2012 CAO Institute to Focus on Core Responsibilities in a Changing Environment

CIC’s 2012 Institute for Chief Academic Officers will focus on the core responsibilities of the chief academic officer (CAO) and the importance of strong academic leadership in today’s higher education environment. The Institute, which will take place November 3–6 in San Antonio, Texas, will provide a setting for CAOs and other academic administrators from across the country to share ideas, practical solutions, and best practices. To enhance their collaborative work on issues that fall within academic affairs, CAOs are encouraged to invite associate academic vice presidents, assistant provosts, and deans at independent colleges and universities to participate with them in the Institute.

The 2012 Institute’s theme, “Core Responsibilities in a Changing Environment,” establishes a framework for CAOs to learn about successful programs for first-generation and transfer students, initiatives that promote civic engagement, and the Lumina Foundation’s CIC Degree Qualifications Profile project. Concurrent sessions will feature practical advice on matching strategic planning goals to available resources, prioritizing academic programs, and implementing successful academic program review models. In panel presentations CAOs will discuss the changing nature of the certification requirements in specialized and professional fields, including teacher education and nursing. Sessions on shared governance will provide fresh perspectives on the issues of academic infrastructure, the CAO’s role in faculty governance, faculty workload issues, and faculty evaluation. CAOs and other academic administrators also will have opportunities to discuss leadership development for faculty members and mid-level academic administrators.

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College and universities are laboratories for life. Students—and faculty—are accorded ample room to try new ideas and develop their intellects.

It’s been a surprise to see how eager many college trustees, foundation officers, and government officials also are to try new ideas on campus. Many of these higher education observers have become enamored with the idea of “disruptive innovation,” drawn from Clayton Christensen’s _The Innovator’s Dilemma_ (1997). Arguing that incremental change is often inadequate when organizations face altered circumstances, Christensen asserts that disruptive innovation is the best way to re-position an organization. His main examples examine the manufacturing of hard disk drives and excavators. “Disruptive innovation” quickly became the battle cry in American industry. Since the 2007 financial implosion, the book also has been referenced frequently as applicable to colleges. Perhaps pressures from all sides—rising costs, decreased financial support, the maturation of new technologies, and the meteoric rise of for-profit education—have made colleges more receptive to unorthodox remedies.

Rarely has a concept been as frequently invoked but misapplied as the idea of disruptive innovation in college and university settings. Every college that missed its annual fund goal, every faculty senate that let curricular reform sputter, and every college with classrooms that are not overflowing has found itself in the crosshairs of trustees, journalists, and government officials who believe that disruptive innovation is the instant fix. Foundations have piled on—with grant programs that support only breathtaking innovations—and characterize the _status quo ante_ on campus as wholly unresponsive to change. To listen to many of these earnest outsiders tell it, colleges have neglected low-income students for 50 years, teach mostly irrelevant subjects, and demand too little from faculty. The for-profit education providers took up this critique of traditional education (we now know, disingenuously) and spent vast sums to market blatantly false claims—eventually exposed by Senator Tom Harkin’s 2010–2011 investigation and July 2012 report, but not before the critique became standard fare in media coverage.

If journalists can be excused for formulating stories as controversies even when none exists, foundations forgiven for a predisposition to favor innovation over sustaining excellence, and business leaders who serve as college trustees for over-eagerness to initiate dramatic change, it’s harder to exonerate state and federal officials when they misinterpret or ignore facts and instead adopt the remedy _du jour_. The inconvenient truth is that traditional forms of higher education remain educationally more effective for most students than the new models. To propose the substitution of a wholly online degree for a campus-based college education—as Texas Governor Rick Perry has done—without clarifying what the online program will not include misleads young people and their parents to believe that the two are equivalent. Yet when colleges and universities engage students in the learning process through interaction with faculty members and fellow students, require a broad-based program in the liberal arts, and treat activities outside the classroom as purposeful parts of education, students achieve more during college and in their careers, are more involved in their communities, and express a higher degree of satisfaction with the overall quality of the education they received. (For related data, see CIC’s Making the Case website at www.cic.edu/makingthecase.)
Advocates of nontraditional approaches sometimes concede that online courses are less effective educationally but insist that such courses are more cost-effective. This argument, too, is overstated: The presumed price advantage of the nontraditional approach largely disappears because the higher attrition and longer time-to-degree rates overwhelm any savings. Advocates for nontraditional approaches also claim that only they reach underserved students. Yet for students with identical “at risk” factors usually associated with lower degree completion rates, such as low-income and first-generation college-goers, the more successful performance is usually found in traditional institutions (see www.cic.edu/graduation-rates-by-income and www.cic.edu/first-generation-graduation-rates).

Hardly a journalist, foundation officer, or policy official in America has not received incontrovertible statistics on these points by independent researchers and college presidents alike. The unproven remedies nonetheless continue to be prescribed for maladies that are themselves exaggerated. It was a profound misunderstanding of the mission of a highly selective, affluent research university that led the University of Virginia’s trustees to embrace “strategic dynamism,” an approach to change that is unsuited to the modest degree of difficulty that the university faces.

Journalists, donors, and policy officials sometimes forget that disruptive approaches will succeed only when local circumstances warrant radical change. Take the example of Southern New Hampshire University (SNHU), a small, traditional, private institution that hoped to become distinctive when Paul LeBlanc became its president in 2003. LeBlanc has been a remarkable leader. His vision—largely realized a decade later—was to make SNHU truly accessible to nontraditional students and thereby to increase enrollment, financial health, and visibility. LeBlanc describes what he has done as predicated on Christensen’s ideas, and Christensen is an SNHU trustee. Under LeBlanc’s leadership, SNHU emphasized a three-year bachelor’s degree for the most self-disciplined students, a “no frills” degree at a low price for students who hope to save money, and an extensive online program for students whose work and family obligations make traditional classroom schedules impossible. But LeBlanc would be the first to point out that these programs are not for everyone, and they address needs that are different from those of many students. It is significant that SNHU continues its traditional residential undergraduate program.

LeBlanc understood well that SNHU’s circumstances differ from those found elsewhere. For example, his state’s universities charge very high tuition and fees compared with public colleges in other states; New England is dominated by private higher education; the New Hampshire government recently opened a branch campus of the state university in Manchester, even though SNHU and other private colleges have ample capacity to expand; and like many northern states, New Hampshire is losing population, especially young people. An obvious point was lost in the shuffle: The state government’s subsidy of expanded capacity at the private colleges would have required far fewer tax dollars than starting a new campus. In light of these factors, SNHU felt enormous pressure to become distinctive, and it has.

Are there circumstances when other colleges and universities ought to consider disruptive changes? Yes. The National Center for Academic Transformation (NCAT), for example, in working with many large state universities, has demonstrated convincingly that student learning will increase, costs will decrease, and fewer students will drop out from giant introductory lecture courses when technological delivery of the course content is used instead of lectures. In some ways, this model sustains and improves the traditional model, rather than replacing it, as massive, open, online courses (MOOCs) claim to do.

It would be a mistake to extrapolate the NCAT approach to all courses at state universities, to any courses at highly selective institutions where almost all students are self-disciplined learners, or to smaller colleges where no economy of scale can be gained after the enormous investment is made to convert a course to a technology-based approach. Some policy gurus and technology executives argue that everything worth learning can be made available on hand-held mobile devices, so “place-based” education is no longer necessary. But they, too, are unable to rebut evidence that shows a direct relationship between academic and postgraduate success, on the one hand, and face-to-face learning and residential and other co-curricular experiences, on the other.

“The presumed price advantage of the nontraditional approach largely disappears because the higher attrition rate and longer time-to-degree overwhelm any savings.”

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Independent colleges and universities are agents of education and civic engagement, and their presidents advance public understanding of the role of these institutions as catalysts for the common good. Nonetheless, stereotypes persist of private colleges serving only affluent students rather than the larger society. CIC’s 2013 Presidents Institute will explore these and other issues of presidential leadership, drawing on lessons learned by experienced presidents and the broad perspectives of other distinguished speakers. The largest annual meeting of college presidents in the country, the 2013 Institute will be held January 4–7 at the Innisbrook Hotel in Palm Harbor, Florida, near Tampa.

The Institute provides a forum for candid discussion of controversial issues and opportunities to network with colleagues who lead similar institutions. Speakers and sessions will explore such questions as: How can college presidents best lead their institutions to advance the common good? What do presidents need to know to be effective leaders of their institutions in the face of changes in the way students are educated? What strategies might college presidents employ to structure campus communities to foster success for all students?

Andrew Delbanco, Mendelson Family Chair of American Studies and Julian Clarence Levi professor in the Humanities at Columbia University, will deliver the keynote address, “Catalysts for the Common Good: Presidential Leadership and the Role of Independent Colleges.” In his recent book, College: What It Was, Is, and Should Be, Delbanco offers a fresh rationale for the traditional four-year college experience—“an exploratory time for students to discover their passions and test ideas and values with the help of teachers and peers” that was recognized in early America as the best way to insure the future of America’s then-novel approach to a common good (see story on Delbanco’s Book Talk at CIC, page 27). Acknowledging the challenges that all colleges face, Delbanco will consider what is at stake for college presidents in their efforts to ensure that the time-tested educational experience offered by independent colleges is preserved for future generations.

In other plenary sessions, Diana Oblinger, president and CEO of EDUCAUSE, a nonprofit association whose mission is to advance higher education through the use of information technology, will explore the new generation of learners who have grown up in the digital age, their learning styles, and the use of new technologies to teach them. Claude Steele, the I. James Quillen Dean of the School of Education at Stanford University and author of Whistling Vivaldi: And Other Clues to How Stereotypes Affect Us, will discuss how college and university presidents can structure educational environments to overcome stereotypes that impede academic success and social mobility. A closing plenary session on “Educating for a More Sustainable World” will feature The Honorable Carol Browner, the distinguished former administrator of the Environmental Protection Agency.

A range of additional presenters, including seasoned college presidents and knowledgeable consultants, will explore these and other issues. Stimulating and practical sessions will cover topics such as engaging the board in fundraising, moving toward an integrated marketing communications model, assessing athletic performance, fostering vocational exploration on campus, and considering international branch campuses and partnerships. Special workshops will focus on resource allocation, successful endowment management, building a new case for liberal arts colleges, and the public purpose of higher education.

CIC will honor leading educators and friends of private higher education at an awards reception and banquet on January 6. Alexander W. Astin, Allan M. Carter Professor Emeritus of Higher Education and Organizational Change at the University of California, Los Angeles, and founding director of the Higher Education Research Institute at UCLA, has been selected to receive the 2013 Allen P. Splete Award for Outstanding Service.

The 2013 Institute includes the New Presidents and Spouses Program on January 3–4 and a full Spouses Program January 4–7. Innisbrook Hotel is situated on 900 wooded acres of rolling hills and features four championship golf courses designed by golf architect Larry Packard. To take advantage of this year’s Institute location, CIC will hold a golf tournament on the afternoon of January 7.

For more information, including the preliminary program and complete registration details, see www.cic.edu/2013PresidentsInstitute. The registration deadline is December 3, 2012.
comprehensive leadership development and support program for newly appointed college presidents in their first or second year and their spouses or partners, CiC’s New Presidents Program addresses some of the immediate informational needs and strategic questions.

The 2013 program will be held immediately prior to the annual Presidents Institute on January 3–4 at the Innisbrook Hotel in Palm Harbor, Florida. The oldest of the programs serving new chief executives and their spouses and partners, since 1989 the New Presidents Program has benefitted more than 700 new presidents. Mary Pat Seurkamp, who recently completed 15 years of service as president of Notre Dame of Maryland University, directs the CiC New Presidents Program.

“We hope to save new presidents the anxiety of worrying about the wrong things while possibly overlooking major issues that they should be addressing. A solid sounding board, an independent set of eyes and ears—these advantages are absolutely indispensable to the long-term effectiveness of a new president,” Seurkamp said.

Being a college or university president requires broad vision, yet a new president typically comes with substantial background in only a few of the many areas of presidential responsibility. Expectations for new presidents are high, and the 24/7 nature of the position offers little opportunity for leisurely learning on the job. Many presidents later say they did not fully realize the magnitude of the difference in pace and demand until they assumed office. The same can be true for new presidential spouses and partners. The first months in the position can be overwhelming; missteps at this time can be critical to long-term success.

Marjorie Hass, president of Austin College (TX), who is a past participant of the New Presidents Program said, “The new presidents program offers a forum for frank conversation about the joys and challenges of the presidency. I appreciated the chance to learn from more experienced presidents and to focus on getting started on firm footing.”

Recognizing these special needs and concerns, CiC’s New Presidents Program provides both the “need to know” tools and the counsel that will keep a young presidency on a smooth course. It features experienced presidents and their spouses, many of whom are alumni of the program, as presenters and offers opportunities for new presidents and their spouses and partners to meet and exchange ideas with others new to the office. This year’s agenda will address leadership, staff development, financial fundamentals, board relations, advancement, and enrollment management among other key topics.

Past participants have noted several distinct strengths of the program:

• It is intensive and makes efficient use of a new president’s time.
• The practical focus complements and does not duplicate other programs for new presidents, such as Harvard University’s lengthier program that focuses on broader topics.
• All presentations are made by current or recently retired CiC presidents who fully understand the specific needs of new independent college presidents and their spouses and partners, and all presenters remain available for subsequent discussions during the Presidents Institute and the following months.
• Each year approximately 35 to 45 new presidents participate in the program. The friendships they create will provide an extensive professional network of colleagues with whom new presidents and their spouses and partners can confer about sensitive campus issues.
• Practical tips are abundant, and participants take home numerous suggestions for improvement of campus programs and operations.
• The program, sponsored by Ellucian, represents excellent value.

Each president who participates in the New Presidents Program is paired with a seasoned presidential colleague who serves in an informal advisory capacity often long after the program ends. These experienced campus leaders help new presidents successfully negotiate the perils and pitfalls while capitalizing on the opportunities that the first year represents.

“During my first year at Alverno I attended several programs for new presidents. CiC’s program differentiated itself from the others in that it combined practical advice with the opportunity to network with seasoned leaders of similar institutions. I know of no other program at which new presidents can meet and mingle with other new colleagues, as well as with presidents who have both survived and thrived during the early stages of a presidency. It is this combination that makes CiC’s program a winner,” said Mary Meehan, president of Alverno College (WI).

CiC offers a parallel program for spouses and partners of newly appointed college presidents. The program is led by experienced presidential spouses and affords opportunities to meet and share with others who are new to the role of presidential spouse.

Registration information is available at www.cic.edu/2013PresidentsInstitute and the registration deadline is December 3, 2012.
The 2012 Institute features a diverse lineup of speakers. Lee G. Bolman, who holds the Marion Bloch Missouri Chair in Leadership at the University of Missouri-Kansas City’s Henry W. Bloch School of Management, will deliver the Institute’s keynote address. His career in higher education as a faculty member and educator of senior campus officers at the Harvard Institute for Educational Management and author of monographs on organizational leadership puts him in a distinctive position to address issues of academic quality.

The Institute will feature three other plenary speakers. The Honorable Henry G. Cisneros is executive chair of CityView companies, an organization that works with urban homebuilders to create affordable homes for families of average means. His service as Secretary of the U.S. Department of Housing and Urban Development from 1993 to 1997 and as mayor of San Antonio and his advocacy for the Latino community, give Cisneros a perspective that will help CAOs consider new ways for independent colleges and universities to provide the intellectual and financial resources that will enable first-generation and minority students to achieve their educational goals. Judith S. Eaton has served as president of the Council for Higher Education Accreditation (CHEA) since 1997, one year after its formation. Eaton’s national leadership on assessment, accreditation, and accountability issues has been extremely important to CIC institutions, and her perspectives on what lies ahead and how colleges should respond will be of great interest. Lucie Lapovsky is an economist and principal of Lapovsky Consulting, where she researches tuition discounting and cost containment in higher education. She served as president of Mercy College (NY) from 1999 to 2004. Lapovsky’s analysis of the current economy in relation to the value of independent higher education will provide deans and provosts with deeper knowledge of the economic forces currently at work and predict what these trends might portend for private colleges and universities.

A number of workshops will be offered throughout the Institute. Budget Fundamentals for the CAO, led by experienced colleagues, will help academic officers gain a greater understanding of the budget process and of financial statements and reports. The CIC/Aspen/Wye Seminar on Leadership and Liberal Education in a Global Context will provide CAOs an opportunity for intellectual renewal and time to engage in substantive and scholarly discussion of ideas. The Workshop for New CAOs and the Workshop for CAOs in Their Third and Fourth Year of Service will address the key issues CAOs face at these stages in their work. And participants in the new Seminar for Experienced CAOs will discuss mid-to-late career issues.

Registration materials and the preliminary program are available on the CIC website at www.cic.edu/2012CAOInstitute.

Federal and Private Philanthropy Leaders to Participate in 2012 Foundation Conversation

The 2012 Conversation between Foundation Officers and College and University Presidents will take place October 9 at the TIAA-CREF Wharton Auditorium in New York City. This meeting enables CIC college and university presidents from across the nation to engage in candid conversation with senior foundation officers and to learn more about private, federal, and other sources of support as well as challenges to philanthropic support.

This year’s program is particularly varied and exciting. Following the suggestion of CIC member presidents that the program include representatives of federal funding agencies, division director-level leaders of the National Science Foundation and the National Endowment for the Humanities will join the meeting. These federal agencies are frequent funders of CIC colleges, and hearing about new priorities will likely be of great interest to participants. Also, leaders of two private foundations that have not participated in the Foundation Conversation for many years will make presentations at the meeting. In addition, the president of Philanthropy Roundtable, an astute observer of private philanthropy, will offer a perspective on key issues that affect the ability of private foundations to operate in service to independent colleges and universities.

The Foundation Conversation will include five distinct sessions, with ample time for discussion during each session. The following presenters will discuss the rationale for the funding strategies chosen by each funder, why their organizations focus on certain initiatives and not on others, what changes they see coming to philanthropy, and the impact of those changes on private colleges and universities:

- Stephanie Bell-Rose, TIAA-CREF Managing Director and Head of the TIAA-CREF Institute;
- Michele Cahill, Vice President, National Program, and Director, Urban Education, Carnegie Corporation of New York;
- Dan E. Davidson, President, American Councils for International Education;
- Joan Ferrini-Mundy, Assistant Director for Education and Human Resources, National Science Foundation;
Department Chair Workshops Focus on Promoting Institutional Effectiveness through Collaboration

More than 340 department and division chairs recently participated in workshops that focused on “Promoting Institutional Effectiveness through Collaboration.” The 2012 Workshops for Department and Division Chairs, supported by the American Academic Leadership Institute, examined how chairs can support each other through efforts to share data, strengthen curricular offerings, cooperate on budget management, develop common mentoring programs for adjunct faculty members, and support colleagues in various administrative tasks.

Led by experienced chief academic officers and department chairs, the workshops were held April 12–14 in Indianapolis, Indiana; May 15–17 in Providence, Rhode Island; May 22–24 in Charleston, South Carolina; and June 5–7 in Portland, Oregon. William Deeds, vice president for academic affairs and dean of the College at Morningside College (IA), led a session on Strategies for Collecting and Sharing Data. He emphasized that in order to help with campus decision making, department and division chairs must collaborate with others to gather data, then analyze, interpret, and organize the raw data, and place them in context. “Done well, collaboration and data sharing can effectively promote your department or division,” he said.

In a session on Understanding the Bigger Budget Picture: Where Department/Division Budgets Fit, several presenters described budget planning as a control process (“Having a budget protects us from ourselves...and keeps our parochial impulses in check for the common good.”); a modeling process (“Budget impact models for new programs can help capture the economic benefits of a program relative to its costs.”); a political process (“It is an exercise of allocating scarce resources...and is a manifestation of how collective decisions are made.”); and a planning process (“Budgets are manifestations of institutional priorities. They are how the strategic plan is enacted on a year-to-year basis.”).

Participants also practiced their skills in handling difficult personnel situations using role-playing scenarios. Victoria McGillin, provost and vice president for academic affairs at Otterbein University (OH), provided tips and guidelines for difficult conversations: “Don’t take it personally; to eliminate the behavior, remove the rewards; never attribute to malice that which incompetence will explain; and consider how you can reframe the issue.” Each of the workshops included sessions on legal issues featuring an attorney who discussed best practices in the hiring process and faculty evaluation procedures. An “Open Mike” session moderated by an experienced chair provided opportunities to share best practices and ask for advice on practical matters.

Workshop materials are available on the CIC website at www.cic.edu/2012WorkshopResources.
CIC’s Leadership Development Programs Help Prepare Future Presidents and Vice Presidents

The need to prepare future leaders of colleges and universities has never been greater. The large generation of people now in senior leadership positions on campus is rapidly nearing retirement, and the number of chief academic officers (CAOs) who say they intend to seek a presidency is relatively small. This disconnect between the need for highly prepared presidents and the relative lack of interest in the presidency comes at an inauspicious time when new social and economic realities are increasing the challenges to be addressed by administrators in senior campus positions. CIC has created several professional development opportunities in recent years to help campus leaders serve their current institutions and future institutions they might lead. Three programs are supported by the American Academic Leadership Institute (AALI), Academic Search, Inc., and the Henry Luce Foundation.

Lists of participants in each of these leadership development programs are posted in the online version of the newsletter at www.cic.edu/Summer2012Conferences.

Executive Leadership Academy

CIC, AALI, and the American Association of State Colleges and Universities (AASCU) jointly offer the Executive Leadership Academy (eLA) to prepare college and university leaders in vice presidential positions to move into presidencies. The year-long program consists of several components, including mentorship by their presidents, ELA program director Ann Die Hasselmo, and other higher education leaders; fall and spring seminars in Washington, DC; experiential activities throughout the year; and a series of readings and case studies.

The first full year of the eLA came to a close in June, when participants convened for their final seminar in Washington, DC. Focused on helping participants move into a presidency, this seminar included an opening plenary given by Jeff Abernathy, president of Alma College (MI) and a participant in the pilot forerunner of eLA, who spoke candidly about managing expected and unexpected issues as one moves from a vice presidency into the top position on campus. George Mahaffy, vice president for leadership and change at AASCU, led a series of small group discussions of news articles reporting various presidential missteps and errors in judgment and asked the group, “What were they thinking?”

Four eLA participants—John Beehler, provost and vice president for academic excellence and student success, University of North Texas at Dallas; Charlotte Borst, vice president for academic affairs and dean of faculty, Whittier College (CA); Kathy Cruz-Uribe, provost and vice president for academic affairs, California State University, Monterey Bay; and Stephen Pugliese, vice president for student development and engagement and interim vice president for university advancement, Immaculata University (PA)—reviewed for their colleagues the lessons they had learned from searches in which they were candidates as well as interview advice and cover letter preparation.

John Comerford, vice president for institutional advancement at Westminster College (MO), and his president, George “Barney” Forsythe, explained the respective roles of presidents and advancement vice presidents in fundraising and how to maximize this relationship for the benefit of the institution. Mark Rotenberg, general counsel at the University of Minnesota, and Lawrence White, vice president and general counsel of the University of Delaware, took on the thorny topic of “Campus Lawyers, Campus Legal Issues, and the Presidency.” And Mickey Burnim, president of Bowie State University, spoke about the care and feeding of external relationships and constituencies.

Kathy Gaval, author of the book, Presidential Transitions: It’s Not Just the Position, It’s the Transition, offered participants advice on getting the transition just right, such as creating a transition plan that accounts for all institutional constituencies including the board. Joe Gow, chancellor of the University of Wisconsin-LaCrosse, spoke about presidential communications in a crisis situation, a particularly timely topic this spring.

Closing the seminar were Todd Hutton, president of Utica College (NY), who spoke on “Entrepreneurial and Fiscally Prudent Presidents, Boards, and Campuses: Ensuring Financial Vitality,” and Corinne Antley, law partner, Dow Lohnes PLLC, who prepared participants for key elements of presidential contracts.
CIC ANNOUNCES AALI GRANT FOR LEADERSHIP DEVELOPMENT PROGRAMS

This summer CIC was awarded a new grant from the American Academic Leadership Institute (AALI) of $100,000 to support several CIC leadership development programs in 2012–2013.

In announcing the grant, CIC President Richard Ekman said, “This grant from AALI will make it possible to expand and deepen several CIC leadership development programs, magnify the impact of those programs, and lead to the better preparation of an increased number of new senior campus leaders.”

The AALI grant will make possible CIC’s Executive Leadership Academy and Senior Leadership Academy, leadership development programs to prepare college and university vice presidents for presidencies and mid-level administrators for vice presidencies in independent higher education, respectively. The grant also will support the 2012 Institute for Chief Academic Officers, 2013 Presidents Institute, and 2013 Division and Department Chairs Workshops, allowing CIC to offer broader programs with significant intellectual and practical substance for the leaders of small private colleges and universities. The AALI grant will enable CIC to continue the low registration fees for these programs.

Senior Leadership Academy

CIC and AALI jointly offer the Senior Leadership Academy (SLA), a year-long program for mid-level administrators in higher education who aspire to senior leadership positions in independent colleges or universities. The program consists of seminars conducted by current and former presidents and vice presidents; readings concerning senior leadership; a professional Experiential Plan; mentorships; executive career coachings; and bi-monthly conference calls with the participant, mentor, and program director.

The second cohort of SLA participants completed the 2011–2012 year in June with a closing seminar in Washington, DC. The work-intensive and highly interactive seminar began with a presentation by Scott Miller, president of Bethany College (WV), on the importance of strategic thinking and was followed by several sessions on the roles and responsibilities of particular cabinet officers. SLA participants Joseph Boehman, dean of Richmond College and associate dean of arts and sciences at the University of Richmond (VA), and Tara Jabbaar-Gyambrah, director of multi-cultural affairs at Hilbert College (NY), shared their experiences in the academic and student affairs divisions. Daniel Helwig, dean of college advancement at York College of Pennsylvania, and Herbert “Lee” King, Jr., vice president for institutional advancement at Hampden-Sydney College (VA), gave participants a primer on fundraising for colleges and universities. Terry Dale Cruse, vice president for enrollment services at Missouri Baptist University, presented an overview of enrollment management. Michael Cyze, executive director of communication at Clarke University (IA), discussed how cabinet officers can work together when a crisis strikes the institution, and participants explored how they would handle complex issues of institutional leadership and decision making.

An inspirational closing plenary session was offered by Jo Ellen Parker, president of Sweet Briar College (VA), who used references to the book Moneyball and the comic strip Calvin and Hobbes to describe how a president molds an effective senior staff team. She also stressed: “First, effective academic administration is a team effort and the team’s success can only be measured by institutional achievements that advance the mission. In other words, a good cabinet works together to ensure that students are learning, growing, and moving toward their professional and personal goals…. Future leaders…should think less about whether they want to be leaders than about whether they want to do the work that leaders need to do to support students’ success.”

Colloquium on Leadership for Chief Academic Officers

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

Eighteen CAOs participated in this summer’s Colloquium, which was held July 17–21 at the Loews Hotel in Annapolis, Maryland. John Churchill, secretary of the Phi Beta Kappa Society and master moderator, led discussions on such topics as creating oneself as a leader, the interaction between human nature and society and its effects on leadership, and the interplay between personal and political power that shapes the nature of leadership. Readings ranged from the ancient Greek plays of Aeschylus, Aristophanes, and Sophocles through the social contract theorists, Hobbes and Locke, to more contemporary

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

A one-day workshop, “Crafting Your Digital Strategy: Social Media and Beyond,” preceded the two-day conference. During the preconference, specialists addressed social media, web, and mobile content challenges; social media metrics, tools, and tips; case studies; methods to safeguard brands online; and how to attract campus coverage from online outlets. A common topic throughout the day was how colleges and universities can determine which of the many social media platforms would best help them gain media attention. Tom Evelyn, vice president for communications at St. Lawrence University (NY), said that it is important to remember that Facebook, Youtube, and Twitter make up the top three social media platforms—with Facebook receiving 63 percent of visits to all platforms. He added, “The big hot thing today may not be hot tomorrow” and that institutions shouldn’t spread themselves too thinly across platforms. Speakers emphasized that PR professionals must understand the needs and goals of their institutions, their audiences’ needs and interests, and which platforms best meet those needs. Speakers also recommended working toward consistent, high-quality communication—for example, by sending four informative tweets each day instead of posting several tweets.

A special evening program on higher education and the 2012 election, sponsored by the Chronicle of Higher Education, completed the first day’s programming. Amy Walter, political director at ABC News; Christopher Arterton, professor of political management at George Washington University’s Graduate School of Political Management; and David Chalian, Washington Bureau Chief at Yahoo! News participated in a panel discussion moderated by Jeffrey Selingo, editorial director of the Chronicle of Higher Education. The speakers generally agreed that although health care and higher education issues have been in the press a lot recently, the economy will be the focal point of the upcoming presidential election. Higher education might gain traction in state and local elections, the speakers said, but it would not be a key factor in the presidential election.

The Thursday conference sessions explored how to attract the media to campuses. Many speakers from the press offered similar suggestions about the kind of stories they are interested in and what colleges and universities should do to gain more press coverage. Presenters warned that some items that a college or university president wants to publicize are not topics that are interesting to the public and are unlikely to be what the media will feature. Most speakers said they are looking for emerging national trends. Melanie Jackson, producer of NBC’s Today Show, said that the producers are generally interested in “trends, tragedies, and triumphs.” Inside Higher Ed cofounder and editor Scott Jaschik stated on Friday, “We don’t want cutesy stories—we want to cover tough issues.” He listed topics such as affirmative action, the speed at which higher education should change, college costs, new higher education business models, and changes in technology—including the development of massive open online courses. Jaschik explained that most stories that get readers’ attention involve intelligent people evaluating a problem and debating how to solve it.

Among the suggestions to gain media coverage were: anticipate the news, prepare to respond to it, and contact reporters well before they need to write the story. Institutions should confirm that media contacts have a list of the college’s specialists—and confirm that the specialists can speak effectively and will be available when needed. Whenever possible, institutions should send photos, graphics, or videos as well as text. Many reporters also said that they scan Twitter daily to note trends and emphasized the importance of maintaining a social media presence.

During a special evening program at the College Media Conference, (seated left to right) Christopher Arterton of George Washington University, Amy Walter of ABC News, and David Chalian of Yahoo! News discussed higher education and the 2012 election. Jeffrey Selingo (left), editorial director of the Chronicle of Higher Education, moderated the event.
Speakers from the press also listed pet peeves about communicating with colleges and universities. The top complaints included university websites that do not post media contacts clearly; college and university staff who call reporters after sending them a press release to ask whether the reporters received it; press releases that are irrelevant, say nothing, are full of jargon, or contain attachments; and offers to contact an expert when the expert is unavailable or unprepared to speak.

The day also featured a session on managing crisis communications on campus, during which University of Alabama’s Cathy Andreen, director of media relations, and Shane Dorrill, assistant director of broadcast media relations, shared a blow-by-blow account of what happened when tornadoes hit the campus town of Tuscaloosa. The speakers recommended several core principles: send early alert messages and frequent updates; use various tools to get the message out; leverage the university’s homepage; educate faculty, staff, and students about the issues; and test the university’s alert system monthly.

Friday began with breakfast roundtable discussions on 20 topics, such as designing a strategic media plan, determining social media success, working with faculty and the president on media relations, and achieving prime-time media placements. Concurrent sessions in which Chronicle of Higher Education and Inside Higher Ed journalists described the news stories that they are likely to cover—and how to pitch stories to them—followed. Conference attendees were able to pitch story ideas to various Chronicle reporters during a break-out session. The conference concluded with a session on Advancing Your College’s Media Presence, which featured Elizabeth Bernstein, reporter and columnist at the Wall Street Journal; Carole Feldman, director of news operations and finance in Washington, DC, and national education editor for the Associated Press; and Joe Palca, science correspondent for National Public Radio.

As part of the pre- and post-conference activities, nearly 100 participants visited the offices of the Washington Post, C-SPAN, Inside Higher Ed, Chronicle of Higher Education, and National Public Radio, and 23 people toured the Newseum.

Many of the conference presentations and other resources can be viewed online at www.cic.edu/MediaConferenceResources.

The 27th College Media Conference will be held at the Fairmont Hotel in Washington, DC, on June 26–28, 2013.

(Leadership development, continued from page 9)

works by Eudora Welty, Martin Luther King, Jr., and Martha Nussbaum.

Colloquium participants commented, “In regard to the witches in Shakespeare’s Macbeth and the chorus in Aeschylus’s Agamemnon, the task is to discern the right voices to listen to—to know when you’re listening to the right and to the wrong people”….“Perhaps Creon in Sophocles’ Antigone was both right and wrong—is that sometimes the case even with our best thought-out decisions?” The intense discussions of provocative texts during the week provided new contexts and ways of thinking about what participants do as CAOs. Being able to put the role of leader in perspective with leadership lessons from the present and past informs current behavior.

(Leadership development, continued from page 9)

works by Eudora Welty, Martin Luther King, Jr., and Martha Nussbaum.

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IMPACT OF LEADERSHIP DEVELOPMENT PROGRAMS

As a result of participation in these leadership development programs, many participants already have progressed through the leadership “pipeline.” For example, eight of the 41 participants in the precursor to the ELA (Academic Leadership for the 21st Century) in 2009–2010 have been appointed to presidencies, and one was appointed assistant secretary of postsecondary education in the U.S. Department of Education. Five of the 40 participants in the 2010–2011 ELA have accepted presidencies. Three members of the 2011–2012 ELA class have been appointed to presidencies thus far.

In addition, among the “graduates” of CIC’s first Senior Leadership Academy, 20 of the 42 participants have advanced—six have accepted provost or vice president for academic affairs positions; four were promoted to associate provosts; two earned the title of associate provost and dean; three were promoted to deanships; two moved up to associate or assistant deans; and three were named directors or assistant directors. In the current 2011–2012 cohort, two have been named vice presidents and two were appointed as academic deans.
Mellon Grant to Support Faculty Development Seminars

The Andrew W. Mellon Foundation has awarded CIC a $575,000 grant to support faculty development seminars on ancient Greek texts and American history.

The grant enables CIC to extend its long-running and popular series of faculty seminars from 2012 through 2016. Beginning in summer 2012, CIC will offer one seminar on key issues in American history and one seminar on ancient Greek texts each year for four years. The American history seminars, offered for the past 11 years, are cosponsored by the Gilder Lehrman Institute of American History and are multidisciplinary seminars for full-time faculty members in history and related fields. The Ancient Greece in the Modern College Classroom seminars, now in the seventh year, are cosponsored by the Center for Hellenic Studies and designed for non-specialists to address the challenge of keeping alive in undergraduate education classical texts such as the *Iliad* and *Odyssey*.

In announcing the grant, CIC President Richard Ekman said, “Through these seminars, CIC hopes to revitalize students’ opportunities to study major texts and topics of wide resonance in two essential disciplines of the humanities. Classical texts remain a core element of a liberal arts education even though classics programs may no longer have a separate identity at some colleges; and although American history remains a critical field of study in the United States, it is sometimes taught in limited ways.”

American History Seminar

CIC and the Gilder Lehrman Institute of American History cosponsored a seminar, “Slave Narratives,” June 10–13, 2012, at Yale University in New Haven, Connecticut. Twenty-six (primarily history and English) faculty members were selected for participation from 86 nominations. This was the fifth year in a row that David Blight, Class of 1954 Professor American History at Yale, has led a CIC seminar on this topic.

During the seminar, participants discussed the place of slavery and abolition in American history and culture by examining a wide variety of both antebellum and postbellum narratives, including *Life of William Grimes, The Runaway Slave* and Blight’s own work, *A Slave No More: Two Men Who Escaped to Freedom, Including their Narratives of Emancipation*. Participants also made a tour of the historical Yale campus and surrounding area that included the Grove Street Cemetery as well as the Amistad Monument.

Seminar discussion led to new ways of incorporating slave narratives into courses, new ideas for research projects, and the development of new courses focused entirely on slave narratives. Participants enjoyed establishing new professional connections and several made plans even before the end of the seminar for collaboration, including the development of a panel on slave narratives and neo-slave narratives for the Southern American Studies Conference in 2013.

Douglas Ley, associate professor of history at Franklin Pierce University (NH), said of the experience, “It was simply refreshing and stimulating to return to a seminar environment and to learn so much from my colleagues. What a joy!”

Ancient Greece in the Modern College Classroom Seminar

For the seventh year in a row, CIC was able to offer a seminar with the Center for Hellenic Studies on Ancient Greece in the Modern College Classroom. The topic of the July 23–29, 2012, seminar was “Song Culture of Athenian Drama,” and it was supported by the new grant from Mellon.

Co-led by Gregory Nagy, Francis Jones Professor of Classical Greek Literature and Professor of Comparative Literature at Harvard University and director of the Center for Hellenic Studies; and Kenny Morrell, associate professor and chair of Greek and Roman Studies at Rhodes College (TN) and director of fellowships and curricular development at the Center, the seminar was designed for non-specialists who find themselves keeping the classics alive for undergraduates at liberal arts colleges and universities. The 20 participants selected from 65 nominations included faculty members from theatre, English, fine arts,
Participants in the seminar on Song Culture of Athenian Drama met in the Center for Hellenic Studies’ House A for daily discussion of texts. The specially designed seminar building allowed the ancient texts to be presented on the walls throughout the room using digital media projections.

2012 AMERICAN HISTORY SEMINAR PARTICIPANTS

Matthew Barbee  
Assistant Professor of English  
Siena Heights University (OH)

Linda Beito  
Associate Professor of Social Sciences  
Stillman College (AL)

Joshua Bellin  
Professor of English  
La Roche College (PA)

Stephen Berry  
Assistant Professor of History  
Simmons College (MA)

Margaret Brown  
Associate Professor of History  
Brevard College (NC)

Alice Eaton  
Associate Professor of English  
Springfield College (MA)

Jennifer Harding  
Assistant Professor of English  
Washington & Jefferson College (PA)

Jonathan Hutchins  
Visiting Assistant Professor of Social and Behavioral Sciences  
Johnson C. Smith University (NC)

AnneMarie Kooistra  
Associate Professor of History  
Bethel University (MN)

Douglas Ley  
Associate Professor of History  
Franklin Pierce University (NH)

Aisha Lockridge  
Assistant Professor of English  
Allegheny College (PA)

Ralph Lutts  
Professor of History  
Goddard College (VT)

Ajuan Maria Mance  
Professor of English  
Mills College (CA)

Margaret McGehee  
Assistant Professor of English  
Presbyterian College (SC)

Maureen McKnight  
Assistant Professor of English  
Cardinal Stritch University (WI)

Alisea Williams McLeod  
Assistant Professor of English  
Rust College (MS)

Rebekah Mergenthal  
Assistant Professor of History  
Pacific Lutheran University (WA)

Collin Messer  
Associate Professor of English  
Grove City College (PA)

Justin Ponder  
Assistant Professor of English  
Marian University (WI)

Lorna Rinear  
Assistant Professor of History  
Regis College (MA)

Cavin Robinson  
Assistant Professor of Philosophy  
Le Moyne College (NY)

David Settje  
Associate Professor of History  
Concordia University Chicago (IL)

Jeffrey Smith  
Professor of History  
Lindenwood University (MO)

Marian Strobel  
Professor of History  
Furman University (SC)

Philip Sturm  
Professor of History  
Ohio Valley University (WV)

Christina Zwarg  
Associate Professor of English  
Haverford College (PA)
Twenty CiC faculty members who participated in a seminar on “Making and Meaning in Medieval, Renaissance, and Baroque Europe (c.1300–1625)” were offered the rare opportunity to examine works of art closely with a conservator who had removed them from the walls and their frames. The June 17–22 seminar took place at the Allen Memorial Art Museum at Oberlin College (OH) and was the third in a series of art history seminars made possible through the generous support of the Samuel H. Kress Foundation.

Through a competitive process based on nominations from chief academic officers, CiC selected faculty members from institutions without large campus museums or proximity to major art museums and who are responsible for the teaching of art history. Participants engaged in focused study, discussion, sharing of teaching practices, and engagement with colleagues.

With the museum closed to the public on the first day of the seminar, leaders Andria Derstine, director of the Allen Memorial Art Museum, and Erik Inglis, associate professor of medieval art history at Oberlin College, allowed participants to view numerous works of art closely to develop a more intimate understanding of the works.

Participant Jan Kennedy, assistant professor of art history at the Kansas City Art Institute (MO) said, “Rarely do art historians get a chance to investigate and learn about works at such an intimate level. Yet—this is the most important thing that the seminar taught me—we must, as art historians, engage with the objects much more fully and connect with the knowledge of curators and conservators in our efforts to understand the works. The seminar has absolutely transformed my approach to artworks. It has brought me back to the object!”

In addition to examining and discussing artworks in the Allen’s galleries and print study room, as well as the Oberlin library’s special collections, participants met with conservators from the Interuseum Conservation Association laboratory and curators at the Cleveland Museum of Art. They also attended a reception in their honor at Oberlin’s Welzheimer/Johnson House, which was designed by Frank Lloyd Wright.

“What I found most valuable about the seminar was hearing other professors’ strategies for teaching different aspects of medieval and Renaissance art and their creative assignments and useful rubrics for grading those assignments. Because most participants were from institutions with a similar ratio of art historians to curriculum, it was a realistic exchange of goals and expectations,” reflected Donna Sadler, professor of art at Agnes Scott College (GA).
## PARTICIPANTS IN THE 2012 TEACHING PRE-MODERN EUROPEAN ART IN CONTEXT SEMINAR

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<thead>
<tr>
<th>Name</th>
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<tr>
<td>Meryl Bailey</td>
<td>Assistant Professor of Art</td>
<td>Mills College (CA)</td>
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<td>Mary Brantl</td>
<td>Assistant Professor of Art History</td>
<td>St. Edward’s University (TX)</td>
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<td>Matthew Shoaf</td>
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## 2012 ANCIENT GREECE IN THE MODERN COLLEGE CLASSROOM SEMINAR PARTICIPANTS

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<td>Michael Vought</td>
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<td>Westminster College (UT)</td>
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<td>Raymond Vrazel</td>
<td>Assistant Professor of Theatre</td>
<td>Dillard University (LA)</td>
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<tr>
<td>Mark Watney</td>
<td>Assistant Professor of Language and Literature</td>
<td>Sterling College (KS)</td>
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**State Funds Annual Conference Focuses on ‘Enhancing Your Impact’**

With an emphasis on best practices in consortial programming and fundraising, the 2012 CIC State Funds Annual Conference “was one of the strongest we’ve ever had,” said Hope Williams, president of the North Carolina Independent Colleges and Universities and the newly elected State Funds presiding officer. The conference, held April 30–May 1 in Chicago, Illinois, included a wide range of best practices sessions and roundtable discussions on topics such as increasing scholarship fundraising, career programs for students, and college access and success for minority and first-generation students.

Reflecting the conference theme of “Enhancing Your Impact: A Focus on the Future” were presentations by three plenary speakers, who outlined some of the key national issues, challenges, and opportunities for the state associations. Thomas Kepple, president of Juniata College (PA), described the financial challenges that independent institutions face and how state funds can help address those needs. Mary Meehan, president of Alverno College (WI), provided an overview of the many benefits she has seen from the work of state funds in the two states in which she has held collegiate executive positions, New Jersey and Wisconsin. And Caroline Altman Smith, program officer for the Kresge Foundation, discussed the foundation’s strong interest in supporting consortial programming to increase the impact of their grants by benefiting multiple institutions at the same time.

During the conference, the Foundation for Independent Higher Education (FIHE)/CIC Outstanding Service Award was presented to Doug Penner, retiring president of the Kansas Independent College Fund, a charter member of FIHE. Penner served FIHE in many capacities, including as a board member and, most recently, as presiding officer for the membership, helping to lead the group into its merger with CIC.

The 2013 Annual Conference for State Fund Members will be held April 28–30 at the Omni Severin Hotel in Indianapolis, Indiana.

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**Fourth Information Fluency Workshop Focuses on Classical Texts**

What skills constitute information fluency in ancient studies? What roles do faculty members and librarians play in developing and supporting those skills? What role do deans and provosts play in providing institutional support for these efforts and creating a campus culture receptive to information fluency programs? These were among the questions addressed during CIC’s fourth workshop on Information Fluency in the Disciplines that was held on March 22–24, 2012, in Baltimore, Maryland, with a focus on ancient studies.

Seventeen four-person teams (consisting of a senior academic officer, the library director, and two faculty members) were selected by competitive nomination in December to participate in the workshop. The workshop aimed to assist campus teams in the creation of comprehensive programs to help upper-level students obtain a better understanding of the availability, authority, and uses of relevant information resources in their major field of study. The workshop also helped teams create a realistic and appropriate action plan to take back to campus.

Susanne Woods, CIC senior advisor and program director, opened the workshop with a discussion of the challenges campus teams face. Sessions included presentations from successful information fluency projects in ancient studies from DePauw University (IN) and Rhodes College (TN), as well as team-planning time and team consultations with facilitators to hone their action plans. Participants also learned about new, online, and traditional resources for historical study; methods of evaluating the success of an information fluency program; uses of physical space and budgets to promote information fluency; and strategies for implementing change on campus.

The workshop was made possible through the generous support of the Andrew W. Mellon Foundation and was co-sponsored by the Association of College and Research Libraries and the Council on Library and Information Resources. It was endorsed by the American Philological Association, the Appalachian College Association, and the United Negro College Fund. A new grant to CIC from the Andrew W. Mellon Foundation will support additional Information Fluency in the Disciplines workshops, most likely focusing on foreign languages and literature, English and American literature, pre-modern history, and modern history.

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**PARTICIPATING INSTITUTIONS**

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<td>Seton Hill University (PA)</td>
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Seminar for Vocation, Mission Program Explores Readiness for Presidency

Discussing classic and modern texts and engaging in group conversations, 20 “prospective presidents,” many with spouses, explored ways in which a greater understanding of the alignment of personal vocation and institutional mission can foster more effective presidential leadership. The opening seminar in the year-long Presidential Vocation and Institutional Mission Program for aspiring college and university presidents took place in Stowe, Vermont, July 8–11.

Now in its fifth year, the program, funded by the Lilly Endowment Inc., is inherently different from other programs for those aspiring to the presidency. Rather than addressing the “nuts and bolts” of the presidential search process or developing particular sets of skills, the program is intentionally reflective. Engaging in discussion with one another as well as with a team of experienced facilitators, participants consider diverse readings to explore such questions as “What are the principal alternatives to vocation as a way of life?” “What happens to my vocation if and when my spouse becomes a president?” and “What is friendship and what does it have to do with vocation?” Seminar readings are taken from writings by Aristotle, Henry David Thoreau, John Milton, C.S. Lewis, Dorothy Sayers, and Malcolm X, as well as Burton Clark’s *The Distinctive College: Antioch, Reed and Swarthmore*, Hugh Heclo’s *On Thinking Institutionally*, Lee Hardy’s *The Fabric of This World: Inquiries into Calling, Career Choice, and the Design of Human Work*, and Pierre de Calan’s *Cosmas, or the Love of God*.

Participants also meet individually with a facilitator who will serve as their guide through the year-long seminar and beyond. William Frame, CIC senior advisor and president emeritus of Augsburg College (MN), leads the project. Other facilitators include Margaret Carney, OSF, president of St. Bonaventure University (NY); Joel Cunningham, vice chancellor and president emeritus, and Trudy Cunningham, former presidential spouse of Sewanee: The University of the South (TN); Anne Frame, former presidential spouse of Augsburg College; and Rockwell Jones, president, and Melissa Jones, presidential spouse of Ohio Wesleyan University.

Participants will have at least two conversations with their assigned program facilitators before the group meets again February 25–26, 2013, in Atlanta, Georgia, for the winter seminar. The winter seminar incorporates reflections based on the fall facilitator conversations and introduces new and dynamic readings to stimulate discussion.

To date, nearly 50 presidents and 100 senior administrators, along with their spouses, have participated in parallel programs for current and prospective presidents. Nineteen of the senior administrators have already been appointed as college presidents. Future seminars for prospective presidents will be held in 2014–2015 and for presidents in 2013–2014. Additional information can be found at [www.cic.edu/VocationMission](http://www.cic.edu/VocationMission).

CIC Announces Second NetVUE National Conference

“Enriching the Theological Exploration of Vocation” is the theme of CIC’s second Network for Vocation in Undergraduate Education (NetVUE) national conference. Teams from NetVUE member colleges and universities will meet March 14–16, 2013, in Indianapolis, Indiana, at the Indianapolis Marriott Downtown Hotel. Registration information will be available in early September.

NetVUE is a network of 168 colleges and universities committed to fostering the intellectual and theological exploration of vocation in their campus communities. Administered by CIC with generous support from Lilly Endowment Inc., the key programmatic elements of NetVUE include the biennial national conference, regional gatherings and multi-campus collaborations held in alternate years, consultation and campus visit services, and online resources and networking. In addition, CIC recently announced three new NetVUE initiatives: a program to develop new scholarly resources, a program to strengthen college and university chaplaincy, and the availability of modest grants to support campus program development.

Seven regional gatherings have been hosted by NetVUE member campuses since last fall, attracting a total of 265 participants from 56 colleges and universities. Hosts included Baylor University, California Lutheran University, Calvin College (MI), John Carroll University (OH), LaGrange College (GA), Monmouth College (IL), and Seton Hall University.

Shirley Roels, CIC senior advisor for NetVUE, said the regional gatherings offered opportunities for participants to deepen their capacities to educate for vocation. “In smaller venues participants have the opportunity for ongoing discussions with those they meet. Friendships form and mentoring connections are born. Participants learn why other NetVUE campus leaders have been called into specific work at particular campuses. Personal vocational stories are shared, and many leaders are encouraged directly in their work,” Roels said.

More information about the NetVUE conference, regional gatherings, and other programs and services is available at [www.cic.edu/NetVUE](http://www.cic.edu/NetVUE).
A new CIC report released in July, *A Study of Presidents of Independent Colleges and Universities*, analyzes the demographic characteristics of CIC college and university presidents, their duties and responsibilities, satisfaction and frustrations in their work, and career paths and plans. The report also examines the presidential search process and conditions of employment.

Comparisons were made of CIC member presidents with presidents of other types of institutions. Overall, the presidents of small and mid-sized, independent, liberal arts-oriented colleges and universities that comprise CIC’s members are slightly younger, more satisfied, have more diverse career backgrounds, and have served longer in their present positions than their counterparts in other types of institutions.

The report is drawn from data collected by the American Council on Education’s American College president Study. To determine if important differences existed among presidents of different types of institutions, CIC compared presidents of its member institutions with presidents of four major sub-sector groups: public two-year or community colleges; public baccalaureate and master’s-level institutions; public doctoral, or research, universities; and private doctoral universities.

CIC President Richard Ekman said the report highlights a number of important positive findings as well as some challenges. “It is noteworthy that CIC presidents are happy in their top leadership roles. Also, despite CIC’s earlier report that indicated that chief academic officers were largely not interested in pursuing a presidency, this most recent report found an increase in the percentage of CIC presidents who previously served in that role,” he said. The report notes, however, that nearly half of all CIC presidents plan to leave their current position in the next five years, with fewer than one in four planning to seek another presidency. Even so, this looming wave of retirements and other departures is higher in other types of four-year colleges and universities. “Replacing so many presidents represents an enormous challenge to higher education,” Ekman said. “The pipeline needs to expand rapidly. Both institutions and CIC should place continued emphasis on preparing future leaders to assume presidencies, drawing widely from women and minority candidates and from other talented individuals with institutional backgrounds and campus leadership roles.”

Among other main findings of the report:

- Although the average age of all college and university presidents in the United States continues to climb, CIC presidents remain the youngest group among presidents of four-year colleges and universities at an average of 60.3 years of age.
- The average length of appointment for a CIC president has declined from 8.5 years in 2006 to 7.1 years in 2011, yet CIC presidents’ tenure still ranks highest among presidents of all types of institutions.
- Most CIC presidents have earned doctorates (80 percent); and the most common field of study is education or higher education (31 percent) followed by the humanities or fine arts (21 percent). Compared with all types of four-year institutions, CIC presidents are the most likely to have the highest earned degrees in one of these fields.
- The position of chief academic officer (CAO) continues to be the most common route taken to the rank of president. The proportion of CIC presidents who were CAOs in their most recent positions has risen from 27 percent in 2006 to 29 percent in 2011, although this is a lower rate than among presidents in other institutional settings.
- The three most time-consuming duties of CIC presidents are fundraising, budget and financial management, and enrollment management. Newer presidents—those who have served four years or fewer—also cite strategic planning as an activity consuming considerable time.
- Presidents report that among the constituencies with whom they work, the group that provides the greatest challenges is the faculty, cited far more frequently by CIC presidents than other groupings of presidents. Next are the governing board and legislators.
- The top frustrations for CIC presidents are insufficient funding, faculty resistance to change, and lack of time to think and reflect.
- Among the various responsibilities for which CIC presidents felt least prepared upon assuming their posts, nearly half reported the greatest deficiency in technology planning, which was singled out at a rate higher than presidents of other types of institutions. Similarly,
CIC presidents noted the need for assistance with risk management and legal issues far more frequently than other presidents.

- CIC institutions have the highest rate of presidential spouses compensated by institutions for roles as host, fundraiser, and/or spouse or domestic partner (18 percent) compared with other types of institutions.

Several recommendations are included in the report:

1. Programs to prepare aspiring leaders for the presidency and to orient new presidents to their roles should include technology planning, risk management and legal issues, and enrollment management, along with the more traditional topics of fundraising, board relations, and fiscal management.

2. More needs to be known about the reasons for the decline in the longevity of presidencies. Is the recent downward turn mainly due to the retirement of older presidents? Or is the change due to other factors, such as increased friction with the governing board or the faculty? A study of the factors leading to presidential departures would be instructive.

3. Although conflicting perspectives of the president and the faculty may appear to be unavoidable, a better understanding of these tensions may lead to new approaches that improve collaboration in the shared governance of the relatively small academic communities of CIC colleges and universities.

The complete report is available at www.cic.edu/PresidentsStudy.

Woodrow Wilson Visiting Fellows Program Follows Focus on Politics

In this pre-election season, experts on politics and government are especially popular on campus. Such experts can help students understand the U.S. electoral processes and interpret the results of the November elections. Several of the Woodrow Wilson Visiting Fellows have had high-level experience in politics and government that can spark student interest in learning more and perhaps even inspire a few students to seek careers in politics or government service.

Applications for the program are accepted on a rolling basis, so it is still possible to arrange a visit for the election cycle. Campuses that wish to host a Visiting Fellow during the 2012–2013 academic year may apply online at www.cic.edu/VisitingFellows.

Governor Christine Todd Whitman has proven to be a hit on several college campuses. As a former governor of New Jersey and former director of the Environmental Protection Agency, Whitman brings to campuses vast experience in energy and environmental issues.

John Elias Baldacci served two four-year terms as Governor of Maine and three terms in the U.S. Congress. His expertise includes state and federal budgeting; reinventing government at all levels; developing renewable energy; providing affordable quality health care; and quality of place—economic development and environmental quality.

Nancy Tate, executive director of the League of Women Voters, can engage students about the U.S. election process and possible reforms, voting and other types of civic participation by young people, and women as elected officials and voters.

Richard Benedetto, retired White House Correspondent/ columnist for USA TODAY and former political columnist for the Gannett News Service, can help students assess how Washington media reflect the American public, how media cover the White House, how the internet and cable television have changed the role of journalists in political campaigns, and political polling.

Former Congressman Sherwood Boehlert, who represented central New York State in the U.S. House of Representatives for 12 terms and built a legacy as a moderate focused on consensus-building, is especially interested in the view from the middle or the disappearing center of politics, how to minimize Congressional partisanship, and the need for tolerance in Congress.

Eleanor Clift, contributing editor at Newsweek, has addressed many college and university audiences on such topics as how Washington works, how public policy is made, women and politics, the current political landscape, reporting on presidential elections, and President Clinton’s legacy.

More than 130 Fellows have expertise and experience with one or more aspects (continued on page 20)
The sixth annual edition of CiC’s Financial Indicators Tool (FIT) benchmarking report released in July indicates that the financial health of CiC colleges and universities is improving. After consecutive declines during academic years 2007–2008 and 2008–2009, the financial health of independent small and mid-sized institutions as measured by the Composite Financial Index (CFI) showed signs of improvement in 2009–2010, the most recent year for which data are available publicly.

The FIT is used by member institutions for benchmarking financial performance, budget projections, and strategic planning. The report helps presidents and other college and university leaders track operations, indebtedness, investment performance, and overall financial condition of the institutions.

As shown in the chart above, the national median CFI in 2009–2010 has increased above the threshold of 3.0 for financial health, along with the median CFIs of institutions enrolling more than 1,500 students. Many institutions enrolling fewer than 1,500 students are still facing financial challenges, particularly those with fewer than 750 students. The median for the smallest group shows CFI improvement from a low score of 0.4 in 2008–2009 to 1.3 in 2009–2010.

The FIT report uses a set of financial performance measures that rely on the CFI, developed for the National Association of College and University Business Officers by Prager, Sealy & Co.; KPMG; and BearingPoint. The CFI is based on four core financial ratios, each representing a particular domain of financial operations: the primary reserve ratio indicating resource sufficiency; the viability ratio as a gauge of debt management; the return on net assets ratio to track financial asset management and performance; and the net operating revenues ratio measuring operating results. These ratios are then placed on a standardized scale, weighted, and combined into a single index score—the CFI—to indicate the overall financial health of the institution. CFI scores can range from -4 to 10. A score of 3.0 is considered the threshold for institutional financial health. CiC relies on data publicly available from GuideStar, using IRS form 990 and the Integrated Postsecondary Education Data System (IPEDS) to avoid a reporting burden for member institutions.

This benchmarking project is generously supported by TIAA-CREF, enabling the reports to be provided at no cost to CiC Institutional Members. The Austen Group gathers the data and prepares the FIT reports for CiC. For more information about FIT and other benchmarking services, visit www.cic.edu/FIT or contact Wei Song, CiC’s director of research projects, at woong@ cic.nche.edu.
A new report from CIC shows that students with “at risk” background characteristics (e.g., low-income or first-generation) who enroll at independent urban institutions will graduate with academic performance levels that are equal to students who have similar pre-college academic records but are not members of one or more of the “at-risk” groups.

An Analysis of Learning Outcomes of Underrepresented Students at Urban Institutions examines learning outcomes as measured by the Collegiate Learning Assessment (CLA) of low-income and first-generation students who are enrolled in urban colleges and universities and provides comparisons with similar students at non-urban institutions.

CIC President Richard Ekman said the findings demonstrate that “Smaller, independent institutions provide learning environments that create a more level playing field for students of differing backgrounds—low-income, first-generation, urban, and non-urban. Academic performance is not systematically lower for students in some of these groups than it is for others.”

The 19 CIC member institutions that participated in the study are part of the “Creating Pathways to Educational and Economic Opportunity in Urban Colleges and Universities” project funded by the Carnegie Corporation of New York.

Among the main findings of the report:

- After controlling for individual-level characteristics, particularly pre-college academic preparation, there are no differences in CLA performance among different groups of students. This finding holds true in both urban and non-urban institutional settings.
- Urban and non-urban independent colleges do equally well in educating the students they enroll as assessed by the CLA. They also do equally well in educating different groups of students, including students from underrepresented groups.

The study shows that students with these so-called “at risk” background characteristics who enroll at independent institutions will graduate with academic performance levels demonstrated on the CLA that are equal to students who have similar pre-college academic records but are not members of one or more of these disadvantaged groups.

The report is authored by Josipa Roksa, associate professor of sociology and education at the University of Virginia, who, along with Richard Arum, authored Academically Adrift: Limited Learning on College Campuses, which widely criticized what the authors determined to be insufficient learning among undergraduate students in American colleges and universities. While Arum and Roksa noted that students who major in liberal arts fields showed greater gains in learning as measured by the CLA—in critical thinking, analytic reasoning, problem solving, and effective writing—they were not able to make claims about differences in learning outcomes between public and independent institutions. The CIC report reveals that, with few exceptions, students at independent institutions show learning gains during their college years at or above expected levels of performance on the CLA.

Ekman said, “Much of the publicity surrounding the work of Arum and Roksa emphasizes the generally poor performance of college students. This new study suggests that the glass is at least half full: Students at smaller, independent institutions who study the liberal arts do well academically no matter what ‘at risk’ factors are in their backgrounds, a conclusion that should provide reassurance to those who see no hopeful signs anywhere.” Separately, Arum and Roksa have found strong correlation among performance on the CLA, course grades, and success after graduation—another reassuring indication for those who believe colleges lack standards and standardized tests do not provide valid measures.

This new report also notes that all colleges and universities enroll students with widely differing levels of academic performance. Roksa urges campus leaders to strive for supportive learning environments for all students, studying carefully which students perform well and how their successes can be replicated, as well as which students do not perform as well and the specific strategies that are needed to improve their outcomes.

The complete report is available at www.cic.edu/CLAUrbanReport.
Celebrating Achievements

The President’s Higher Education Community Service Honor Roll, administered by the Corporation for National and Community Service (CNCS), highlights the role colleges and universities play in addressing community problems and placing students on a path of civic engagement by annually recognizing institutions that achieve measurable outcomes. Six CIC member institutions were 2012 Honor Roll Finalists—the second-highest honor: Central College (IA), Otterbein University (OH), Millsaps College (MS), Nazareth College (NY), Rhodes College (TN), and Unity College (ME). Thirty-three CIC member institutions also received the recognition of Honor Roll with Distinction—the third-highest honor. More than 100 CIC members were named to the general Honor Roll. CNCS recognized a total of 642 institutions.

Interfaith Youth Core, a nonprofit organization that promotes interfaith cooperation, recently announced the winners of its 2011–2012 Better Together Awards. The Better Together campaign involves 105 campuses that encourage interfaith cooperation and diversity. Three CIC member institutions were honored: Augustana College (IL) won for consistent and committed work on local hunger; Franklin College (IN) won for innovative hunger awareness-raising tactics; and Lycoming College (PA) won for consistently spreading the message of the importance of interfaith cooperation and promoting related events across many platforms.

The Princeton Review, in collaboration with the Center for Green Schools at the U.S. Green Building Council, this spring released the third annual edition of its guidebook on the country’s most environmentally responsible colleges. The Princeton Review’s Guide to 322 Green Colleges: 2012 Edition profiles nearly 70 institutions—more than 20 percent of institutions on the list—that are CIC member institutions.

In the Chronicle of Higher Education’s fifth annual “Great Colleges to Work For” survey nearly 47,000 employees evaluated their colleges in 12 categories, such as job satisfaction, teaching environment, and benefits. In August, the Chronicle recognized 103 colleges and universities as “great”—31 of which are CIC institutions. Fourteen of these CIC institutions are included on the survey’s honor roll, identified as the “best of the best”: Centre College (KY), Endicott College (MA), Furman University (SC), Gettysburg College (PA), Juniata College (PA), Lee University (TN), Manchester University (IN), McKendree University (IL), Ripon College (WI), Rollins College (FL), Siena Heights University (MI), Southern New Hampshire University, Texas Christian University, and University of the Incarnate Word (TX).

University Business magazine’s Models of Efficiency program honors colleges and universities that have adopted innovative ways to streamline operations, save resources, and improve the student experience. In the spring, two of 18 honorees were CIC institutions: Catawba College (NC), for introducing an
electronic method of logging student work-study hours and establishing a new online registration process; and Wilkes University (PA), for creating a one-stop student services center.

Best Colleges Online, a website that offers college profile searches, a degree finder, college and career advice, and related blogs, recently listed “50 High-Profile Higher Ed Administrators on Twitter.” The list includes college presidents, vice presidents, provosts, chancellors, and deans to follow on Twitter and names administrators from ten CIC member institutions: Agnes Scott College (GA), Alma College (MI), Bennington College (VT), Bethany College (WV), DePauw University (IN), Gonzaga College (WA), Ithaca College (NY), Morehouse College (GA), Spelman College (GA), and Webster University (MO).

Special Projects
This spring, 28 college leaders signed the Presidents’ Pledge against Global Poverty, an initiative of current and former college and university presidents who are leaders in the fight against global poverty. The leaders annually pledge 5 percent or more of their personal income to organizations that address the causes or effects of poverty in their communities and in countries across the globe. Rev. Ann Svennungsen, former president of Texas Lutheran University, established the program in which presidents of 15 other CIC institutions became charter members: Alverno College (WI), Calvin College (MI), Clarke University (IA), College of Saint Benedict (MN), DePaul University (IL), Elms College (MA), Houghton College (NY), Lesley University (MA), Marywood University (PA), Mount Holyoke College (MA), St. John's College (MD), Texas Lutheran University, University of Saint Mary (KS), Valparaiso University (IN), and Washington & Jefferson College (PA).

Creating Partnerships
Concordia College (MN) finalized an educational agreement with Sichuan International Studies University (SISU) in Chongqing, China. The agreement allows SISU students to apply to attend Concordia and Concordia students to study Chinese language and culture at SISU beginning in fall 2012.

Ohio Northern University’s Raabe College of Pharmacy signed a memorandum of understanding with the Pharmacy Council of Ghana and the school of pharmacy at the Kwame Nkrumah University of Science and Technology (KNUST) to implement a doctoral program of pharmacy in Ghana. The three groups will help KNUST plan a transition from the current bachelor’s degree program to a doctor of pharmacy degree program.

To maximize resources and accommodate demands for highly specialized curricula, the 16 liberal arts colleges of the Associated Colleges of the South (ACS) recently joined forces to offer online, interactive, upper-level courses through any ACS campus. Current ACS Chair and Rollins College (FL) President Lewis Duncan is leading this collaboration, dubbed “The New Paradigm Initiative,” which uses a combination of face-to-face and online instruction. About 20 online projects have been initiated or are being planned, including courses, webinars, tutorials, and modules in Chinese studies, German, global health, mathematics, music, physics, religion, research ethics, and writing.

Amid the increasing need to provide intensive care for newborn infants, the University of Indianapolis (IN), Indiana University School of Medicine, and Riley Hospital for Children are collaborating on a new University of Indianapolis master’s degree program that will be the only one of its kind in the state. Designed for working nurses, the Neonatal Nurse Practitioner program will begin this fall with a mix of classroom instruction, online studies, and clinical work in local health care facilities that lead to a specialized master of science in nursing degree.

Mount Mary College (WI) and the Medical College of Wisconsin have signed a collaborative agreement to provide a dual-degree program that includes a four-year baccalaureate degree from Mount Mary and a one-year master of public health degree from the Medical College. It is the first 4+1 program of its kind to be offered by the two institutions and will be administered jointly.

Representatives of Mars Hill College (NC) and the Eastern Band of Cherokee Indians met in Cherokee in June for a ceremony commemorating a cooperative relationship between the two organizations. The agreement calls for the tribe to take an active role in providing advice and consultation for various historic events and presentations at the college. It also calls for a cooperative effort to provide comprehensive scholarship funds for all members of the tribe who enroll in Mars Hill College.

Grace College (IN) and Manchester University (IN) this spring formalized a partnership that will allow students who graduate from Grace College with a BS in exercise science to continue their education at Manchester University in the Master of Athletic Training (MAT) program. Students who complete Grace's three-year accelerated program can graduate in five years instead of six. The agreement takes advantage of programs at each institution—the new BS in exercise science at Grace, which will be offered from fall 2012, and the MAT at Manchester, which began in summer 2010.

New, Planned, and Recently Renovated Facilities
Emory & Henry College (VA) expects to open the $5.5 million James H. Brooks Field House this fall. The two-story, 18,237-square-foot facility will provide classroom, locker room, and meeting space for the college’s athletics program. In addition, Emory & Henry College in April broke ground on what may become the first residence hall in the country to use passive energy. A 117-bed facility that will cost an estimated
Allegheny College grants include CiC member institutions that received experiences to students, and increase the diversity of students create more engaging science classes, bring real-world research to $1.5 million, will enable the institutions to work together to $50 million. The four-year grants, which range from $800,000 member institutions, to receive grants that total more than selected 47 small colleges and universities, including 24 CiC The Howard Hughes Medical institute (HHMi) this spring

Major Gifts and Grants

The Howard Hughes Medical Institute (HHMI) this spring selected 47 small colleges and universities, including 24 CiC member institutions, to receive grants that total more than $50 million. The four-year grants, which range from $800,000 to $1.5 million, will enable the institutions to work together to create more engaging science classes, bring real-world research experiences to students, and increase the diversity of students who study science. CiC member institutions that received grants include Allegheny College (PA), Carroll College (MT), Georgetown College (KY), Gettysburg College (PA), Gonzaga University (WA), Grinnell College (IA), Hamline University (MN), Hope College (MI), Juniata College (PA), Lafayette College (PA), Luther College (IA), Millsaps College (MS), Morehouse College (GA), Oberlin College (OH), Southwestern University (TX), Spelman College (GA), St. Olaf College (MN), Swarthmore College (PA), Tougaloo College (MS), Tuskegee University (AL), University of Richmond (VA), Ursinus College (PA), Washington and Lee University (VA), Whittier College (CA).

Mary Baldwin College (VA) received a $15 million gift that will be used to develop graduate-level programs in physical therapy, occupational therapy, and physician assistant studies. Bertie Murphy Deming Smith, a 1946 alumna and long supporter of the college provided the gift, which is the largest in the college's history. Stetson University (FL) received $5.5 million in estate gifts to fund scholarships for students who major in business or prepare for medical careers. The gifts come from the estate of C. Emory and Jeanne Smith, longtime friends of the university. Carlow University (PA) received $5 million, the largest gift in the university's history, to create and endow the Rita M. McGinley Center for Student Success. McGinley, a Carlow alumna who spent her professional life in education, provided the gift. The center will integrate an array of student and faculty services to support learning. Valparaiso University (IN) recently received a $5 million gift for the construction of a new 15,000-square-foot welcome center that will hold admissions offices and exhibits. Phyllis and Richard Duesenberg, who graduated from the university in the 1950s and have been generous benefactors, provided the gift.

Carroll University (WI) recently received more than $4 million to support health sciences. The university received the gift from the estate of George Richter to honor Gladys McKay Richter, his late wife who was a Carroll alumna. A portion of the gift will be added to the existing Gladys McKay Richter Endowed Scholarship Fund, which provides scholarships for nursing students. Carroll also will use the gift to establish the Gladys McKay Richter Endowed Chair in nursing and to support health sciences programs. Whitworth University (WA) received $3 million to fund an endowed chair in gifted education. James P. and Wanda Cowles made the gift in honor of Margo Long, an associate professor of education emeritus who founded Whitworth’s Center for Gifted Education & Professional Development. Rollins College (FL) alumnus David Lord and his family recently endowed the director of community engagement position at Rollins with a $1 million gift. The gift will allow the college to offer students more opportunities in service-learning, community-based research, and civic involvement.

A $2 million grant from Lilly Endowment Inc. will help the University of Indianapolis (IN) catalogue four decades of city history to form the foundation of the university’s Institute for Civic Leadership and Mayoral Archives. The archives will be the centerpiece of the institute, envisioned as a hub for research, teaching, and special events, with resources for students, visiting scholars, planners, and community leaders to explore issues facing today’s cities. In addition, the Richard M. Fairbanks Foundation awarded $500,000 to the institute to endow an annual symposium on leadership.

Announcing New Majors and Programs

Elmhurst College (IL) this summer opened the School for Professional Studies, a new division of the college that is dedicated to the education of nontraditional students. The school
offers accelerated undergraduate programs, graduate programs, and certificate programs taught through online and campus-based learning environments, as well as hybrid pedagogies that blend both approaches.

DePaul University’s (IL) College of Education will begin offering a doctoral degree in early childhood education this fall. The program combines knowledge from the fields of developmental psychology, neuroscience, and education and will prepare professionals to work with families and educate young children from birth to age 8. Also this fall, Lewis University (IL) will offer a doctor of nursing practice (DNP) degree. The DNP curriculum provides course and clinical work beyond the master's level that includes advanced knowledge in health policy, ethics, evidence-based practice, population-based care, leadership, and financial skills. The College of Mount St. Joseph (OH) will launch two new graduate nursing programs, a DNP and a master of science in nursing (MSN), this fall. Each program will offer two tracks: the DNP will offer administration and advanced practice, and the MSN will offer nurse educator and nurse administrator. Rockhurst University’s (MO) Department of Physical Therapy Education and the Helzberg School of Management have launched a dual doctor of physical therapy and master of business administration program. Reported to be the first integrated curriculum of its kind offered in the United States, the program aims to help students who want to run their own clinics, take on leadership roles in large health systems, or help create legislation for the medical industry.

North Park University (IL) will become the second university in Illinois to offer a multifaceted master of arts degree in literacy, language, and culture beginning in fall 2012. Offered through the University’s School of Education, the degree is designed for certified teachers already working with culturally diverse students who want to enhance their skills and gain additional certification. In addition, North Park’s School of Nursing will initiate a new master’s level curriculum this fall to better equip nurses to work with an aging population and changes in health care in the United States. The new curriculum, which includes revised core and clinical courses, features concentrations in leadership and management plus family nurse practitioner and adult-gerontology nurse practitioner specialties. Trinity College (CT) this fall is introducing a new graduate program in health care policy that focuses on the economic, public policy, and ethical aspects of the delivery and administration of health care. Offered as a concentration in the college’s master’s degree public policy program, the track is designed for students who want to work toward a degree on a part-time basis.

North Central College (IL) has introduced a new master of international business administration (MIBA) degree. Designed for middle-level managers who aspire to international assignments within their companies or who want to advance their careers in government, business, or the nonprofit arena, the MIBA program incorporates hands-on experiences that include a short-term study abroad course and an internship or project as well as specialized courses. Saint Leo University’s (FL) Donald R. Tapia School of Business has added a master of accounting degree to its program offerings. Beginning in the fall, students can enroll full-time at the University Campus in Pasco County, take courses online, or combine class formats. McDaniel College (MD) is launching a new master of science degree in public administration that will be offered entirely online this fall. As an extension of McDaniel’s social and human service graduate programs, the new master’s degree combines courses in public administration and public policy. In addition, McDaniel is introducing a five-year combined bachelor’s/master’s degree in public administration for undergraduate students studying business administration, environmental policy and science, political science and international studies, psychology, and sociology.

Dakota Wesleyan University (SD) will offer bachelor of science degrees in biology, nursing, and athletic training and an associate of science degree in nursing. All of these programs were previously offered as bachelor of arts degrees, and biology will continue to be offered on both degree levels.

Making the most of its location near downtown Indianapolis, the “Amateur Sports Capital of the World” and home to the NCAA headquarters, the University of Indianapolis (IN) is launching a new master of science in sport management program this fall. Courses will be co-taught by staff from the national governing agencies, conference offices, and intercollegiate athletics programs based in the city, and each

Luther College’s (IA) new $1.2 million solar energy field, which will be the largest single solar energy production facility in the state of Iowa, is nearing completion. The 1,250 separate solar panels are the main feature of the 280-kilowatt solar photovoltaic system. The solar panel field is Luther’s latest major project in sustainable methods of operation and energy conservation initiatives that will take the college to its 2030 zero carbon footprint goal.
student will be paired with a professional mentor who can provide advice and support. Meanwhile, Grace College and Seminary (IN) is expanding its sport management program to include five new majors. Debuting this fall, the bachelor-level majors will include exercise science, facility and event management, sport marketing, sport media, and sport psychology. Westminster College (MO) recently launched new majors in sports management, exercise science, and business communication. The college also has added a new minor in public health.

Eastern University (PA) in June announced the College Success Program (CSP) for Students Living with Autism Spectrum Disorder. The program is offered through the Cushing Center for Counseling and Academic Support and provides targeted social, life-skills, cultural, and academic support to College of Arts and Sciences students living with a documented diagnosis of various autism spectrum disorders. The CSP will provide mentoring, individual counseling, skills groups, support groups, and structured study sessions.

Name Changes and Expansions

Several colleges and universities have changed their names in recent months. In January, Mercyhurst College (PA) officially changed its name to Mercyhurst University. Effective July 1, 2012, Baldwin-Wallace College (OH) changed its name to Baldwin Wallace University; Manchester College (IN) changed to Manchester University; Rivier College (NH) became Rivier University; and Saint Joseph College (CT) became University of Saint Joseph. Effective August 1, Saint Augustine's College (NC) officially changed its name to Saint Augustine's University. In September, Saint Peter's College will become Saint Peter's University.

Georgian Court University (NJ) will soon become fully coeducational. After more than a century of maintaining its historic women's college, Georgian Court will admit men to all of its undergraduate academic programs this fall. By fall 2013, Georgian Court will offer housing and athletic programs for men.

Benedictine University (IL) has received approval from the Arizona state board and an invitation from the Roman Catholic Diocese of Phoenix to open a branch campus in Mesa, Arizona. Benedictine plans to begin business operations this fall and to offer classes in August 2013. Initial degree offerings will include bachelor’s degrees in fine arts, communication arts, criminal justice, psychology, theology, nutrition, and business administration and a minor in religious studies. Also expanding downtown, the Mesa City Council has approved a memorandum of understanding for Westminster College (MO) to establish a branch campus in Mesa. After final preparations, classes will begin in fall 2013. Initially, Westminster College will offer majors in international business, environmental studies, and transnational studies and minors in pre-med and pre-law.

Concordia University Wisconsin and the Lutheran Church-Missouri Synod recently approved a resolution to acquire Concordia University Ann Arbor in Michigan. After approval by the Higher Learning Commission, the affiliation will allow Concordia University Wisconsin to expand in a new location and Concordia University Ann Arbor to remain open.

Robert Morris University (PA) is opening RMU Downtown in Pittsburgh, where the university will offer bachelor’s and master’s degrees for part-time students starting this fall. The campus will offer six degree programs and two certificate programs: bachelor of science in computer and information systems and in organizational leadership; master of business administration; master of science in information systems, in information security assurance, and in organizational leadership; and undergraduate and graduate certificates in enterprise systems. RMU Downtown also will be the new home of the RMU Bayer Center for Nonprofit Management, which will move from the nearby Regional Enterprise Tower.
Andrew Delbanco discussed his new book, *College: What It Was, Is, and Should Be*, and major issues in higher education at a CIC-hosted event in Washington, DC, this spring. Delbanco, who is Mendelson Family Chair of American Studies and Julian Clarence Levi Professor in the Humanities at Columbia University, vigorously defends the traditional four-year college experience in his book. About 50 people attended the May 3 discussion, which marked CIC’s first time hosting a public book talk.

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

Delbanco said that although there are strong connections between two forms of higher education, there are fundamental differences between a university, which typically focuses on research activities, and a college, which transmits knowledge from the past to students so they can draw upon it in the future. He described the traditional four-year college in America as a unique institution that gives students the opportunity and space to explore their thoughts, discover their passions, and test ideas—“a place where citizens can discover themselves and set off in a new direction.” Through lateral learning, students learn from each other as well as their teachers.

In praise of the college classroom Delbanco said, “When it works well and is under the direction of an engaged and informed teacher, the classroom is the best rehearsal space for democracy. The classroom is where students learn to speak with civility and respect, and to learn the difference between an opinion and an argument based on evidence.” He continued, “Whatever place
we occupy on the political spectrum, we probably all agree that we could use more of that kind of attitude in our political discourse…. We need citizenry that is prepared to think critically about the statements that are coming at us at ever increasing velocity and volume every day.”

Delbanco described the traditional four-year college as an endangered institution and stressed that the humanities are “in trouble.” He said that as institutions focus on problems such as cost, access, completion rates, online digitization of higher education, and the demise of full-time tenure-track faculty, institutions should not forget the fundamental mission of college and should not allow “the shrinking space for self reflection to disappear entirely.”

CIC President Richard Ekman remarked, “Delbanco’s book is a voice of reason in what has become a very shrill debate. He has avoided the hyperbole of other recent books that criticize higher education, and he makes thoughtful recommendations.”

A video recording of the book talk is available online at www.cic.edu/DelbancoBookTalk.

UPS Endowment Provides $1.45 Million in Scholarships

The UPS Foundation of Atlanta, Georgia, and CIC in July distributed grants of $1.45 million for scholarships for low-income students attending private colleges and universities across the nation. The grants, provided to state fundraising associations representing the private colleges in 32 states, are supported by the CIC-UPS Educational Endowment Fund. More than 600 private colleges and universities will receive UPS scholarships from the state associations. Each institution will then select a student in need to receive a UPS scholarship.

“In 2011, the UPS Foundation and UPS employees directed $93.5 million in philanthropy and in-kind services, including more than 1.6 million hours of volunteer service, to the local communities in which we operate,” said Eduardo Martinez, president of the UPS Foundation. “UPS is proud to continue that spirit of giving by partnering with CIC to support thousands of students working to become the leaders of tomorrow by obtaining an education from our nation’s private colleges.” Since its inception, this Fund has generated nearly $49 million in scholarship aid to support more than 17,000 students.

“Through this national scholarship program, CIC and UPS are delighted to make it possible for 604 deserving men and women to enroll at the private college or university of their choice,” said Richard Ekman, president of CIC. “By directly assisting students with significant financial need, CIC and UPS are helping a new generation of students achieve their dreams of a college education.”

CIC Awards ‘First Opportunity’ Grants to Support Colleges in Four States

Independent colleges in Illinois, Ohio, South Carolina, Virginia, and Washington will benefit from First Opportunity Partners (FOP) grants, which CIC awarded to State Fund Members in those four states for use in 2012. The four grants, which total $100,000 and require state consortia to raise matching funds, will support collaborative programs to enhance first-generation or minority student access and success while enrolled in independent colleges. Funded initiatives include statewide college preparation programs for minority high school students in two states and experiential programs for minority students already enrolled at independent colleges in two other states.

The Associated Colleges of Illinois (ACI) was awarded a grant to support its Dreams to Degrees initiative. ACI will partner with Noble Street Charter Schools for the initiative, which aims to enhance target students’ preparation for, as well as access and transition to, private colleges and universities in Illinois.

A grant to the South Carolina Independent Colleges and Universities will support a faculty-mentored undergraduate research program for first-generation or minority students. The focus of this research program will be on projects in science, technology, engineering, and mathematics—seen as critical disciplines for the future development of America’s workforce.

A grant awarded to the Ohio Foundation of Independent Colleges (OFIC) will provide funding for the expansion of OFIC’s Bridges program, which prepares minority, low-income, and urban youth for success in college and connects them with Ohio’s private colleges and universities.

The Virginia Foundation for Independent Colleges received an award to administer a Student Research Fellowship program designed to enhance the academic experience for minority students and to set the stage for graduate school and careers. In addition to conducting extensive laboratory research, the students will gain valuable experience by making presentations at peer symposia and regional professional conferences.

The CIC/UPS First Opportunity Partners grant program was developed to support initiatives coordinated by a State Fund office by involving multiple colleges and universities in a collaborative approach to increasing college educational opportunities for first-generation, minority, and lower-income students. Grant support from the UPS Foundation funded the 2012 projects.

Scholarship Challenge Grants Raise over $500,000

In its first year as a program for State Fund Members, the CIC Scholarship Challenge Grant Program helped generate $506,756
in new or increased gifts and grants as scholarships for students at member colleges.

“This is a noteworthy launch for a new program, and we’re very impressed with the results,” said Ned Moore, the CiC vice president who works with the state associations involved with collaborative fundraising programs for independent colleges and universities. “We know that securing new donors and new money are the hardest steps in fundraising, so it’s clear that much hard work went into the efforts of these State Fund Members,” he continued.

CiC initiated the program in 2011–2012, providing seven $25,000 challenge grants for State Fund Members to use as leverage in raising gifts from new donors or increased giving from existing donors—all for student scholarship funding. The program’s first year ended June 30, with all seven State Fund Members—those in Arkansas, Illinois, Louisiana, Maryland, Michigan, Minnesota, and Ohio—exceeding goals for the challenge grants.

“Combining the new money raised with the CiC grants, the program generated more than $684,000 in new scholarship funding for students at the member colleges in those states,” Moore noted. “An added bonus is that many of the new donors will repeat their support, so the program will help expand the donor bases going forward.”

The program’s second year is now underway. Following a review of proposals, four State Fund Members were approved for new Scholarship Challenge Grants for the 2012–2013 year: Alabama Association of Independent Colleges and Universities; Tennessee Independent Colleges and Universities Association; Virginia Foundation for Independent Colleges; and Independent Colleges of Washington.

State Fund Boards Appoint New Presidents

Three CiC State Fund Members that coordinate collaborative programs and raise money for independent colleges and universities in their respective states recently appointed new executives:

- Larry Large, former president of Oglethorpe University (GA), has assumed the presidency of the Oregon Alliance for Independent Colleges and Universities. Large’s career has included service as acting president of Reed College and interim president at Willamette University (OR).
- The Kansas Independent College Fund board has selected Matthew Lindsey as president. Lindsey comes to the position after serving as executive director of Kansas Campus Compact, an organization whose membership includes private and public colleges and universities throughout the state.
- The Nebraska Independent College Foundation board has named a former president of Ohio Valley University (WV) as president. James Johnson joined NICF this summer to provide leadership for the statewide fundraising program designed to benefit private colleges and universities that are part of the consortium.

For additional information on these and other State Fund Members, see www.cic.edu/FIHE.

Spruced Up and Expanded

CiC’s offices now offer suitable work spaces for all staff and visiting member presidents following an expansion and partial renovation over the winter months. The expansion became desirable following the merger of the Foundation for Independent Higher Education (FIHE) into CiC in October 2010 to create additional offices for the former FIHE staff members.

Staff and the CiC Board of Directors strongly preferred that CiC remain located at the One Dupont Circle location of the National Center for Higher Education rather than find new office space elsewhere in Washington, DC. CiC was able to lease an ideal amount of space adjacent to its existing office in January 2012. Construction began in mid-January. With careful planning and frequent weekend work, CiC was able to minimize the number of office closings to escape dust, noise, and fumes.

As a result of the project, CiC member presidents who visit the office now will find an attractive and efficiently organized national office that offers fully equipped and private guest work spaces.

STAFF SPOTLIGHT—People Who Make CiC Work

Sherita Jackson joined CiC’s staff as conference and program coordinator in November 2010. Her responsibilities include managing registration for the Presidents Institute as well as overseeing logistics for various CiC programs including the Workshops for Department and Division Chairs and the Information Fluency in the Disciplines workshops. Jackson previously served as operations manager for the Neighborhood Funders Group where she managed conference registrations, provided programmatic support, and managed membership and contacts databases. Earlier, Jackson served as membership coordinator for the Community Technology Center Network. She holds a bachelor’s degree in television production from Delaware State University. Jackson is an avid football fan, enjoys traveling, photography, nature walks, and visiting museums.
CIC in the News

Two new reports from CIC generated media coverage. The Associated Press ran a story entitled “Big Rewards, Less Job Security for College Leaders” (July 5) highlighting findings from A Study of Presidents of Independent Colleges and Universities (see story, page 18). The Chronicle of Higher Education and Inside Higher Ed also ran items on the study: “Most Private-College Presidents are Happy in Their Roles, Report Says” (Chronicle, July 12) and “Private College Presidents: Satisfied in Their Jobs” (Inside Higher Ed, July 13). In addition, Inside Higher Ed ran an item on CIC’s Collegiate Learning Assessment initiative (see story, page 20), “Study Finds Little Difference in Students’ Performance on CLA” (May 23). That study was cited in a Citizen’s Voice (PA) column by Misericordia University (PA) President Michael MacDowell (July 23).

CIC was mentioned in several news stories, including “Labor Board is Offered Starkly Different Views of Faculty Influence on Colleges” (Chronicle, July 9); “College Associations and Faculty Unions Argue Over Collective Bargaining at Private Institutions” (Inside Higher Ed, July 9); “Conference Considers State of Student Assessment” (Inside Higher Ed, June 11); and “So You Want to Be a Chair?,” about CIC’s Workshops for Department and Division Chairs (Chronicle, May 25).

University Business magazine published a column by Richard Ekman in the Independent Outlook section of its June 2012 edition, “Seizing the Chance to Teach Change,” and Newsweek magazine published an essay by CIC, “Private Colleges Affordable: More Affordable than You Think,” (April 9 and 23). Several CIC member colleges and universities advertised their institutions in conjunction with the essay.

Staff News and Notes

CIC has appointed two new senior advisors.

Mary Pat Seurkamp, who recently retired after serving for 15 years as president of Notre Dame of Maryland University, has assumed responsibility for CIC’s New Presidents Program that runs concurrently with the annual Presidents Institute. As the first layperson to lead Notre Dame on a permanent basis, Seurkamp oversaw the launch of the schools of education, arts and sciences, and pharmacy, as well as the Accelerated College, where students can earn a degree in business or nursing in fewer than three years. Under her leadership, Notre Dame also established its first doctoral program, undertook $120 million in capital projects, and became Notre Dame of Maryland University in 2011. Seurkamp was a member of the CIC Board of Directors from 2002 until 2008, serving as its chair from 2004 until 2006. She has served as a member of several boards including the Institute for Administrators in Catholic Higher Education at Boston College, Maryland Independent College and University Association, Independent College Fund of Maryland, and St. Joseph’s Medical Center Foundation.

Richard T. Ingram, former president of the Association of Governing Boards of University and Colleges, will work on president-board relations issues for CIC. Ingram serves on the boards of trustees of Allegheny College (PA) and the Council for Advancement and Support of Education. Previously he served on the boards of two other private colleges, a multiple-employer health insurance company, and a mutual liability insurance company where he was a founding director. In addition to facilitating workshops with the boards and chief executives of nearly 200 colleges, universities, and independent institutions, Ingram has worked with scores of national nonprofit organizations including the Bush Foundation, American Institute of Architects, and American Hospital Association.

Richard Ekman received the Periclean Service Award at the 2012 Debating for Democracy (D4D) National Conference sponsored by Project Pericles. The award was presented on March 22 at a dinner and awards ceremony at the New School in New York City. Ekman also participated in a special program and ceremonies sponsored by the Library of Congress and the Carnegie Corporation of New York celebrating the 150th anniversary of the passage of the Morrill Act of 1862 and the

THE BOARD OF DIRECTORS AND STAFF OF CIC
WELCOME THE FOLLOWING NEW MEMBERS SINCE WINTER/SPRING 2012:

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

New International Member
- American University of Nigeria

New Associate Member
- Maria College, NY
establishment of the National Academy of Sciences and the Carnegie libraries. Select academic dignitaries, including Ekman who represented independent colleges and universities, donned academic regalia for a procession to the Lincoln Memorial for a wreath-laying ceremony.

Wei Song, director of research projects, was selected as a fellow to participate in the National Data Institute, supported by the National Science Foundation, the National Center for Education Statistics, and the Association for Institutional Research. Harold V. Hartley III, senior vice president, represented CIC on the interagency Financial Responsibility Task Force organized by the National Association of Independent Colleges and Universities. Hartley and Song co-presented “Catalyst for Change: Collegiate Learning Assessment Consortium of Independent Colleges” at the 2012 Forum of the Association for Institutional Research, held in New Orleans, Louisiana. Song also presented a paper she co-authored, “From GED Testing to Postsecondary Education: The Role of Institutions,” at the 2012 annual meeting of the American Educational Research Association, held in Vancouver, British Columbia.

Christopher Dodds, manager of State Fund Programs and web communications, graduated from Johns Hopkins University in May with a master’s degree in applied economics. ■

(President’s Desk, continued from page 3)

Are there other colleges that have been transformed quickly, as SNHU was? Yes, especially among smaller private colleges that are nimble, flexible, and entrepreneurial. The circumstances of these successful disruptive innovations are always sui generis. Notre Dame of Maryland University has imaginatively integrated a pharmacy school and a women’s college on the same campus, a combination that many people believed to be impossible. And the University of Charleston (WV) adopted the “checklist” approach that surgeon and writer Atul Gawande introduced to hospitals, with amazing results in quality improvement.

Is a campus-based education necessary? Everyone today knows the stories of Bill Gates and Steve Jobs, the college drop-outs who made good. And earlier generations heard stories of children of immigrants who had enrolled in low-priced, non-residential institutions and became highly successful adults—or even stories of those who educated themselves through public libraries. In America, there are many routes to success.

But none of these stories offers an attractive universal model for a country in which two-thirds of all high school graduates enroll in college and expect to have opportunities to do so. Nontraditional approaches offer neither a way to meet the national need for more people with advanced knowledge in critical fields (such as scientists) nor a way to acculturate young people when public schools, churches, and the military do not. We must strengthen the colleges and universities we have, make them more efficient, and motivate them to aspire to even higher standards of intellectual achievement. The way to achieve those goals is not to jettison a model of higher education that works extremely well in most cases in order to adopt approaches that are effective only in highly specific circumstances. ■
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<tr>
<th>Date</th>
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<td>October 8, 2012</td>
<td>CIC/New York Times Presidents Council Meeting</td>
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<td>Foundation Conversation</td>
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<td>October 18–20, 2012</td>
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<td>Information Fluency in the Disciplines Workshop</td>
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