Saturday, November 5, provided opportunities to connect with old friends and meet new ones.

Following plenary presentations on recruitment and retention by Kevin Crockett of Noel-Levitz, Linda Cox Maguire of Maguire Associates, and Michaelita Quinn of Executive Management Services, Mary Arquette, vice president for institutional advancement at Lourdes University (OH), questions the panelists during the Q&A period.

Thomas W. Young, vice president for institutional advancement at Gustavus Adolphus College (MN), and Edward J. Kvet (not pictured), provost of Loyola University New Orleans (LA), discussed the new responsibilities of chief academic officers in fundraising and collaborating with the chief advancement officer on fundraising projects.
(CAO Institute - Gilligan, continued from page 4)

1. **Forecasting students’ futures:** Recognizing that current students won’t retire until nearly 2060…we admit that they must be equipped for an unknowable future…. Instead of providing specific career training, we believe that we prepare students to exercise trusteeship—entrusted with the long-term care of our environment, democracy, and heritage; called to expand opportunity to new populations and across shifting boundaries.

2. **Making connections:** We look for strategies that connect the local and the global, disciplined understanding with civic engagement, working through and beyond the curriculum. Increased opportunities for exchange, service learning, and undergraduate research clearly enhance such connections.

3. **Exploring new platforms:** Colleges can model sensitive uses of technology, harnessing not only new ways of connecting, but also new ways of knowing.

In order to advance the case of the liberal arts college to foundations, Gilligan suggested that “the president should a) know whom to ask; b) keep track of changes in the philanthropic sector, and c) make sure your institution stays on the radar.”

“The strongest proposal defines who will benefit, and how, 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 has also seen a change in the style of relationships. Earlier, approaching a foundation closely resembled the cultivation of an individual donor, and the critical component 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 most 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.”

“Finally, I should comment on the attention that some large foundations are giving to community colleges, and the departure of long-time supporters from the independent college sector. Given the large percentage of students who enroll for part or all of their education in community colleges, a sector long neglected by private philanthropy, I admire the efforts to address recruitment, retention, and transfer—and particularly the ways that these plans will expand opportunity and reduce poverty. Within the CIC community, we must listen carefully to the goals that foundations identify in their work with community colleges, particularly their commitment to first-generation college students; and then we need to share the abundant data that independent colleges achieve many of these same results—in settings that are distinctive, effective, and even cost-efficient.”

The full text of Gilligan’s remarks are available on the website at www.cic.edu/CAOInstitute.

(CAO Institute - Fundraising, continued from page 9)

A five-hour workshop for deans featuring two veteran fundraising professionals: Charles Haight, vice president for development at Mount Holyoke College (MA), and Kelly Thompson, vice president for external relations at Barton College (NC).

To provide perspective, the panelists gave an overview of the primary fundraising programs at most colleges and universities and how each is distinctive with its own set of processes and objectives, including: annual funds, major gifts, planned gifts, corporate and foundation relations, special events, alumni relations, publications, prospect research, advancement services, and capital campaigns.

“Each of these components has its role in the advancement of an institution,” Haight said. “The key is to align the fundraising programs to meet the strategic needs of the institution—and the chief advancement officer’s primary responsibility is to create that alignment and have the program working on all cylinders to further the mission of the institution.”

“To make this alignment happen most effectively,” Thompson added, “the chief advancement officer and the chief academic officer need to be joined at the hip, working together, jointly addressing the strategic goals of the institution.”

Significant time in the workshop was allocated to a discussion of the “donor cultivation” process—how it works and what role the academic dean can play in the process.

“The provost or academic dean can be a key player in bringing prospective donors closer to the institution,” Haight said. “Donors like to know the top executives of an institution, and the dean can play a unique role in the process because he or she can most effectively interpret to a donor the mission and goals of the academic program and the work of the faculty. This raises a donor’s trust, awareness, and interest.”

Provosts and deans also need to play a key role in capital campaigns, Thompson noted. “The dean needs to represent the academic enterprise in the planning for the campaign, pinpointing the programs and projects that should be considered for inclusion in the final campaign goal,” she said. “We all know, however, that programs are not equally ‘fundable’ by outside gifts, which is where the vice president for advancement has the expertise.”

“If you’re going to be successful in your campaign,” Haight added, “the dean and the vice president for advancement need to be full partners in the enterprise. The ties that bind them together are the strategic plan and the dream of a stronger and more vibrant institution.”
The CIC Presidents Institute, the largest annual conference of college and university presidents in the country, will be held January 4–7 at the Marco Island Marriott in Marco Island, Florida, and will feature presentations on the college president’s role as chief spokesperson for the distinctive features of one institution, as well as for the advantages of smaller, private, liberal arts colleges and universities in general. Preliminary registrations suggest that this year’s Institute may reach a record level for participation.

Speakers and sessions will explore such questions as: How can the proven value of a liberal arts education over a lifetime be presented persuasively? How can presidents articulate the institution’s distinctive mission in compelling and nuanced ways? In what ways do the liberal arts foster workforce development and global competitiveness? How can an education grounded in the liberal arts be meaningfully connected to a lifetime of career success, personal fulfillment, and civic engagement?

Plenary speakers include Nannerl O. Keohane, distinguished former president of Duke University and Wellesley College, who will issue a call to action rooted in the intrinsic importance of the liberal arts and the importance of presidential commitment to this goal; noted economist Ronald G. Ehrenberg, Cornell University, who will outline both the economic challenges and genuine opportunities for independent colleges and universities; and Eboo Patel, White House advisor and founder and president of Interfaith Youth Core, who will explore 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” will feature Charles Currie, SJ, who has just retired 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 of the Council of Independent Colleges; and David L. Warren, president of the National Association of Independent Colleges and Universities (NAICU) since 1993.

A range of other presenters, including experienced college presidents and knowledgeable consultants, will offer stimulating and practical sessions on numerous topics—championing first-generation and low-income student success, developing trustees as fundraisers, planning effective board retreats, enhancing the career placement of liberal arts graduates, lessons from the Community College Linkage Project, developing an effective marketing strategy, new digital tools for presidential leadership, the college student gender gap, the president’s role in revising the liberal arts curriculum, and presidential contracts and compensation, among others.

Several afternoon workshops will provide hands-on opportunities for presidents to tackle issues in depth:

- Navigating the “New Normal”: Where Does the Money Come From? Where Does It Go? What Does It Buy?
- Presidential Leadership for Student Learning and Accountability
- The Future of the Humanities in Independent Higher Education
- Leadership and Liberal Education in a Global Context

For more information on all aspects of the Institute, visit www.cic.edu/PresidentsInstitute.
The Future of Foundation Funding for Independent Higher Education

Foundation leaders at the 23rd annual Conversation between Foundation Officers and College and University Presidents helped campus leaders understand why foundations choose the areas of support that they do and why they choose to fund certain projects as the means toward the larger goals they hope to serve.

The 2011 meeting, which was held on Thursday, 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 have 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, United States Program, The Bill & Melinda Gates Foundation; and Rip Rapson, president and CEO of the Kresge Foundation. In addition, Richard E. 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.

In the first session, Hilary Pennington discussed the Gates Foundation’s approach to philanthropy in higher education and what can be done to expand the number of people who succeed in earning credentials beyond high school. The Gates Foundation’s approach to addressing these problems is to emphasize “focus, leverage, evidence, and scale,” she said. That is, they focus on a small number of critical problems to increase their impact; they use their resources with the goal of being catalytic; they search for evidence and invest in longer term research, seeking to answer questions about what works, for whom, and at what cost; and they choose to fund projects that involve networks or groups of institutions rather than single institutions.

Pennington explained that the Gates Foundation chose to focus on community colleges to expand two-year degree attainment among low-income young adults “because community colleges currently enroll 7 million students (almost half of all undergraduates in the U.S.) and of the low-income students who go to college, most start there.” This doesn’t mean, Pennington stressed, “that independent colleges don’t have an important role to play in this effort…. We know that your institutions have a remarkable track record for helping such students succeed. We have much to learn from you…. Your institutions lead the way in the practices and culture that produce high completion. And I hope to explore ways we can partner together—and you can partner with community colleges.”

To spread the success of independent colleges, Pennington said the foundation is looking to college and university presidents to help with three key challenges:

1. Set an example. “You are powerful and influential leaders. If more of you commit to improving completion results, it will have an enormous impact. You can target institutional aid toward those who truly need it.”

2. Lead efforts to make teaching and learning more effective. “You can drive innovations to improve teaching and learning by using research about learning and cognition, instructional design, and technology to improve the teaching and learning moment.”

3. Transform individual courses and restructure the student experience.

“Today’s students need…predictable schedules so they can balance jobs and school; and institutional practices that help accelerate their academic momentum.”

In conclusion, she said, “Bill and Melinda call themselves ‘impatient optimists.’ They believe dramatic change is possible, and that the leaders of the next century ‘will be those who empower others.’ You are those leaders…. Your individual and collective voices can drive a sense of awareness and urgency among the public and policymakers that improving college completion is critical to our country’s future.”

In the second session, Rip Rapson of the Kresge Foundation echoed Pennington’s sentiments that increasing college achievement rates, particularly focusing on community college students, is a clear imperative. Indeed, said Rapson, Kresge’s three main strategies to promote postsecondary access and success for low-income, first generation, and under-represented students intentionally echo the Gates Foundation’s work, as the two foundations entered this realm of work at almost exactly the same time. The first strategy includes “building a college-going culture in schools and communities, supporting students to apply to
“Your individual and collective voices can drive a sense of awareness and urgency among the public and policymakers that improving college completion is critical to our country’s future.”

—Hilary Pennington

college, helping them to access financial aid, and, once they get into college, ensuring their persistence and timely graduation.” The second strategy is “to build the capacity of institutions that focus on low-income, under-represented and first-generation students.” And the third strategy is “to increase productivity and innovation in higher education, braiding this work through the other two strategies.” He urged independent colleges and universities to work collectively to tackle these challenges. “Your ability to apply your resources—financial support, student internships, faculty applied research, leadership on environmental sustainability efforts, and many others—could make an enormous difference.”

In a session on the “Future of Science and Science Education and the Role of Venture Philanthropy,” James Gentile of the Research Corporation for Science Advancement (RCSA) (the oldest science foundation in the nation, founded in 1912), said his organization provides support to early career scientists and the students they teach. RCSA “has always been about finding and supporting the next big scientific paradigm, the theory or discovery that will revolutionize and advance an entire field of study. In the process, we consistently work to improve U.S. science education by advocating that undergraduate students participate in their mentors’ cutting-edge research.”

Research Corporation “has funded thousands of your faculty and students over the years with Cottrell College Science Awards that support high quality research through early career grants to individuals or teams of faculty and Cottrell Scholar Awards.” (The awards are named for RCSA’s founder, Frederick Gardner Cottrell, a scientist, inventor, and philanthropist.)

In its support of smaller colleges and universities, Gentile noted that RCSA focuses on “teams of scientists from your institutions working across institutional boundaries and departments. Such collaborative research will make your faculty more competitive in the future.” He also noted that the organization provides grants to faculty members who play a leadership role and who focus on bold ideas. Grantees are invited to “Scialog,” an annual closed conference for the purpose of sharing insights and building further collaborations. “These meetings are intended to advance human knowledge by building and strengthening a nationwide community of scientists…. We hope that Scialog participants will be better equipped to tackle even more challenging problems in the future.”

Making significant changes in the world is also a goal of the Jack Kent Cooke Foundation, said executive director Lawrence Kutner in the final session. “As a foundation, we want to make significant changes in the world in which we live. Yet many grant proposals, he said, pitch the “social equivalent of trimming nose hairs.” He stressed that “boldness and forthrightness should permeate not only your grant applications but also your annual or semi-annual reports on how your funded projects are going.” He added, “We want to see audacity, not penny pinching. If your budget is unrealistically low, we’ll reject you because that budget tells us that we can’t trust your judgment in other areas.”

Kutner asked presidents to keep some things in mind when working with foundations:

- We’re your partners, not your adversaries. We want you to succeed, and we’re happiest when we build long-term, mutually profitable relationships.
- We’re your partners, not your bank. In a strong relationship, we can often provide you with much more than money. You should take advantage of that.
- We’re your partners, not your mother. Don’t try to outguess us. Don’t simply try to please us. Work on building a relationship filled with trust, mutual respect, and excitement.

More information about the Foundation Conversation, including the text of these presentations, is available on CIC’s website at www.cic.edu/foundationconversation.

Rip Rapson, president and CEO of the Kresge Foundation, outlined the foundation’s strategies to promote postsecondary access and success for low-income, first generation, and under-represented students.
Senior Leadership Academy Hailed as “Transformative Experience”

The 25 participants of CIC’s Senior Leadership Academy (SLA) who convened recently for an opening seminar in St. Petersburg, Florida had high praise for the experience. Michael Cyze, executive director of communication for Clarke University (IA), said the SLA seminar “was the most rewarding professional development experience of my career” and Beth Aracena, associate dean for curriculum at Eastern Mennonite University (VA) called the experience “transformative.”

The Senior Leadership Academy, cosponsored by CIC and the American Academic Leadership Institute (AALI) and supported by Academic Search, Inc., is a year-long program for mid-level administrators in higher education who aspire to senior leadership positions in independent colleges or universities.

The two-day meeting, held November 4–6 in conjunction with the Institute for Chief Academic Officers and Chief Advancement Officers, was the first face-to-face meeting of the second SLA cohort. Participants had, however, consulted over the summer with director Ann Die Hasselmo, president of the American Academic Leadership Institute, to develop the all-important experiential plans that help guide participants through the year-long academy.

The three-day seminar featured many presentations as well as working sessions over meals. Hasselmo opened the seminar with a presentation on “Loyalty, Obligation, and Thinking Institutionally: The Unique Role of a Cabinet Officer” and was followed by a panel of participants in the first Senior Leadership Academy, Gary Daynes, interim vice president for enrollment management at Westminster College (UT); Henry Goodgame,

2011–2012 SENIOR LEADERSHIP ACADEMY PARTICIPANTS

| Beth Aracena                        | Debra Heath-Thornton                     |
| Associate Dean for Curriculum       | Dean, Campolo College of Graduate and   |
| Eastern Mennonite University (VA)  | Professional Studies                     |
| Joseph Boehman                     | Eastern University (PA)                  |
| Dean of Richmond College/Associate  | Tara Jabbaar-Gyambrah                    |
| Dean of Arts and Sciences           | Director of Multi-Cultural Affairs       |
| University of Richmond (VA)         | Hilbert College (NY)                     |
| Stephen Bragaw                     | Deirdre Johnston                         |
| Carter Glass Professor of Government| Professor of Communication               |
| Sweet Briar College (VA)            | Hope College (MI)                        |
| Kent Buchanan                      | Andrea Koepke                            |
| Professor and Chair, Biology        | Dean, College of Health Professions      |
| Department                         | The University of Findlay (OH)           |
| Oklahoma City University            | Carolynn Masters                         |
| Lisa Carstens                      | Dean, Morosky College of Health          |
| Associate Dean of the College       | Professions and Sciences                  |
| and Professor of English            | Gannon University (PA)                   |
| Virginia Wesleyan College           | Ann Stamp Miller                         |
| Terry Dale Cruse                    | Division Chair of Humanities and Fine    |
| Vice President for Enrollment       | Arts Simpson University (CA)             |
| Services                            | Camilla Rawleigh                        |
| Missouri Baptist University         | Director of Development                  |
| Michael Cyze                       | York College of Pennsylvania             |
| Executive Director of Communication| Marie Ribarich                           |
| Clarke University (IA)             | Dean, Graduate School                    |
| Charlene Gould                     | College of New Rochelle (NY)             |
| Dean, College of Liberal Arts and   | Joseph Roidt                             |
| Social Sciences                    | Associate Provost                        |
| Avila University (MO)              | Davis & Elkins College (WV)             |
| Lyle Rupert                        | Professor of Economics and Business      |
| Professor of Economics and Business| Hendrix College (AR)                     |
| Molly Robb Shimko                  | Associate Vice President for Institutional Advancement |
| Ashlyn Sowell                      | Seton Hill University (PA)               |
| Karen Thacker                      | Associate Vice President for Development  |
| Dean of the College of Professional| Gettysburg College (PA)                 |
| Programs                           | Alvernia University (PA)                 |
| Elizabeth Westbury                 | Columbia College (SC)                    |
| Controller                          | Gregory White                            |
| Camilla Rawleigh                   | Notre Dame de Namur University (CA)      |
| Donald Wortham                     | Eric Woller                              |
| Executive Director, Extended Studies| Dean of Academic Affairs                 |
| Bethany Lutheran College (MN)      | York College of Pennsylvania             |
| Donald Wortham                     | College of New Rochelle (NY)             |
| Eric Woller                        | Joseph Roidt                             |
| Associate Provost                  | Debra Heath-Thornton                     |
| Davis & Elkins College (WV)        | Deirdre Johnston                         |
CIC Announces Eleventh Annual Department Chair Workshops

A series of workshops will be held in 2012 for experienced as well as new department and division chairs to help independent colleges and universities strengthen leadership at the departmental level. The workshops focus on the distinctive challenges of department leadership in small and mid-sized private colleges and universities.

Who Should Participate?
Campuses are encouraged to send several department or division chairs to the workshop so they can support one another in instituting improvements upon their return to campus. A single representative from an institution would also find the workshop helpful. Chief academic officers, deans, and associate deans who work closely with chairs would find the program beneficial as well and are welcome to participate.

Details about the hotel sites and sleeping rooms for the workshops are available on the CIC website. More information about the program for these workshops will be posted on the website in January 2012 at www.cic.edu/departmentchairworkshops.

Mark your calendars!

April 12–14
Indianapolis, IN

May 15–17
Providence, RI

May 22–24
Charleston, SC

June 5–7
Portland, OR
CONFERENCES

2012 State Funds Annual Conference Set for Chicago

With the theme of “Enhancing Your Impact: A Focus on the Future,” the annual conference for CIC’s State Fund Members in Chicago, Illinois, on April 29–May 1, will provide opportunities for both professional and organizational development for state fund executives and staff members. The conference will feature in-depth programming, including a keynote and other plenary speakers, panel presentations, roundtable discussions, and opportunities for sharing best practices.

Sessions will focus on strategic planning, fundraising strategies, and consortial and collaborative approaches to help address the challenges facing private colleges and universities in the current economic climate. Featured speakers will include Caroline Altman Smith, program officer, the Kresge Foundation, Tom Kepple, president of Juniata College (PA), and Nancy Farmer, president of the Tuition Plan Consortium. Online registration for the conference and the hotel will open in late January.

“This conference program is focused on helping these consortia further increase their beneficial impact on their institutions,” noted Doug Penner of the Kansas Independent College Fund and presiding officer for the state fund network.

Speakers Announced for 2012 College Media Conference

Addressing the 2012 College Media Conference theme of “New Realities: Campus Coverage and the Media” will be a superb lineup of seasoned journalists (see box).

The 26th annual conference will again be held in the nation’s capital at the Fairmont Hotel on June 27–29, 2012, and is cohosted by the Council of Independent Colleges and the American Association of State Colleges and Universities. Last year’s conference attracted a record 270 total participants.

Reporters and editors will participate in panel discussions and explain how colleges and universities can interact effectively with them as they report on higher education issues. In addition, college and university public relations professionals will share best practices and approaches to publicizing campus activities and pitching stories to the media. Having an opportunity to network with colleagues from around the country is often mentioned as one of the major benefits of the conference.

The preconference workshop on Wednesday, June 27, will focus on “Crafting Your Digital Strategy: Social Media and Beyond,” and will feature Kristina Halvorson, author of Content Strategy for the Web and CEO of Brain Traffic. Additional sessions on the importance of digital strategy will help college PR/media/communications officers better formulate their strategic communications and social media goals.

Communications officers, public and media relations directors, news bureau managers, writers, university relations vice presidents, assistant deans for external relations, and other interested administrators from all colleges and universities are invited to attend. The conference is intended to help campus communications professionals develop techniques that work, prepare news materials that produce results, and make contacts with some of the nation’s top reporters, editors, freelance writers, producers, bookers, educational correspondents, and campus news professionals.

Conference program information and registration will be available on the website at www.collegemediaconference.org at the end of January 2012.
CIC Announces 2012 Seminar on Teaching Pre-Modern European Art

The third in a series of seminars on Teaching Pre-modern European Art in Context will take place June 17–21, 2012 at the Allen Memorial Art Museum at Oberlin College in Oberlin, Ohio. This week-long seminar on “Making and Meaning in Medieval, Renaissance, and Baroque Europe,” supported by a grant from the Samuel H. Kress Foundation, will be especially valuable for faculty members at institutions without large campus museums or proximity to major art museums. Art historians, studio artists, or faculty members trained in other disciplines such as theatre arts, English, or communications are eligible to participate if they teach art history. The goal of the seminar is to strengthen the teaching of art history to undergraduates at smaller colleges and universities.

There is no seminar fee for faculty members selected to participate. The selection process is based on nominations by chief academic officers, not direct application by faculty members. Up to 20 full-time faculty members will be selected. Further information, the nomination guidelines, and an electronic version of the nomination form can be found on CiC’s website at www.cic.edu/ArtHistory. The deadline for completed nominations is January 20, 2012.

CIC Announces Fourth Information Fluency Workshop

The fourth in a series of workshops on Information Fluency in the Disciplines will be held March 22–24, 2012, in Baltimore, Maryland, and will focus on ancient studies. The workshop is intended to help institutions move beyond teaching information literacy in the general education curriculum to infusing information fluency into those studying the ancient world—in classics and in many related majors. This is the fourth in a series of workshops supported by the Andrew W. Mellon Foundation that included two workshops that focused on information fluency in literature and one workshop in history.

Teams of four campus officers—including the CAO or another appropriate senior academic officers, the library director, and two faculty members—will be guided in the creation of a comprehensive program to assist upper-level students in obtaining a better understanding of the availability, authority, and uses of relevant information resources in their major field of study. The program will provide guidance and time for each team to create a realistic and appropriate action plan that it will take back to campus. To this end, participants will learn about topics such as the role of faculty-librarian collaboration in helping students acquire information fluency; the role of chief academic officers in promoting the teaching of information fluency across the campus; new, online, and traditional resources for historical study; methods of evaluating the success of an information fluency program; the uses of physical space and budgets to promote information fluency; and strategies for implementing change on campus.

Seventeen institutions were invited to participate. The application deadline was December 2. The Information Fluency workshops are co-sponsored by the Association of College and Research Libraries and the Council on Library and Information Resources and are endorsed by the American Philological Association, the Appalachian College Association, and the United Negro College Fund. The Andrew W. Mellon Foundation provides grant support, so there is no fee to participate.

The workshops build on the success of CiC’s Transformation of the College Library workshops that since 2002 have assisted more than 250 smaller private colleges and universities in developing institution-wide programs to help students acquire the skills to find, evaluate, and use information more effectively as well as to cultivate in students a disposition toward life-long learning.

The program director for CiC’s Information Fluency workshops is CiC Senior Advisor Susanne Woods. More information can be found on the CiC website at www.cic.edu/InformationFluency.

Mellon Foundation Grant Will Support Four New Information Fluency Workshops

A new grant of $682,400 from the Andrew W. Mellon Foundation will support four additional Information Fluency in the Disciplines workshops in core disciplines of the humanities. One workshop will be offered each year for four years beginning in the 2012–2013 academic year.

These future workshops most likely will be offered in the disciplines of foreign languages and literature, English and American literature, pre-modern history, and modern history.
CIC Announces $6.9 Million Grant from Lilly Endowment to Expand NetVUE

Lilly Endowment Inc. in October awarded CIC a grant of $6,897,375 to foster the intellectual and theological exploration of vocation among undergraduate students at independent colleges and universities. It is the largest grant ever received by CIC.

The new grant will support a sizable expansion of the Network for Vocation in Undergraduate Education (NetVUE) initiative. Established in 2009, NetVUE now includes 167 member colleges and universities with ties to Protestant, Catholic, and other religious bodies as well as institutions with no religious affiliation. The grant (more than double the size of the largest grant previously awarded to CIC) will support three initiatives that will be launched in the coming year and run for approximately five years: (a) program development grants to NetVUE member institutions; (b) development of new scholarly resources for curricular use in vocational exploration; and (c) a program to strengthen the college chaplaincy at NetVUE member institutions.

In announcing the grant, CIC President Richard Ekman said, “We are delighted that Lilly Endowment is placing its confidence in CIC to administer programs that help students explore questions of meaning and purpose in relation to choices of academic majors and professional aspirations. The exploration of vocation is central to the mission of most CIC colleges and universities. This NetVUE grant dramatically increases CIC’s ability to assist colleges in developing vocational exploration programs on their campuses.”

CIC’s commitment to support “the intellectual and theological exploration of vocation” began in 2005 with the Presidential Vocation and Institutional Mission program, followed by the exploratory Vocation in Undergraduate Education Conference in March 2009, and subsequently a $2.4 million grant from Lilly Endowment to develop NetVUE over six years and to renew the Vocation and Mission program. The Endowment had previously sponsored Programs for the Theological Exploration of Vocation (PTEV) on 88 campuses. When PTEV concluded, several presidents approached CIC for help in sustaining the constructive interactions that the Endowment had facilitated among the participating colleges and universities. The March 2009 conference built upon the momentum created by the PTEV initiative, opened support for vocational exploration to colleges and universities that had not been part of PTEV, and laid a foundation for what emerged as the Network for Vocation in Undergraduate Education.

“The concept of ‘vocation’ appears to be finding resonance in many colleges—both secular and religious—whose faculty advisors and student life professionals find it a useful way to help students think about courses of study and career choices, a sense of meaning and purpose, and the formation of moral and civic values,” said Craig Dykstra, Lilly Endowment’s senior vice president for religion. “We have discovered that structured programs that encourage and guide students in the theological exploration of vocation do indeed help them draw on the wisdom of their religious traditions as they make decisions about their futures and figure out how to lead lives that really matter. We are especially pleased that CIC is committed to sustaining and extending this important network and helping colleges across the country to advance their educational missions.”

Among the programs and services already offered to colleges through NetVUE are national and regional conferences for faculty members and other campus leaders, consultations on developing effective programs, a new campus visit program, and use of an online resource library. Building on the momentum of the first biennial NetVUE national conference in March 2011, seven regional gatherings are being led by NetVUE member campuses in 2011–2012.

NetVUE is directed by Shirley J. Roels, CIC senior advisor and professor of management at Calvin College (MI). More information about NetVUE programs, services, and membership is available at www.cic.edu/NetVUE.
Apply Now for Woodrow Wilson Visiting Fellows

Applications are now being accepted from campuses that wish to host a Woodrow Wilson Visiting Fellow in the 2012–2013 academic year. The priority application deadline is March 9, 2012, but applications will continue to be accepted after that date.

Woodrow Wilson Visiting Fellows are nonacademic professionals from a variety of fields. The list of Fellows includes a Hollywood actor who stars in *Avatar* and *Terra Nova* and won acclaim for his one-man play about Medal of Honor winners; a contributing editor of *Newsweek* who appears regularly on *The McLaughlin Report*; the head of the National Peace Corps Association who spearheaded its 50th anniversary celebration; a research scientist who went diving in the Gulf during the BP oil spill to determine for herself its environmental impact; and an international jurist whose United Nations report on the recent conflict in Gaza sparked international controversy.

Fellows and campuses alike consistently report that the week-long program fosters intellectual dialogue among campus communities and connects students to the broader society. *Washington & Jefferson College* regularly hosts Woodrow Wilson Visiting Fellows. President Tori Haring-Smith said, “Through the Fellows program, our students have enjoyed meeting with accomplished professionals who are leaders in their fields. Recently, David Shipler, an author and former foreign correspondent for *The New York Times*, talked with students in small group discussions, during meals, in class, and even one-on-one about how their classroom learning applies in the wider world.” Washington & Jefferson also recently hosted journalist, author, and commentator Eleanor Clift.

Harriet Rubin, an author, leadership expert, and member of *USA Today*’s editorial board, visited *Grand View University* (IA) this fall. She found the visit “thrilling” and said that Grand View “has a commitment to teaching and to service that is profound. My hosts thoughtfully guided every aspect of my schedule. They involved me in classes perfectly suited to my topics and made me a part of a variety of campus events including a hunger banquet and packaging meals for the homeless. This is my third extraordinary visit…and I find them extremely fulfilling.”

For more information about the program including the fees for hosting a fellow, the searchable roster of visiting fellows, and the online Campus Request Form, please visit [www.cic.edu/visitingfellows](http://www.cic.edu/visitingfellows) or email [visitingfellows@cic.nche.edu](mailto:visitingfellows@cic.nche.edu).

CIC Launches Engaging Evidence Consortium

A new CIC initiative, the Engaging Evidence Consortium, will provide up to 40 institutions with guidance and resources to undertake a campus project that is specifically designed to use outcomes assessment data to make significant adjustments to curriculum, pedagogy, or student support to increase student learning. The 18-month initiative is funded by the Teagle Foundation.

The colleges and universities selected to join the Engaging Evidence Consortium will be chosen on the basis of their project proposals and will reflect the diversity of independent higher education. The work of the Consortium will begin in the spring of 2012 and teams from Consortium institutions will participate in a two-and-a-half-day workshop to be held August 5–7, 2012, in which leading national experts will make presentations on pertinent assessment topics, campus leaders will share information about successful projects, and campus teams will discuss in small groups how they can implement what they have learned.

Participating institutions will be eligible for modest grants to support the implementation of their campus projects, which are to be completed by June 2013. An important aspect of the CIC Engaging Evidence Consortium will be the opportunity to collaborate with other institutional participants. Expert consultants will also guide institutions through the Consortium meeting, webinars, and online community of practice.

Detailed information, including the benefits of participation, specific expectations of selected institutions, and application procedures, were mailed to all CIC member presidents in October. The deadline for submitting applications to CIC is January 20, 2012. More information is available at [www.cic.edu/EngagingEvidence](http://www.cic.edu/EngagingEvidence), or contact CIC senior advisor Mary Ann Coughlin, who directs the Engaging Evidence Consortium, at mcoughlin@cic.nche.edu or (413) 537-4784.
Vocation and Mission Program for Prospective Presidents Announced

CIC will once again offer the Presidential Vocation and Institutional Mission program in 2012–2013 for prospective college and university presidents. This seminar-based program is designed to help senior administrators of CIC member institutions who aspire to be college presidents—and their spouses—clarify their own sense of personal vocation in relationship to the missions of the institutions that they might lead. Through a series of structured conversations, participants engage in an exploration of the ways in which greater understanding and alignment of personal vocation and institutional mission can be resources for effective presidential leadership.

The program—offered for the fifth time in 2012–2013 and funded by a generous grant from Lilly Endowment Inc.—will include up to 20 participants and their spouses or partners. It will begin with a four-day seminar in Stowe, Vermont, July 8–11, 2012, include a two-day winter seminar, and conclude in the spring of 2013.

This program provides an extraordinary opportunity for those who are inclined to think carefully in terms of “vocation”—being called to one’s work—and the “fit” between one’s vocation and the mission of the institution one serves or might serve.

Guiding the discussions will be facilitators—experienced college presidents and spouses—who have thought deeply about matters of personal vocation and institutional mission as they relate to the college or university presidency—from both spiritual and secular perspectives. William Frame, CIC senior advisor and president emeritus of Augsburg College (MN), is leading this project. Other facilitators include Margaret Carney, OSF, president of St. Bonaventure University (NY), Joel Cunningham, vice chancellor and president emeritus and Trudy Cunningham, past presidential spouse of Sewanee: The University of the South (TN), Anne Frame, past presidential spouse at Augsburg College (MN), and Rockwell “Rock” Jones, president and Melissa Jones, presidential spouse of Ohio Wesleyan University.

Spouses and partners of nominees are strongly encouraged to participate as full members of the program, which operates on the premise that each participant has his or her own vocation. Coming to discern one’s own calling can contribute significantly to a sense of fulfillment, whether in the role of presidential spouse or in any other occupation.

Most costs of participation, including travel, accommodations, and meals, are supported by the Lilly Endowment’s grant to CIC. Participants or their institutions are responsible for paying a modest registration fee.

Senior administrators of CIC member institutions are eligible to be nominated by their presidents. Nominations received before February 10, 2012, will be given priority consideration. For more information and nomination materials, please visit www.cic.edu/VocationMission.

Participants in CIC Degree Qualifications Profile Consortium Announced

Twenty-five institutions have been selected to participate in the CIC Degree Qualifications Profile (DQP) Consortium, which will explore ways in which Lumina’s Degree Qualifications Profile might ensure consistent quality in the academic programs of liberal arts-oriented independent colleges and universities and clarify student learning outcomes at the undergraduate level. Each institution will be engaged in an individual campus project that is consistent with its mission and strategic plan and that tests the applicability of the DQP. More than 80 colleges and universities applied to participate in the Consortium.

In announcing the formation of the Consortium, CIC President Richard Ekman said, “For CIC institutions, the Consortium has great potential to bring together several strands of the contemporary discussion of higher education issues—accountability; assessment; achieving smooth transfer from one institution to another; awarding credit for prior learning; and equalizing the proportion of students from racial, ethnic, gender, and income groups who earn baccalaureate degrees—and could lead to valuable insights about the connections among these different issues.”

Institutions selected to participate in the CIC/DQP Consortium will explore the DQP framework with others in the network through Consortium meetings in March 2012, October 2012, and August 2013; campus consultations by national experts Paul Gaston, Trustees Professor and former provost of Kent State University, and Peter Ewell, vice president of the National Center for Higher Education Management Systems; periodic web conferences; and support from CIC and Lumina staff.

The Consortium is directed by CIC Senior Advisor Terry Grimes, who worked on the selection of participants for the Consortium and is preparing for the first meeting in March. He said, “We are delighted with the imaginative, wide variety of potential uses of the DQP that colleges have proposed to raise quality. For example, several campuses will focus on transfer programs, several on international programs, several on professional majors such as business, and several on general education.”

(continued on page 23)
CIC's two benchmarking reports—the Key Indicators Tool (KIT) and Financial Indicators Tool (FIT)—were released in October and July, respectively. The KIT and FIT are used for comparative analysis, budget projections, and strategic planning, and they help college and university leaders track enrollments, financial aid, faculty salaries and other educational expenditures, as well as indebtedness, investment performance, and overall financial condition.

The KIT contains data from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) for 20 indicators of institutional performance with respect to students, faculty, financial resources, and expenditures.

The fifth annual edition of CIC's FIT that was sent to member presidents in July uses the most recent publicly available data from IPEDS as well as IRS Form 990s obtained from GuideStar. Data in the report are always a year old. A unique feature of the report, however, allows CIC members to add more recent institutional data from audited financial statements, using a dynamic worksheet included at the end of the report. Once figures are entered, the worksheet automatically calculates ratios and graphically displays the results.

The FIT report uses a set of financial performance measures that rely on the Composite Financial Index (CFI), developed for NACUBO by KPMG, Prager, Sealy & Co., LLC. The CFI is based on four core financial ratios, each representing a particular domain of financial operations: (1) the primary reserve ratio indicating resource sufficiency; (2) the viability ratio as a gauge of debt management; (3) the return on net assets ratio to track financial asset management and performance; and (4) the net operating revenues ratio measuring operating results. These ratios are then standardized, weighted, and combined into a single index score—the CFI—to indicate the overall financial health of the institution.

The benchmarking project is generously supported by TIAA-CREF, enabling the reports to be provided at no cost to CIC members. The Austen Group gathers the data and prepares CIC's benchmarking reports. For additional information about these and other benchmarking services, visit www.cic.edu/KIT or www.cic.edu/FIT or contact Wei Song, CIC's director of research projects, at wsong@cic.nche.edu.

New York Times Editors Meet with Presidents Council Participants

Presidents of 28 CIC member colleges and universities participated in the eighth annual CIC/New York Times Partnership’s Presidents Council meeting on Friday, September 30 at the Times offices in New York City. Participants met with Jane Karr, editor of the Education Life section and Andrew Rosenthal, editorial page editor.

Participants also discussed plans for the next Student News Editors Workshop, which will take place at the Times in April 2012. Student editors from campuses that are members of the CIC/NYT Partnership will be invited to the workshop.

Jake Schrum, president of Southwestern University (TX), was elected 2012 chair of the Partnership, succeeding Thomas Trebon, president of Carroll College (MT).
Four recently published books may be of interest to presidents and other leaders of small and mid-sized private colleges and universities.

**Big Questions, Worthy Dreams:**
*Mentoring Emerging Adults in Their Search for Meaning, Purpose, and Faith (Revised Edition)*  
Sharon Daloz Parks  
© 2000, 2011  
Students who are in their 20s need to be recognized as emerging adults—and mentors need “to initiate them into the big questions of their lives and our times, and to give them access to worthy dreams,” writes Daloz Parks in this tenth anniversary revised edition of her 2000 classic. Written for higher education faculty members and administrators as well as community leaders and parents, she hopes the book will “inform and inspire renewed commitment to the practice of mentoring and to invite reconsideration of some of the institutions and cultural patterns that affect emerging adults.”

Hardcover copies of this book are available from Jossey-Bass for $27.95.

**Making Good on the Promise of the Open Door: Effective Governance and Leadership to Improve Student Equity, Success, and Completion**  
Byron McClenney and Margaretha Mathis  
© 2011  
This book, published by the Association of Community College Trustees, focuses on how college leaders can meet the challenge of improving student outcomes. While it is geared toward community college boards and senior administrators, leaders of public and private four-year colleges and universities who are committed to improving student success and completion will also find the book useful. It offers an array of resources for college leaders to use as they examine current policies and operations, and it details what steps can be taken toward meeting goals and renewing commitments to student success.

*Making Good on the Promise* is available to ACCT members for $30 and non-members for $42; for copies email dconner@acct.org.

**North Central College: 150 Years. A Promising Start**  
Kimberly J. Butler, Ann Durkin Keating, B. Pierre Lebeau  
© 2011  
This anniversary book tells the story of North Central’s founding in 1861 by the Illinois Conference of the Evangelical Association. North Central was one of the few institutions to welcome both men and women at a time when few colleges opened their doors to women, and even fewer to the concept of coeducation. North Central also specifically addressed the needs of German-speaking immigrant families residing in northeastern Illinois. Only nine presidents have led the institution in its 150 years, from Augustine A. Smith in 1861 to Harold Wilde today. At its sesquicentennial, North Central describes itself as “a community of learners dedicated to preparing students to be informed, involved, principled and productive citizens and leaders over a lifetime.”


**The Shaping of an Effective Leader: Eight Formative Principles of Leadership**  
Gayle D. Beebe  
© 2011  
“The best leaders take what the best business experts have to offer, and apply that based on their own abilities, experience, and judgment,” states Gayle D. Beebe, president of Westmont College (CA) and past president of Spring Arbor University (MI) in his new book. Beebe describes a pyramid of leadership principles that define a leader of influence and integrity, drawing on the influence and experiences of Peter Drucker, management consultant and author of *The Effective Executive*, and Beebe’s own years of experiences as a pastor, administrator, and president.

CAMPUS UPDATE

A compendium of recent news from CIC member institutions

All 41 members of Misericordia University’s (PA) men’s lacrosse team volunteered for cleanup duty in nearby Exeter, Pennsylvania, after torrential rains from Hurricane Irene caused record flooding across the northeast in August.

Celebrating Success

The Norwegian Nobel Committee announced in October that Eastern Mennonite University (VA) alumna Leymah Gbowee was one of three women jointly awarded the 2011 Nobel Peace Prize. She shares the prize with Liberian President Ellen Johnson Sirleaf and women’s rights activist Tawakkul Karman of Yemen. Gbowee, who earned a master’s degree in conflict transformation at Eastern Mennonite, received the prize for her work in organizing a peace movement to end the Second Liberian Civil War. She is now executive director of the Women, Peace and Security Network Africa, an organization she co-founded to build relationships across the West African sub-region.

Two faculty members from CIC member institutions were selected in November as national winners of the 2011 U.S. professors of the Year awards and were honored at a luncheon and awards ceremony at the Newseum in Washington, DC. Judges of the 2011 awards recognized Steven S. Volk, professor of history at Oberlin College (OH) as an “extraordinarily dedicated undergraduate teacher who is skilled in engaging students with history.” Also selected was Stephen Chew, professor and chair of psychology at Samford University (AL). The judges admired Chew’s accomplishments in the scholarship of teaching and learning as well as his efforts to promote undergraduate research at Samford, helping to reshape his department’s curriculum to enable students to gain practical experience in the field and develop a professional identity. In addition, four CIC faculty members were named state Professors of the Year: Gary Rose, professor of political science, Sacred Heart University (CT); Robert Dayley, professor of political economy, The College of Idaho; Edward Burtt, Cincinnati Conference Professor of Zoology, Ohio Wesleyan University; and James Duchamp, Copenhagen Professor of Chemistry, Emory & Henry College (VA).

CIC Members Host 2012 Presidential, Vice Presidential, and Republican Primary Debates

The Commission on Presidential Debates announced in October that three different sites were chosen to host the 2012 presidential debates and one site was chosen for the sole vice presidential debate. CIC member Lynn University (FL) will host the October 22, 2012 presidential debate and Centre College (KY) will host the vice presidential debate on October 11. CIC member institutions are also hosting the Republican primary debates. Saint Anselm College (NH) hosted the first debate in June, Wofford College (SC) hosted a debate in November, and Drake University (IA) hosted a debate in December.

Campus Commissions Mark the Tenth Anniversary of September 11

CIC members marked the tenth anniversary of the terrorist attacks of September 11, 2011 in a variety of ways. Greensboro College (NC) theatre students presented a free, outdoor production of Allison Lee Relihan’s play, "Breaths of Fire from an Enemy Release Breaths of Beauty." The play is an emotional examination of the lives of people affected by the 9/11 terror attacks. Greensboro was among eight U.S. cities chosen to lead
in the national tenth Anniversary Day of Remembrance and Observance, as flight attendant Sandy Bradshaw of Greensboro was among those who died in the plane that crashed in Shanksville, Pennsylvania. Endicott College (MA) mobilized students, faculty, staff, and community members to promote random acts of kindness, community service initiatives, and an opportunity for personal reflection. In addition, active and retired police, firefighters, EMTs/ambulance workers, and service men and women were given free admission to Endicott College’s football game against Fitchburg State University. Marietta College (OH) marked the anniversary with multiple events over six days, including a candlelight vigil, a memorial service, and a photo exhibition, “The Absence of Shadow,” that included 200 images relating to the events of September 11, contributed by both professional and amateur photographers. And St. Bonaventure University (NY) held a campus prayer service, Mass, gallery exhibition, and blood drive.

Continued Efforts to Mitigate Economic Impact

CIC institutions continue to help students afford college in these difficult economic times. This fall, in the first program of its kind, 40 nontraditional students began participating in Benedictine University’s (IL) “Illinois Back to Work” free tuition program, to earn degrees aimed at ending years of unemployment. Several institutions are reducing or not increasing tuition. Cabrini College (PA) is reducing tuition 12.5 percent, from $33,176 to $29,000 for the 2012–2013 academic year and through May 2015; Sewanee: The University of the South (TN) was the first this year to announce a tuition “sale” in the spring, followed by Lincoln College (IL); the University of Charleston (WV) announced a 22 percent reduction in tuition (to $19,500) for incoming first-year and transfer students for the fall 2012 semester; and Alderson-Broaddus College (WV) is holding tuition constant for the next three academic years through 2014.

In addition, a number of CIC member institutions are offering four-year degree guarantees including Randolph-Macon College (VA), University of the Pacific (CA), Juniata College (PA), Virginia Wesleyan College, and Baldwin-Wallace College (OH).

International Activities

This fall, University of Indianapolis (IN) leaders, including president Beverley Pitts, traveled to China to mark the opening of a new college bearing the university’s name. ZYUFL-UIndy International College will house the university’s second joint-degree partnership with a Chinese institution, Zhejiang Yuxi University of Foreign Languages in the city of Shaoxing, about three hours from Shanghai. Up to 300 Chinese students will be admitted each year to receive rigorous English language instruction and pursue associate’s degrees in business or applied English, awarded jointly by the University of Indianapolis and ZYUFL. Graduates will be eligible to apply to the University of Indianapolis and other U.S. institutions to complete a bachelor’s degree. The first joint-degree program between the University of Indianapolis and China’s Ningbo Institute of Technology was established in 2004, offers bachelor’s degrees in business or English, and has produced more than 400 graduates.

In September, students and officials from Westminster College (MO) skyped with Chinese officials and students at Beijing Union University China as part of a two-day program on the topic of “My Digital Life @ the Speed of Light” that featured interaction with speakers from around the world.

Announcing New Majors and Programs

This fall, Messiah College (PA) announced the addition of several new academic programs to its undergraduate and graduate course offerings. Undergraduate students can select from five new majors: Chinese business; Chinese studies; dance; digital media; and ethnic and area studies. Three new master’s programs are offered in education, higher education, and youth and young adult ministry. All of Messiah’s graduate programs are designed for working professionals and are conducted primarily online.

The School of Creative Arts at the University of Saint Francis (IN) began offering two new academic programs this fall: an associate’s degree in music technology and a web design concentration in the bachelor of communication arts and graphic design program. The concentration adds technology and skills to the school’s art and design classes and will provide greater
employment opportunities for graphic design graduates who will gain relevant web experience.

**Heritage University**’s (WA) nursing program launched a Licensed Practical Nurse to Registered Nurse (LPN to RN) program at its Toppenish Campus. The one-year program is designed to help licensed practical nurses advance in their field as RNs. Graduates will earn an associate’s degree in nursing and qualify to take the required Washington State registered nurse exam. Heritage began its nursing program seven years ago to fill growing community needs and has since graduated more than 150 LPNs.

**Dedicating New Facilities**

**Albright College** (PA) celebrated the grand opening of its new science center in October. The $31 million project included construction of 41,635 square-feet of state-of-the-art labs and classrooms and complete renovation of the historic 37,019-square-foot Merner-Pfeiffer Hall of Science, built in 1929 and expanded and renovated in 1965. Also this fall, **Eureka College** (IL) opened its Mark R. Shenkman Reagan Research Center in the Melick Library. The center houses an estimated 950 books written about President Ronald Reagan, adding to the library’s existing collection of primary documents, letters, and objects in its archives and the Reagan museum. Reagan, who graduated from the college in 1932, dedicated Melick Library in 1967 when he was governor of California.

**Point Park University** (PA) opened its Urban Park at the Academic Village in September, a 12,000-square-foot park featuring a canopy of trees, colorful plantings, a stunning glass stair tower, a dramatic water feature, and a colonnade structure that will house indoor and outdoor restaurants. **Centenary College** (NJ) held a ribbon-cutting ceremony at its new Metro Park Learning Center in September. The new location offers more classroom space and a more recognizable location for its Centenary Adult and Professional Studies program. In October, **Benedictine University** (IL) unveiled the recently-renovated Dan and Ada Rice Center at a community open house. The $6.7 million building houses an 11,000-square-foot fitness facility, offices, the Benedictine Hall of Fame, an executive suite, classroom and meeting areas, and a state-of-the-art athletic training facility. A 7,500-square-foot lower level is dedicated to cardio and circuit training.

In August, **Marian University** (IN) broke ground and held a naming ceremony for a new medical education building. The Michael A. Evans Center for Health Sciences—named for former Army Ranger Michael A. Evans who founded AIT Laboratories and who pledged $48 million to the university—is scheduled to open in the fall of 2013. The building, designed by Indianapolis architects Schmidt and Associates and BSA LifeStructures, will cost $55 million when completed.

**Major Gifts and Campaign Success**

**Furman University**’s (SC) $400 million “Because Furman Matters” fundraising campaign received a significant boost in October when an alumni pledged $5 million, the largest commitment by an individual in the university’s history. The gift will support the renovation and expansion of the University Center, the hub of campus activities and student involvement on campus. The campaign was launched in 2007 and is the largest campaign ever by a private university in South Carolina. Since 2007, the university has completed the Townes Center for Science and the Shi Center for Sustainability, and it broke ground for the Herring Center for Lifelong Learning. The campaign has also assisted 116 students with emergency hardship financial assistance, raised $170 million in new scholarship funds, and funded a new initiative to enhance and expand the university’s programs in music, art, and theatre.

**Eckerd College** (FL) recently announced that its “Many Experiences, One Spirit” comprehensive campaign—the largest in the college’s history—exceeded the $80 million goal and is supporting student scholarships, renovations to the Wireman Chapel, and the construction of the GO Pavilion. The centerpiece of the campaign is the Center for Molecular and Life Sciences, a 55,000-square-foot facility slated to open in August 2012.

**Mary Baldwin College** (VA) received a $15 million commitment this fall to establish graduate programs in the health sciences. The gift is the largest in the history of the institution. The college plans to begin enrolling students in 2014 in three degree programs initially—doctor of physical therapy, doctor of occupational therapy, and master of physician’s assistant studies.

Finally, **Chatham University** (PA) recently received a $5 million gift from the late businessman, scholar, and longtime trustee, William S. Dietrich II, to create an endowed fund for faculty excellence that will support a startup laboratory for new faculty members, summer stipends for faculty/student research, and the hiring of faculty members with a broad cross-disciplinary scope whose distinction commands a salary beyond what Chatham normally would provide.

**Changing Status**

College of Notre Dame of Maryland has officially changed its name to **Notre Dame of Maryland University** and Lourdes College (OH) is now **Lourdes University**. St. Andrews Presbyterian College (NC) officially changed its name to **St. Andrews University**.
CIC published in November a final report on the work of the CIC/Collegiate Learning Assessment (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*, authored by David Paris, CIC senior advisor, 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. It follows an interim report, *Evidence of Learning: Applying the Collegiate Learning Assessment to Improve Teaching and Learning in the Liberal Arts College Experience*, released in 2008, that was based on the Consortium’s 2004–2008 activities.

This new report summarizes the experiences of Consortium member institutions from 2008 through 2011. Supported generously by the Teagle Foundation, the purposes of the Consortium were to improve teaching and learning practices on campus, foster a “culture of assessment” on participating campuses, strengthen the methods used to assess student learning, and identify best practices for improved student learning and teaching that can be shared with other independent colleges and universities and made known to the public.

The experience and success of the CIC/CLA Consortium offer lessons for other colleges and universities as well as policy officials, as they respond to demands for more assessment of and accountability for student learning outcomes. Among them:

1. **Measures and measurement matter.** Having a key measure or measures is crucial to focusing discussions of student learning within an institution. The CLA provides an opportunity to measure students’ critical thinking skills in ways that most faculty members recognize as being valid and authentic.

2. **Measuring student learning creates a catalyst for institutional change.** Most institutions in the Consortium reported that assessment has become an ongoing activity that has led to institutional change, such as a more pronounced focus on critical thinking and writing, changes in curricula and specific courses, and a more intent focus on faculty development.

3. **Collaboration among institutions helps assessment and change.** Common measures and common issues across institutions give the assessment process some measure of credibility, and working with other institutions on a wide range of challenges and solutions creates a community of practice that supports each institution’s efforts to improve student learning.

4. **Self-directed, voluntary efforts to demonstrate an institution’s value do succeed.** The CIC/CLA Consortium provides a sound response to increasing public demands for assessment and accountability; external mandates are not needed for institutions to improve student learning.

The CLA report is available as a PDF at [www.cic.edu/CatalystforChange](http://www.cic.edu/CatalystforChange). More information about the Consortium can be found at [www.cic.edu/CLA](http://www.cic.edu/CLA).

**New Website Launched**

CIC will launch a redesigned website ([www.cic.edu](http://www.cic.edu)) in January, featuring enhanced features and benefits for CIC members and a more contemporary look. The site will introduce improved navigation and a much more powerful search function, enabling members to access information more readily on CIC meetings, projects, and services throughout the site.

The new content management system allows for much improved functionality of popular areas of the site such as the Woodrow Wilson Visiting Fellows program and the Making the
Case section, both of which will be easier to search and navigate.

New features include improved online forms that will enable easier and faster program applications and registrations; more potential for multimedia presentations such as podcasts, videos, and photo slideshows; a searchable membership map that will allow visitors to use a “street view” to explore near a campus; the integration of State Fund Member information into a new section of the CIC website, reflecting the CIC merger with the Foundation for Independent Higher Education; and web 2.0 capabilities for quick sharing of page content with colleagues via email, LinkedIn, Facebook, and Twitter. Additional features will be developed and launched in the coming year, including improved listserv technology and a version of the site for mobile devices.

The new website features member campus photos and website URLs, providing greater visibility for member institutions, as well as a searchable list of all CIC colleges and universities.

CIC in the News


The 2011 Institute for Chief Academic and Chief Advancement Officers was covered in the Chronicle, “What Spurs Students to Stay in College and Learn? Good Teaching Practices and Diversity” (November 6) and “For Cash-Strapped Colleges, Handling Donors’ Conditions Can Be a Delicate Dance” (November 6); and in Inside Higher Ed, “Provosts Worry They Provide Too Little Training to Department Chairs” (November 8).

CIC President Richard Ekman was quoted in a Chronicle story, “Emerging Solutions (August 18); and in Inside Higher Ed, “Starting to Worry,” (October 10), and Hal Hartley, CIC senior vice president, was quoted in a Philadelphia Inquirer story on tuition cuts, “Cabrito College Announces Tuition Sale” (November 17). In addition, CIC was mentioned in two articles from Inside Higher Ed, “Colleges Fail U.S. Financial Test (October 13) and “Disingenuous Data” (November 9).

University Business published CIC essays for the Independent Outlook section, “A Crisis is a Terrible Thing to Waste: Educating for Strategic Financial Literacy on a College Campus,” by Whittier College (CA) president Sharon Herzberger (October 2011); and “The Sequence of Assessment Priorities” by Ekman (November/December 2011).

CIC Congratulates Board Members for Honors

CIC Board member Christina Cutlip, managing director and head of plan sponsor services, TIAA-CREF, was named 2011 Working Mother of the Year by Working Mother magazine. The publication chose Cutlip for the honor because, “in the 14-plus years that she has worked at TIAA-CREF, she has overcome challenges and obstacles to become a role model to her peers, who look to her to model a healthy work/life balance…. In addition to her success as a wife, mother and manager, Christina also finds time to give back to the community. Christina is passionate about higher education and serves on the CIC Board of Directors. She is heavily involved in Odyssey of the Mind and has raised money for Helping Hands, been involved with Habitat for Humanity, and has volunteered at her church.”

CIC Board Member Jerold Panas, executive partner and CEO of Jerold Panas, Linzy & Partners, was recently honored by the Mexican government’s Department of Cultural Affairs for his contributions to the nation’s philanthropy. It was the first time such an award has been bestowed. Panas has been working with nonprofits in Mexico on philanthropy and fundraising and his book, Asking, has been translated in Spanish. Said Panas of the special occasion, “The event was very exciting. The flash bulbs were popping…. Good grief! I felt like a celebrity.” The citation received national press coverage.

Scholarship Challenge Grants Awarded to State Fund Members

CIC has approved challenge grants of $25,000 each for seven State Fund Members as part of a new program designed to increase gifts for scholarship support for State Funds and their member colleges. In order to be considered for a Scholarship Challenge Grant, the State Funds committed to raising a specific amount of new money.

“The presidents of independent colleges and universities have made it clear that one of their highest priority needs is additional scholarship aid for deserving students,” said CIC President Richard Ekman. “With their focus on fundraising, CIC State Fund Members are in a prime position to help address this
intense public disapproval, will not implode anytime soon. The Bank of America and the SEC are both likely here to stay. Colleges and universities, too, have shown impressive longevity and durability, as Richard Chait and Zachary First have detailed in a recent Harvard Magazine article that offers a blistering retort to the question asked by many trustees of whether colleges should be run more like businesses.

Despite the efforts of Occupy Wall Street, a strategy of fostering change by tearing down existing institutions and creating alternatives still appears less likely to succeed than an approach that tries to improve existing institutions. This is not the same thing as dismissing the movement, noting that it may peter out because it doesn't have clear goals or lacks willingness to work within the system. Rather, Occupy Wall Street may fester for a very long time, its adherents unable to understand how to change the system and therefore unwilling to try. The increasing frustration could be a recipe for social and political upheaval that looks more like the revolutions of 1917 in Russia and 1968 in Eastern Europe, in which students played large roles, than anything we would recognize as an American tradition of change. Giving our students an understanding of how to make changes in American society has always been a major educational purpose of colleges and universities. Preparing students today to improve the institutions of society, despite growing frustration with dysfunctional governmental and financial institutions and widespread lack of knowledge of how American institutions are supposed to function, makes the challenge of educating students for civic responsibility much more difficult.

(State Fund News, continued from page 29)

need for their member colleges. This grant program is purposely designed to accomplish this important goal.”

Ekman added that while the primary intent of the program is to generate additional scholarship funding for deserving students at member colleges, a secondary objective is to assist State Funds in attracting new money, broadening their donor base, and building for the future.

Proposals to participate in the program were presented by the State Funds and were reviewed by a selection committee on a competitive basis. The State Fund Members selected for Scholarship Challenge Grants are:

- **Arkansas’ Independent Colleges and Universities** – Rex Nelson, President
- **Associated Colleges of Illinois** – Jerry Fuller, Executive Director
- **Louisiana Independent College Foundation** – MaryAnn Coleman, Executive Director
- **Independent College Fund of Maryland** – Rick Haberstick, Executive Director
- **Michigan Colleges Foundation** – Bob Bartlett, President
- **Minnesota Private College Fund** – Paul Cerkvenik, President
- **Ohio Foundation of Independent Colleges** – Gordon Brollier, President

**Staff News and Notes**

**Wei Song** was appointed as CIC’s director of research projects in October. Song served for the past five years in ACE’s GED Testing Service, first as research associate and then as assistant director for data management and research. Prior to joining ACE, she was a research and policy analyst for the Montgomery County (MD) Council. Song holds a PhD in public administration and an MA in international development from American University. She earned a bachelor’s degree in economics from Guangdong Commercial College in her native China. She brings broad data analysis and research project management skills to CIC.

**Barbara Gombach** has been appointed as CIC’s new program evaluator for NetVUE. She most recently served as project manager in education at the Carnegie Corporation of New York, where she focused on grant making related to new designs for schools, colleges, and education systems and she was the program officer for the Carnegie Corporation’s grant to the Pathways Project of the CIC/CLA Consortium.

**Mary Ann Couglin** was recently appointed as CIC’s senior advisor for the Engaging Evidence Consortium. She currently serves as assistant vice president for academic affairs at Springfield College (MA).

CIC is delighted to congratulate publications manager Lilia LaGesse, who has been honored with a Silver Award in the Conference Programs category of the 2011 All-Media Contest Association TRENDS, the national newspaper for association executives and suppliers. LaGesse’s design for the 2011 College Media Conference program was selected from more than 450 entries in the association publications contest that recognizes the most creative and effective communication vehicles developed in the industry over the prior year. LaGesse will be honored at the 33rd Annual Salute to Association Excellence, February 10, 2012 at the Capital Hilton in Washington, DC.

On November 29, CIC President **Richard Ekman** served as a facilitator for the “Demonstrating Library Value” Summit sponsored by CIC, the Association of College and Research Libraries, Association of Public and Land-grant Universities, and Association for Institutional Research. CIC members Bellarmine University (KY) and Linfield (OR), Mount Holyoke (MA), Berea (KY), Grinnell (IA), and Hope (MI) Colleges were among the invited institutions to send teams. In November, Ekman was
the keynote speaker at the public forum of the Associated Colleges of Illinois. Ekman also spoke at the meeting of the board of directors of the Association of Independent Colleges and Universities in New Jersey and delivered the keynote address at the Society for College and University Planning's Campus Heritage Symposium.

Barbara Hetrick, senior vice president, recently was appointed to her alma mater’s Women’s Leadership Network board of directors at McDaniel College (MD). She also just completed service on the board of directors of the National Center for Higher Education Management Systems (NCHEMS) after 22 years.

CIC vice president Ned Moore, who previously managed two successful capital campaigns at private colleges before his work with State Funds, recently led a fundraising workshop for the board of trustees at Mount Saint Mary College (NY). The program focused on the board’s role in the cultivation and solicitation of major gifts.

CIC senior counsel Marylouise Fennell received an honorary doctoral degree in public service from Chatham University (PA) and spoke at the December 18 graduation ceremony.

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

Jacalyn Cox joined CIC as director of state fund programs following the merger with the Foundation for Independent Higher Education (FIHE) in October of 2010. Her responsibilities include managing the CIC-FIHE grant and scholarship programs, developing and supporting member services for State Fund executives, and providing support for conferences and the business office.

Cox served for several years as program manager and director of operations for FIHE before joining the CIC staff. Previously she held management positions in nonprofit organizations including the Association of University Centers on Disabilities where she was director of operations and the DC Builders Association.

Cox holds a bachelor of science degree from George Washington University. For ten years she owned and operated a dance exercise studio that was featured for its distinctive programming in national media including the CBS Evening News and PM Magazine.

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**THE BOARD OF DIRECTORS AND STAFF OF CIC WELCOME THE FOLLOWING NEW MEMBERS SINCE SUMMER 2011:**

**New Institutional Members**
- Cornish College of the Arts, WA
- Haverford College, PA
- Simmons College, MA
- Tuskegee University, AL

**New Affiliate Members**
- Associated Colleges of the Twin Cities, MN
- Tuition Plan Consortium/Private College 529 Plan, MO

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There are several ways to reach CIC. Let us hear from you.
Phone: (202) 466-7230
Fax: (202) 466-7238
Email: cic@cic.nche.edu

**Website**
CIC’s website—www.cic.edu—is a rich resource of information. Visit the site for news about CIC conferences and programs, to download CIC publications, and for links to CIC member colleges and universities.

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

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

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

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

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

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

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

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

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

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

**DEPARTMENT CHAIRS** (cicchair-list@cic.edu): Open to department and division chairs of CIC member institutions.

**DATA** (cicdata-list@cic.edu): Open to those at CIC member institutions interested in discussing issues of data and institutional research.
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<th>Date</th>
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<td>January 3–4</td>
<td>New Presidents Program</td>
<td>Marco Island, FL</td>
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<tr>
<td>January 4–7</td>
<td>Presidents Institute</td>
<td>Marco Island, FL</td>
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<tr>
<td>February 26–28</td>
<td>Presidential Vocation and Institutional Mission Seminar</td>
<td>Atlanta, GA</td>
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<tr>
<td>March 8–10</td>
<td>Degree Qualifications Profile Consortium Meeting</td>
<td>Indianapolis, IN</td>
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<tr>
<td>March 22–24</td>
<td>Information Fluency Workshop (Ancient Studies)</td>
<td>Baltimore, MD</td>
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<tr>
<td>April 12–14</td>
<td>Workshop for Department and Division Chairs</td>
<td>Indianapolis, IN</td>
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<tr>
<td>April 29–May 1</td>
<td>State Fund Members Annual Conference</td>
<td>Chicago, IL</td>
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<tr>
<td>May 15–17</td>
<td>Workshop for Department and Division Chairs</td>
<td>Providence, RI</td>
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<tr>
<td>May 22–24</td>
<td>Workshop for Department and Division Chairs</td>
<td>Charleston, SC</td>
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<tr>
<td>June 5–7</td>
<td>Workshop for Department and Division Chairs</td>
<td>Portland, OR</td>
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<tr>
<td>June 10–13</td>
<td>CIC/Gilder Lehrman American History Seminar</td>
<td>New Haven, CT</td>
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<tr>
<td>June 14–16</td>
<td>Senior Leadership Academy</td>
<td>Washington, DC</td>
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<tr>
<td>June 17–22</td>
<td>Teaching Pre-Modern European Art in Context Seminar</td>
<td>Oberlin, OH</td>
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<tr>
<td>June 18–21</td>
<td>Executive Leadership Academy Closing Seminar</td>
<td>Annapolis, MD</td>
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<tr>
<td>June 27–29</td>
<td>College Media Conference</td>
<td>Washington, DC</td>
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