SPECIAL REPORT: 2013 Presidents Institute

*Catalysts for the Common Good*

CIC’s 33rd annual Presidents Institute explored the ways in which independent colleges, universities, and their leaders are “Catalysts for the Common Good.” Speakers at the January 4–7, 2013, conference in Palm Harbor, Florida, discussed how college and university presidents can advance the vital role played by independent higher education and the public’s perception of this role. With 342 presidents, 153 spouses, and a total of 773 participants, a near record number of participants attended the Institute.

Plenary speakers included The Honorable Carol Browner, distinguished former administrator of the Environmental Protection Agency, who encouraged colleges and universities to engage students in issues of environmental sustainability and to foster community involvement; Claude Steele, I. James Quillen Dean of the School of Education at Stanford University, who addressed strategies presidents can take to reduce the phenomenon of “stereotype threat” in education; Diana Oblinger, president and CEO of EDUCAUSE, who explored the latest developments in the use of technology in instruction and how institutions can use this technology to benefit students and institutions; and Andrew Delbanco, Mendelson Family Chair of American Studies and Julian Clarence Levi Professor in the Humanities at Columbia University, who discussed the important role liberal arts colleges play in America and the challenges their presidents face.

Concurrent sessions covered diverse topics including board relations, enrollment management, fundraising strategies, media relations, and international partnerships. Afternoon workshops focused on resource allocation, endowment management, the public purposes of higher education, and promotion of liberal arts colleges.

In conjunction with the Institute, CIC also hosted the annual New Presidents Program, a parallel program for new spouses, and a full Spouses Program.

*(See Special Report, pages 5–15)*
As a college student, I championed the “revolutionary” ideas of the day—abolish course requirements, allow students to enroll pass/fail in any course, permit more interdisciplinary work, and add courses in my department (history) in non-Western history. At the peak of our heated agitation, my compatriots and I met with David Riesman, the distinguished sociologist, spellbinding teacher, and exceptionally decent human being, who responded to our impassioned arguments for the elimination of grades. He didn’t agree with us, he said, because eliminating grades would jeopardize the remarkable influence colleges and universities have in shaping the country’s leadership cadre. He noted that employers accept grades at face value, and they make decisions about whom to hire based on grades. If employers did not see grades and had no certification of quality and achievement from colleges, employers would devise their own selection methods. Riesman warned that we would surely find that criteria other than the values colleges hold dearest would dominate, and the result would be loss of influence for colleges and, more importantly, selection of individuals for leadership roles in society who did not reflect the values of the colleges that prepared them. For Riesman, those values included respect for the truth, belief in the use of evidence, clear writing, mastery of a wide range of bodies of knowledge, honesty and integrity, and commitment to a community.

Many of the goals of such student agitation have been achieved—some quickly, others more gradually. The lesson for me in hindsight, however, is less triumphant satisfaction than a reminder to be careful what you wish for. Many of the problems that the liberal arts face today are the result of short-sighted actions in the past by people—students, faculty members, and administrators—inside the academy.

Let me illustrate. Foreign language requirements were abolished by many colleges and universities in the 1980s. These actions were taken not because science or business faculty members persuaded college curriculum committees that their fields deserved more space in the curriculum and something else should give way. Rather, it was foreign language faculties themselves who most often led the charge to abolish the requirements, arguing that they did not wish to teach unwilling conscripts in lower-level courses. It did not take long to see the results: Without a critical mass of students who had endured, for example, German 101, there were too few students to populate German 201, let alone German 301 or the German literature courses the faculty members preferred to teach. Eventually, faculty positions in German were eliminated.

The same lack of conviction by academic professionals about what is important in a liberal arts education was demonstrated in the culture wars over “the canon.” Few colleges concluded that, for example, Asian history ought to be required and modern European history dropped to make space for it, or that 20th century African American literature should be required for an English major while 18th century British literature should be dropped. If the choices had been clear, each of us could embrace or lament the decision, but we would know that it had been purposeful, based on specific criteria. Instead, too many students today regard these major bodies of knowledge, all present but thinly represented, as interchangeable options, with nothing more important than anything else.
No fixed body of knowledge can define an educated man or woman in a country as diverse as ours, and leadership preparation shouldn’t be a matter of equipping some people with cultural references that only members of the elite would recognize in one another. Nevertheless, the professional proponents of a liberal arts education should be able to articulate which bodies of knowledge, chosen within narrower frames, are more fundamental to undergraduates than others. In this, they would likely find ready allies among faculty colleagues beyond the arts and sciences.

The battles of the 1960s and 1970s over requirements morphed into the culture wars of the 1980s and 1990s, and a generation of college graduates from the 1980s became the parents of the current generation of students who are now applying to and enrolling in college. We can, unfortunately, see the effects of their own education on the ways they and their children choose colleges. Although it is understandable that the parents of the one-third of all students at independent colleges who did not attend college may favor pre-professional majors for their children, especially in a weak economy, it’s more difficult to understand the outlook of the two-thirds of parents who did go to college. To a surprising extent, the discussion at home appears often to focus only on the major field of study. These parents may never have been exposed to a broad-based and rigorous general education even at a liberal arts college, let alone opportunities for personal development through co-curricular activities, research experience with faculty mentors, or opportunities to interact with fellow students and faculty members outside the classroom. It is well documented that these characteristics of undergraduate education translate into post-college success.

The generation of college-goers of the 1980s, in addition to their roles as parents, now occupy prominent positions in society. For example, more than half of the members of the U.S. House of Representatives (219 of 435) are alumni of private colleges and universities. It is hard to understand their willingness to impose regulations that are harsher on private institutions than on the for-profit providers that caused the impulse to regulate. These political leaders benefited from private colleges and universities that advanced their prospects for life success. And how can any college graduate of a public or private institution who now serves in Congress believe that a “scorecard” that focuses on starting salaries of new graduates is a legitimate measure of the effectiveness of a college?

CIC is wading into these waters by launching a public information campaign for the liberal arts and liberal arts colleges (see page 30). The campaign will not champion a specific definition of a liberal arts education, a set of competencies that all college graduates ought to possess, or a required body of factual knowledge. Rather, we hope to embrace the many worthy efforts now underway that move more or less in the same direction and to find ways to give all of them greater influence on public opinion. We hope to persuade the public that the subjects of the liberal arts are fundamental to the education of all Americans, and that study of these subjects will help young Americans achieve their legitimate aspirations to stimulating careers, good salaries, personal fulfillment, and a sense of contributing to the common good. These are rarely the overt goals of college and are not easily measured. Their validity derives from the track record of many successful Americans who followed this path to adulthood. We know that someone who has studied physics, anthropology, political science, philosophy, and languages—all fields that are at risk of elimination at more than a few colleges and universities—is more likely to be a better employee, more active citizen, and more responsible person than someone who has not.

It is especially challenging to change public opinion today because the reference points for the public are no longer the mid-20th century touchstones of the liberal arts. We are starting over. Every faculty member, dean, and president in America has a stake in defending high standards of what is fundamental in curricular choices—even in a highly competitive market. Some of the unfavorable contextual factors—economic and demographic—are truly beyond our control, but not all are. We can repair the self-inflicted damage to the curriculum and to standards of student achievement, taking care not to suffer new ones. Only then can we assure the public that a rigorous undergraduate education in the liberal arts is indeed the best preparation for success in life.
CIC Welcomes New Board Members

During the CIC Board of Directors meeting in January 2013, five new members were elected to the Board.

**William T. Abare, Jr.** began his career at Flagler College (FL) in 1971 and assumed his position as president in 2001. Prior to serving as president, he served as the executive vice president and dean of academic affairs for 12 years. Abare currently is chairman of the Council of Presidents of the Independent Colleges and Universities of Florida and has completed two terms as a member of the board of trustees of the Commission on Colleges of the Southern Association of Colleges and Schools. He also is a past president and a member of the board of directors of the Florida Association of Colleges and Universities and has served as a member of the Higher Education Funding Advisory Council and of the K-20 Accountability Task Force for the Florida Department of Education.

**Billy C. Hawkins** became the 20th president of Talladega College (AL) in January 2008. He began his career as a teacher in the Lansing, Michigan, public schools system. Hawkins then served as provost and vice president for academic affairs of Mississippi Valley State University, vice president for academic affairs of Saint Paul’s College, acting dean of the College of Education at Ferris State University, and director of the Educational Opportunity Program at the State University of New York’s college at Morrisville. He served as president of Texas College from 2000 to 2007. Hawkins has authored two books, *Educating All Students (A Pathway to Success)* and *Reaching for the Stars*.

**David G. Horner** was named the seventh president of the American College of Greece (ACG) in July 2008. Appointed president of Barrington College in 1979 at the age of 29, he was the youngest college president then serving in America. He played a major leadership role in the successful merger of Barrington and Gordon Colleges in 1985. Immediately prior to joining ACG, Horner was the senior managing director of the higher education practice at EFL Associates, an international executive search firm, and he served as a higher education management consultant with KPMG Peat Marwick.

**Kenneth P. Ruscio** took office as the 26th president of Washington and Lee University (VA) in July 2006. He previously served as dean of the Jepson School of Leadership Studies at the University of Richmond (VA). Ruscio held faculty and staff positions at Washington and Lee from 1987 to 2002, after teaching at Worcester Polytechnic Institute and the University of Kansas. Ruscio has authored articles, essays, book reviews, and a book, *The Leadership Dilemma in Modern Democracy*. He has served as national president of Omicron Delta Kappa, the national leadership society begun at Washington and Lee in 1914 that now has chapters at more than 300 campuses. Ruscio is a trustee of the Committee for Economic Development, and he serves on the boards of the George C. Marshall Foundation and the Association of American Colleges and Universities.

**A. Hope Williams** is serving her 20th year as president of North Carolina Independent Colleges and Universities, the statewide advocacy, public policy, and fundraising organization for the 36 independent colleges and universities in North Carolina. Williams has served as chair of the National Association of Independent Colleges and Universities State Executives and as a member of the board of the National Association of Independent Colleges and Universities. She also served as president of the North Carolina Adult Education Association and of the North Carolina Association of Institutional Researchers. Her early preparation includes earning a PhD in education from the University of North Carolina at Chapel Hill.
SPECIAL REPORT: 2013 Presidents Institute

Catalysts for the Common Good

Educating for a More Sustainable World

The United States must solve increasing environmental problems—particularly related to climate change—and educate young people to understand the role of government in making and implementing environmental policy decisions if we are to make progress, said The Honorable Carol Browner during her Presidents Institute plenary address.

A former administrator of the Environmental Protection Agency, Browner most recently served as assistant to President Obama and director of the White House Office of Energy and Climate Change Policy, where she oversaw the coordination of environmental, energy, climate, and related policies across the federal government. Under her leadership, the White House secured the largest investment ever in clean energy and established the national car policy that included both new automobile fuel-efficiency standards and first-ever greenhouse gas emissions reductions. She currently serves as distinguished senior fellow at the Center for American Progress and as senior counselor of Albright Stonebridge Group. As Allegheny College (PA) President James Mullen said in his introduction, Browner is one of “the most significant policymakers of the last two decades.... She is in every way a ‘catalyst for the common good’.”

Browner began her address with a brief history of serious environmental issues—toxic waste, smog-choked skies, and polluted rivers that caught on fire—that in the 1960s and 1970s sparked a widespread environmental movement. The movement called the nation to action and led to significant government responses, including a bipartisan commitment to establish anti-pollution safeguards and the establishment of the Environmental Protection Agency by President Nixon in 1970. The movement also led to the first Earth Day in April 1970 and continues to be popular among today’s youth, who are demanding renewed attention to environmental safeguards such as recycling and are supporting the locally sustainable food movement.

“Since the 1970s we have made real progress. The job is not done, but our skies and water are cleaner, toxic wastes are no longer dumped, and the hole in the ozone is healing,” Browner said. Public policies such as the Clean Air Act and Clean Water Act, regulations such as fuel efficiency standards, and reductions in greenhouse gas emissions have made a difference.

Nevertheless, critical problems remain, she said. “The atmosphere contains 30 percent more carbon dioxide than when we were born...and the reality is we have higher temperatures, earlier springs, longer summers, more hurricanes and tornados, harsher winters, and rising sea levels.” Climate change is not as easy to address as polluted waters and skies, Browner explained, because it can’t be seen, and it is difficult to prove that more tornados and hurricanes occur because of climate change. Yet action is desperately needed. “To fail to act now is to leave to future generations an irrevocably changed environment...a permanently changed planet,” she warned.

“Educating and encouraging students to voice their demands for change on environmental issues...is where action starts,” Browner said. In order to make progress on climate change she said we must “educate young people to understand the role of government and the role and processes of science that are key to making environmental policy decisions.”

She added that equipping today’s students with the knowledge and tools needed for civic engagement will help us “find common ground and a path forward.” Civic engagement is all the more necessary today because of the tremendous level of partisan bickering in Congress and the nation’s “focus on political advocacy instead of consensus solutions,” Browner said.

“This will require all of us to educate the next generation and give them the knowledge base they need so that they can engage” these complex and challenging issues. Despite the enormous challenges of addressing climate change, Browner said she was optimistic about the future because of the passion and commitment of students today and because “failure is not an option.”

Podcasts of the plenary addresses, texts of many of the other Institute presentations, and other resources from the conference are available at www.cic.edu/2013PresidentsInstitute.
Exploring Online Education and the Future of Residential Colleges

How can college presidents best evaluate the latest developments in the use of technology instruction, including massive open online courses (MOOCs), open educational resources, peer-to-peer instruction, and blended approaches? Diana Oblinger, president and CEO of Educause, addressed this and other questions during a Presidents Institute plenary session.

She began by describing today’s students as “digital natives” (98 percent of students own a digital device and 38 percent cannot go more than ten minutes without using one) and “post-traditional learners” (who are typically 25 years old or older, work full-time, support families, and often need developmental education).

Oblinger also described the “unsettled environment” in which colleges and universities are operating today. Regulatory threats (such as caps on tuition and performance-based funding) combined with external forces (such as governors launching charter universities and the proliferation of for-profit institutions and nontraditional certifications) are creating a challenging economic environment for higher education.

The good news, she added, is that “Intellectual and human capital is paramount. There is a worldwide demand for well-educated workers, and postsecondary education is now the new baseline…. Because education is so important, we are now educating students with different backgrounds and goals than traditional students.”

Information technology (IT), Oblinger suggested, can help traditional colleges and universities meet these new challenges. She advised presidents to think differently about it. “College leaders and academics mostly view IT as a delivery channel. They take the traditional classroom and digitize it but then conduct classes in the same way.” She said, “Liberal arts colleges should embrace new teaching and learning models using IT and push beyond thinking of IT only as a dissemination mechanism.”

Oblinger described four ways that students are engaging in online learning and posed questions presidents should consider for each:

1. **Do-it-yourself (DIY) learning.** Students learn through the internet with peer-to-peer support in connected communities; they read digitized and indexed books (28 million volumes are online); and they study content and complete exercises online. Presidents need to ask, “What do our students need to know to be effective and discerning as DIY learners?”

2. **Self-directed learning.** Students can learn almost anything for free, Oblinger said. For example, the Khan Academy (that hosts 5 million unique users and delivers 150 million lessons online) offers courses that are free, short, easy to use, and provide analytics to track progress.

3. **Adaptive learning.** This is personalized learning that allows students to learn at their own pace and features learning tools that provide points and badges to encourage completion. Information about the student’s learning is fed back to instructors, which enables them to make individual assessments. “These tools allow students to learn more in less time and at a lower cost…. Presidents should consider whether their institutions are leveraging technology to empower students, advisors, and faculty members.”

4. **MOOCs.** These are courses on a massive scale that include thousands of students who learn through self-organized study and discussion groups. But Oblinger said that it is difficult to define the purpose of a MOOC and asked, “Is it a course, an experimentation platform, a brand extension, a publishing model, a global university, or an emerging revenue model? How do presidents think about MOOCs? The challenge is to recognize what it is or might be,” Oblinger said.

Presidents need to explore many questions related to online learning and information technology, Oblinger said. For example: As educational processes are being decoupled and reassembled, what must we do? And what might others do more effectively? What can we learn from the new online providers of higher education? Can these new models serve a segment of higher education better than more traditional forms? Is diversity of institutional models good for higher education?

Oblinger urged presidents to seek more information on these issues and emphasized that “Our greatest challenges may be our assumptions about teaching, learning, and education—assumptions that are hampered by our own views of the world. We need to challenge those assumptions.” She encouraged presidents to continue exploring how education is changing and concluded, “Information technology is a game changer because it allows us to rethink many of the ways higher education operates.”
Structuring Educational Environments to Overcome Stereotypes

“Stereotype threat”—a fear a person feels in a particular situation in which stereotypes relevant to the person’s group identity exist—can cause students (and everyone) to underperform, said Claude Steele, the I. James Quillen Dean of the School of Education at Stanford University, during his Presidents Institute plenary address. Steele described his research on the issue and explained how college and university presidents can structure their campuses to overcome stereotypes that impede academic success and social mobility.

The stereotypes can be related to race, gender, age, or other characteristics, and the mere knowledge of the stereotypes can be distracting enough to affect the person’s performance in a domain related to the stereotype. Steele stated that stereotype threat is more likely to undermine the performance of individuals who are highly invested in the domain being threatened. For example, a woman who excels at math could underperform on a math test solely because she becomes distracted out of fear that others assume she will score poorly.

Steele said, “I want to make the strongest case I can make for how significant the processes of stereotype threat and social identity contingencies are in education. They affect performance and the choices we make about where we’re going to spend our lives, the kind of majors we pick, and the life paths we take. They affect all those things in disconcerting ways. But I don’t want to be depressing. I want to discuss remedies and ideas for handling these problems. They are in the category of ‘manageable,’ and we have some promising evidence about what we can do [to overcome them].”

Steele said that there are a few strategies colleges can take to reduce stereotyping and underperformance on campus. “If we could just use a magic wand to get rid of stereotypes and have an environment where everyone is seen as an individual and group identities didn’t affect how we were seen and thought of…that would be wonderful. But we can’t—that is the way history has shaped us. There are some things we can do, however.” One of the first things colleges can do is to identify and reduce cues that signal social identity contingencies—judgments, stereotypes, opportunities, restrictions, and treatments—that are tied to a person’s social identity in a given setting on campus. For example, he noted that many fraternities schedule their rush periods so that white, African American, or Latino fraternities rush at different times; and some math departments display photos of only male mathematicians or may not have a women’s restroom nearby. “It’s not that these signals can be immediately undone. But if we can undo them we should, because reducing such cues makes a more relaxed environment,” he said.

Steele then emphasized the importance of critical mass. “Of all the factors that seem to have an effect on relaxing people in an academic environment, it is critical mass—a sense that there are other people like me. It doesn’t have to be that they are exactly like my group. Even diversity itself relaxes people.”

Colleges should emphasize and reflect the value of diversity on campus and realize the importance of role models on students’ lives, Steele said. “Diversity is an unrecognized resource. Sometimes people seem tired of the word and the concept of diversity. The standard paradigm is that diversity opposes academic excellence—that it is in competition with it. But the opposite is true. You can’t have academic excellence, or any excellence, without diversity. One of the strengths of American society is that we have huge resources from the diversity of our population.”

Steele suggests other practices educators can follow to counteract identity contingencies in his book, Whistling Vivaldi: And Other Clues to How Stereotypes Affect Us. For example, teachers can conduct self-affirmation exercises in the classroom, and colleges can facilitate faculty-to-student or student-to-student mentoring and cross-racial interactions.

He concluded by saying that he thinks smaller liberal arts colleges and universities are better able to prevent stereotype threat and curb underperformance than larger institutions.

“Stereotype threat and social identity contingencies... affect performance and the choices we make about where we’re going to spend our lives, the kind of majors we pick, and the life paths we take.”

—Claude Steele
Examining the Role of Colleges as Catalysts

In his keynote address on the role of independent colleges as catalysts for the common good, Andrew Delbanco, Mendelson Family Chair of American Studies and Julian Clarence Levi Professor in the Humanities at Columbia University, discussed the threats and challenges that liberal arts colleges face today and the important role such institutions play in America.

“There are some serious challenges out there in the form of public misunderstanding. There’s a notion that colleges are places of indulgence and inefficiency, where we need to wake up and change…. We should be serious about improving the efficiency and long-term sustainability of our institutions. But [unfortunately] we live in a time of tremendous pressure for a quick fix.”

Delbanco cited additional challenges, including the need to explain to the public that even though liberal arts colleges make up a small percentage of higher education institutions in America, they are disproportionately important to the country and embody impressive and distinctive American values that are in danger of being lost. Managing the public’s misperceptions about tuition price and access is, in his view, the second-largest challenge. “Your colleges are among the most generous institutions in our culture. Many don’t have to give discounts but they do anyway. That fact is very important for the public to understand,” he said.

Building a New Case for Liberal Arts Colleges

A fresh new case must be made for the liberal arts and liberal arts colleges to answer critics and address the challenges these colleges face, said Rebecca S. Chopp, president of Swarthmore College (PA), Daniel H. Weiss, president of Lafayette College (PA), and Eugene M. Tobin of the Andrew W. Mellon Foundation during the workshop, “Building a New Case for Liberal Arts Colleges.”

The operating environment for higher education is currently undergoing dramatic and unprecedented change, Weiss said, and this change is precipitated by four factors: a distressed economic model, public skepticism about the value of the liberal arts and conventional approaches, changing demographics, and new technology and innovative learning platforms.

In describing problems with the economic model, Weiss noted that tuition and fees are rising well above the rate of inflation. Consequently the middle class is being squeezed, and investing in quality and innovation is becoming more expensive. He also said that the overheated amenities race is a cost driver, and market demand has driven investments. In addition, traditional collegial practices such as shared governance are not conducive to shifting academic offerings or making structural changes.

Public skepticism and concerns extend beyond finances, Weiss said. “There is an erosion of confidence in what we do.” He explained, “Unsatisfactory outcomes coupled with unmanageable student debt, skepticism about the long-term benefits of a liberal education, and the costs—economic and otherwise—of intercollegiate athletics are leading to a crisis of legitimacy…. If we do not engage these criticisms directly, develop meaningful and appropriate actions to respond, and communicate our message more effectively, the problem will increase.”

Changing demographics and new technologies also are key challenges. The population is changing dramatically, and when racial and ethnic minorities become the majority in the United States by the middle of the century, future students will have different needs from students today. “Increasing diversity within the small college sector is not only educationally valuable, it is strategically essential,” Weiss said. In addition, “technology will almost certainly have a more substantial impact on higher education than any of the other factors—although the specific consequences for liberal arts colleges remain to be seen.”

Liberal arts colleges can, however, build on six areas of distinction, Weiss said. These colleges provide a formative educational experience, a comprehensive learning environment and residential experience, engaged faculty members, high-impact learning practices, outstanding post-graduate outcomes, and a powerful alumni network. “Collectively, these six areas comprise an outstanding educational experience, and liberal arts colleges set the standard of excellence. With strong leadership, this is sustainable.” He concluded, “Liberal arts colleges have a special opportunity to engage the issues they face to lead the nation and the world in providing an innovative, enduring, and relevant...
“It doesn’t matter if a person is a banker or an artist, a teacher or an activist, one’s life is meaningful in and through one’s work, service, and inner life, not because of the income one receives. This intentional focus on the cultivation of individual character is a long tradition in the liberal arts.”

—Rebecca S. Chopp

education for life in the 21st century.”

Eugene Tobin added, “Once we get past the difficulty of talking about threatening issues,” such as those outlined by Weiss, “there are opportunities to make significant progress” on both academic and administrative issues. Collaboration is key, he said, on issues such as public safety and health services; registrars’ functions; food service, bookstores, and post office functions; libraries, instructional, and digital technology; facilities and risk management; shared academic appointments and curricular renewal; and faculty development and postdoctoral fellowships.

As part of an overall strategic plan, Tobin suggested that colleges consider informal institutional collaborations among groups of institutions. He cited as examples the Associated Colleges of the Midwest (14 liberal arts colleges) and the Committee on Institutional Cooperation (13 research universities). Other academic collaborations should be considered, he said, to integrate the digital humanities into teaching and research, develop “blended learning” partnerships, or institute shared academic appointments and virtual departments.

In response to the challenges and opportunities outlined by Weiss and Tobin, Rebecca Chopp highlighted a broader goal of crafting a new narrative that articulates signs of hope amidst these challenges. “People are writing new narratives for liberal arts colleges. There are new books out every week announcing the downfall and end of the liberal arts…. As we look at these challenges, we need to craft a new narrative” that tells of “the innovation and flexibility and nimbleness of our institutions.”

She offered three suggestions to reframe the liberal arts narrative:

1. Expand the description of critical thinking to explain how it is nurtured and learned and how students and faculty engage together in “knowledge design” through the dynamic interactions of teaching, learning, and scholarship.

2. Position the campus as an intentional community (for example, use financial aid to provide opportunity and build diverse and inclusive communities, promote cultural practices that enhance diversity and inclusivity, and become a sustainable community).

3. Offer an “alternative anthropology” that includes meaning through wonder, practical wisdom, and happiness (that is, educate this next generation of students to keep a sense of meaning and purpose that enlightens individuals and expands society).

Chopp concluded, “It doesn’t matter if a person is a banker or an artist, a teacher or an activist, one’s life is meaningful in and through one’s work, service, and inner life, not because of the income one receives. This intentional focus on the cultivation of individual character is a long tradition in the liberal arts. It is, however, revolutionary in our current context.”

Workshop participants then broke into small discussion groups to explore challenges facing liberal arts colleges, opportunities to highlight the liberal arts and specific examples of what campuses are doing to that end, and examples of new narratives that emphasize the distinct values of liberal arts colleges. Among the challenges identified by the groups: dealing with cost pressures; balancing costs and generating revenue; enrolling students who have little idea about what a liberal arts college is or the value of a liberal arts education; determining the audience for narratives about the liberal arts; and tailoring messages in a more intentional and focused way. Participants also described new approaches they are exploring to highlight the liberal arts, such as developing hybrid learning models; blending pre-professional programs with the liberal arts to help prepare well-rounded students; and focusing on intended learning outcomes in the general education program. Regarding new narratives for the liberal arts, one group noted, “A liberal arts education prepares students for what they cannot know yet in their professional and personal lives.” Other groups agreed that the liberal arts experience is best communicated through the individual stories of graduates.

“During an afternoon workshop, Eugene Tobin, Daniel Weiss, and Rebecca Chopp examined public perceptions of the liberal arts and how colleges can “craft a new narrative” for the liberal arts.”
Strengthening Public Purposes of Higher Ed

Delving into the Presidents Institute theme of “Catalysts for the Common Good,” a Sunday afternoon workshop on “Strengthening the Public Purposes of Higher Education” explored ways in which CIC member colleges and universities serve the public good and strategies for implementing civic initiatives. Four presenters—Harry Boyte, co-director of the Center for Democracy and Citizenship at Augsburg College (MN); James T. Harris III, president of Widener University (PA); Beverly W. Hogan, president of Tougaloo College (MS); and Paul C. Pribbenow, president of Augsburg College—discussed how their institutions establish a campus culture that boosts civic engagement and encouraged conference participants to enact similar initiatives.

Boyte explained that although many campuses have been engaged in civic initiatives for years, a 2012 White House event on education’s role in strengthening democracy and developing citizenship “helped take higher education for the public good to a new stage.” The American Commonwealth Partnership (ACP), an alliance of institutions dedicated to building colleges and universities that are deeply connected to their communities and focused on citizenship, was launched at the White House event. Boyte, who also is national coordinator of ACP, discussed several initiatives that the coalition promotes, including: Shaping Our Future, dialogues on higher education’s public purposes organized in communities and campuses across the country; Citizen Alum, a movement to strengthen partnerships between colleges and alumni and tap alumni talents; and Civic Science, a framework to create partnerships between scientists and lay citizens on public problems. Boyte said colleges and universities should “challenge students to see themselves as citizens through their work—not just in their off hours—and to reframe how they think about citizenship and civic learning.”

In her discussion of Tougaloo College’s programs to encourage social responsibility and civic duty, Hogan explained that all first-year students are required to take a Mission Involvement class in which they learn about the college’s mission and expectations and are prepared and inspired to become student leaders. She said that Tougaloo encourages student involvement and activism and requires all students to complete 60 hours of community service and a paper on the experience in order to graduate. The college also encourages student internships and training opportunities and is involved in medical research and health information management programs as well as public safety and mass communications programs. Hogan said, “Students should focus more on how they can benefit society and less on how they can benefit themselves. But also…we have to keep talking about how our colleges help society. Our colleges are community anchors and laboratories for democracy. We need to stress that our institutions help the public good.”

—Beverly W. Hogan, President, Tougaloo College (MS)

“Students should focus more on how they can benefit society and less on how they can benefit themselves. But also...we have to keep talking about how our colleges help society. Our colleges are community anchors and laboratories for democracy. We need to stress that our institutions help the public good.”

Harris said that he takes the approach of university as citizen. “When I first arrived at Widener University, it was not viewed as a good citizen. A mayor once called it a dragon that ate up land and didn’t pay taxes.” But the university redefined its mission, offered new courses and faculty workshops connected to social issues and civic engagement, developed a board committee focused on civic engagement, worked with local communities, and became involved in national initiatives. After the university implemented these changes, Harris stated, “The former mayor said that he doesn’t know where the city would be without Widener.”

Pribbenow said that Augsburg College shapes citizenship in several ways, including through the college’s mission statement, student handbook, curriculum—which requires two courses on vocation—and programs that build “citizen teachers.” The college gives students, staff, and faculty members days off to volunteer. It also has committed itself to a campus kitchen program that has spread into the community and to “anchor institution” programs that develop neighborhoods around a light-rail system. In addition, the college has met with similar institutions about how to support alumni and encourage citizenship in their daily lives—so they become citizen alumni. Pribbenow said he wants students to realize, “Your vocation is primarily about your neighbor—not yourself. Vocation may be sacrificial—you may need to give something up.” He also thinks more colleges should consider taking a stand on issues such as gun control and marriage amendments.

Guidance on Succession Planning

Why is succession planning important to independent college and university presidents? In a conference session, “Succession Planning: Guidance for Presidents,” Hilbert College (NY) President Cynthia Zane helped answer the question by pointing to research produced by CIC that indicates the need for more leadership development programs to prepare future campus leaders for successions.
leaders, especially women and people of color. “We are in the position to identify leaders who will make all the difference to American higher education,” she said.

Zane compared the situation in higher education, where succession planning is rare, to the situation in the health care industry, in which succession planning is embedded in the culture. She described two models for higher education. In a transparent model, every senior leader would be expected to have a plan in place for her or his successor. For example, each leader would identify three to five people in the institution to groom for the next more responsible position. This “top talent” would know they were being prepared to move to the next level and would receive resources to help them make the move. In a nontransparent model, talented people would be prepared without their knowledge that they had been identified as a potential leader.

Under either model, certain assumptions are made:

• Leaders are evaluated according to how well they are developing their talent pool;
• Careful assessments are made before individuals are added to the talent pool;
• External coaches often are hired to assist those in positions just below the CEO level;
• Up to half of the top talent will leave the organization, which is not a liability because the industry is preparing their replacements;
• Professional development must be planned carefully and deliberately and be tailored to meet individual needs; and
• “Growing your own” saves costly transition time.

Jessica S. Kozloff, president of Academic Search, Inc., took on the thorny question of whether succession planning in higher education conflicts with the value academe places on affirmative action. If administrators are committed to national searches for faculty members, how can they justify planning for their own succession? How can higher education be open to diverse candidates while preparing and promoting internal candidates? She suggested that open searches often lend credibility to the selection of internal candidates for leadership positions. In addition, some boards require that presidents identify a successor as part of responsible contingency planning for potential emergency situations. Kozloff lent her voice as well to the responsibility all leaders in higher education should assume for preparing the next generation of leaders. All of the profits of Academic Search, Inc. are utilized by the American Academic Leadership Institute to support leadership development programs for CIC and AASCU.

Taking a different perspective on succession planning, Dorothy Cowser Yancy, president of Shaw University (NC), called for every institution to develop a plan to assimilate new presidents into the culture as soon and as well as possible. For the plan to succeed, institutions should cultivate a pipeline, preparing new leaders long before they are appointed to presidencies. She expressed her support for CIC’s leadership development programs, which provide mentors for emerging leaders and give them opportunities to acquire experiences that will serve them well in presidencies. Yancy also suggested that sitting presidents serve as mentors to new presidents in their regions. She closed by challenging the audience, “If we don’t look out for the academy, if we don’t preserve it by identifying emerging leaders, then who will?”

Session participants added that higher education rarely prepares leaders for certain aspects of the presidency and certain expectations of the job, such as how to preserve and promote the college’s mission, handle the unique cultural aspects of the region, assimilate into the larger community, and identify and adapt to the values of the various constituencies.

International Considerations, Strategies, and Risk Management

Many liberal arts colleges’ mission statements include, in some form, the goal of educating citizens of the world. Internationalization of the institutions is therefore a key presidential concern. Presenters at the well-attended session, “International Considerations: Branch Campuses, Strategic Partnerships, and Risk Management,” encouraged participants to pursue their internationalization goals. But they also urged caution, close presidential involvement and attention to details, and careful risk assessment and management.

Looking back at several Utica College (NY) projects to establish satellite campuses in Vietnam, Singapore, Malaysia,
and Spain, President Todd S. Hutton conveyed the potential strategic benefits and the thrill of undertaking such promising adventures. He also, however, listed numerous hurdles to climb and pitfalls to avoid when establishing programs overseas. For example, institutions must be familiar with and abide by relevant federal, state, and host country laws; corporation formation and structure rules; tax laws, currency regulations, and exit requirements; general compliance requirements; labor rights and visa regulations; property, insurance, and safety issues; curriculum considerations; fundraising demands and restrictions abroad; and information technology issues. Hutton noted that such issues could require consistent presidential attention and reliance on a competent academic, financial, legal, and project management team.

For those presidents not quite ready to follow in Utica’s footsteps, David G. Horner, president of the American College of Greece, suggested to consider established American liberal arts colleges abroad as potential partners to broaden study-abroad opportunities and create student and faculty exchange programs. He noted that the presidents and leadership teams of those institutions also may be able to provide guidance on the risks and rewards of potential unilateral activities in their respective host countries.

For truly ambitious presidents, Webster University (MO) serves as a successful model. President Elizabeth Stroble said that for decades comprehensive internationalization has been at the core of the university’s “strategic prism” to serve students, enhance the institution’s reputation, and invest in human resources resulting in eight international campuses in Europe, Asia, and soon Africa. As a result, Webster students enjoy considerable international opportunities aided by travel support programs and such initiatives as Freshman Fly Free. They study an intensely internationalized core curriculum that provides global components to all undergraduate academic programs. To succeed in establishing comprehensive internationalization, Stroble recommended that college leaders “seek and nurture international partnerships…and be willing to log airline miles that are similar to a secretary of state.”

State and Regional Collaborations

“In this time of financial pressures on independent colleges, collaboration between colleges is one of the best—and most underutilized—strategies out there for trimming costs while enhancing the quality of the core educational program,” noted Kathleen Owens, president of Gwynedd-Mercy College (PA), in a Presidents Institute session, “State and Regional Collaboration: Partnerships that Make a Difference.” Owens, whose college participates in local, statewide, and national collaborative consortial programs, believes that an institution “is missing the boat if it does not take advantage of the benefits of sharing efforts and sharing benefits of a multi-college approach to certain issues and programs.”

Joining Owens in giving examples of the value to independent colleges of collaborative efforts were fellow panelists Wayne Anderson, president of the Associated Colleges of the South (GA), and Rolf Wegenke, president of the Wisconsin Association of Independent Colleges and Universities. Whether sharing faculty members and academic programs, implementing a new program as a collective initiative, or relying on a consortial office to handle common back-office duties, a wide range of successful collaborations are already in place and more collaborations are on the drawing board across the country.

“The benefits of collaborative approaches can be truly significant,” noted Wegenke, “but achieving the collaborative ideal is not easy. It takes time and trust. The individual colleges have to realize from the beginning that they will need to give up some independence and sovereignty for the collective benefit of the group. But in the end, they will find that there is power in numbers, and groups can often do far more together than colleges can do on their own.”

In discussing factors that contribute to a successful collaboration, Owens cited the leading research of Paul Adler, Charles Heckscher, and Laurence Prusak. As written in their July–August 2011 Harvard Business Review article, four factors that lead to successful collaborations include: “(1) defining and building a shared purpose; (2) cultivating an ethic of contribution; (3) developing processes that enable people to work together in flexible but defined projects; and (4) creating an infrastructure in which collaboration is valued and rewarded.”

Anderson concluded, “It’s not a smooth road, so it takes the full commitment of a college’s president for
an institution to take full advantage of these opportunities. But the case is clear: Multi-college collaborations are not only beneficial to individual institutions, they are part of the solution for the broader private college sector going forward.”

Spouses Sessions Explore How to Balance Roles, Raise Money, and Build Relationships

The issues and challenges faced by a presidential spouse are similar to those faced by the spouse of an ambassador, said Diana Villiers Negroponte during her welcoming remarks at the Presidential Spouses Program luncheon. For example, the ambassador’s spouse and the presidential spouse are continually on view as they welcome various groups into their homes, said Negroponte, who is the wife of Ambassador John Negroponte and a non-resident senior fellow in foreign policy at the Brookings Institution. She addressed some of the challenges that presidential spouses face in balancing competing roles as a presidential spouse, as a professional, and, for some, as a parent of children living in the presidential home.

Negroponte said being an effective part of the presidential team is indispensable to the success of the college. She highlighted the extraordinary opportunity that presidential spouses have to be engaged in activities that strengthen the team. For example, a key role is that of being a good listener in the community—and being able to differentiate gossip from helpful information. She encouraged spouses to develop their own interests and become involved in selective projects in their communities. She also urged spouses to “remain you” in fulfilling the balancing act and not “try to be anyone else.”

Presidential spouses also participated in joint sessions with presidents on “Fundraising Strategies: The Presidential Couple as a Team” and “Transitions: Preparing for Retirement,” both of which drew standing-room-only crowds. Lynne and David Joyce of Brevard College (NC) and Elise and William Luckey of Lindsey Wilson College (KY) described their experiences using the team approach for calling on donors and discussed when it is best to approach donors as a presidential couple and when individual visits are more effective. Mary Pat and Robert Seurkamp of Notre Dame of Maryland University and Patricia and Thomas Kepple of Juniata College (PA) shared their experiences in announcing the retirement of the president, moving from the presidential home, and navigating the transition period with the newly named president.

When interacting with trustees and their spouses, presidential spouses must be genuine, purposeful, and try to stay in the loop, said panelists Jane Easter Bahls of Augustana College (IL), Connie Duffett of Dakota Wesleyan University (SD), and Mary Ellen Summerlin of Schreiner University (TX) in a session on “Building Relationships with the Board of Trustees.” Panelists and participants shared ideas for entertaining trustees and trustee spouses, such as offering behind-the-scene tours of the campus gardens and cafeteria, arranging a program for trustees and spouses to meet student leaders, raising money among the trustee spouses to benefit campus beautification projects, and offering a program that highlights student and faculty art works.

Presidential spouses need to reach out regularly to the campus and community, and using social media to do so is an easy and effective way to connect with various audiences, said Tom Evelyn, vice president for communications at St. Lawrence University (NY). “It makes sense to reach people where they are—and nine out of ten internet users are on social media sites such as Twitter, Facebook, YouTube, and LinkedIn.” Spouses who want to use social media to advance college programs or connect with certain audiences should first map out a strategy, Evelyn said. “Determine what you are trying to communicate and what you want to accomplish.” He advised spouses to be authentic and to “look, listen, and learn about what resonates and what tanks.” He also suggested that spouses be consistent, check their posts carefully, and respond to questions as soon as possible. “Your goal in using social media is to enable, inspire, influence, and engage your ‘audience’ with interesting and worthwhile content,” Evelyn concluded.

Participants in the Presidential Spouses Program heard from Diana Villiers Negroponte during a welcome luncheon that the key role of a presidential spouse is “that of being a good listener in the community.”
CIC presented three major awards during the annual Presidents Institute Awards Banquet, which took place at the Innisbrook Hotel in Palm Harbor, Florida, on January 6. CIC honored E. Ronald Salvitti (left), a supporter of more than 50 charities who has made significant contributions to colleges and universities in Pennsylvania, with the Award for Philanthropy by an Individual. CIC presented the Coca-Cola Company, represented by the Coca-Cola Foundation’s Helen Smith Price and the Coca-Cola Scholars Foundation’s J. Mark Davis (right), with the Award for Philanthropy by an Organization. CIC recognized Alexander W. Astin (center), Allan M. Cartter Professor of Higher Education Emeritus at the University of California, Los Angeles, with the Allen P. Splete Award for Outstanding Service.

Presidents, spouses, sponsors, and speakers gathered at an evening awards reception before attending the awards banquet in the Innisbrook Hotel’s Inverness Ballroom. At the banquet, CIC also recognized members of the Board of Directors who have completed their terms. They include presidents Ellen McCulloch-Lovell of Marlboro College (VT), Christopher Nelson of St. John’s College (MD), and Haywood Strickland of Wiley College (TX).
Journalists Alan Scher Zagier of the Associated Press, Ellen Schweiger of C-SPAN, and Jon Marcus of Hechinger Report and Times (UK) Higher Education, participated in a media panel discussion about how smaller colleges can generate more attention from the national media.

Participants and guests mingled during the January 6 Presidents Institute awards reception. Pictured (from left to right) are Patricia Hardaway, president of Wilberforce University (OH), and Marianne and Robert Ivany, presidential spouse and president of University of St. Thomas (TX); Ronald Crutcher, president of Wheaton College (MA), Stephanie Browner, dean of Eugene Lang College The New School for Liberal Arts (NY), and Betty Crutcher, presidential spouse; and first-time participants Gemeline and Luis Maria Calingo, presidential spouse and president of Woodbury University (CA), and Frances and Claude C. Lilly, presidential spouse and president of Presbyterian College (SC).

Tyrone P. Thomas, senior associate specializing in higher education at the Mintz Levin law firm, led a session on “Presidential Contracts: End-of-Term Considerations.”

During a Presidential Spouses Program session, Tom Evelyn, vice president for communications at St. Lawrence University (NY), explained how spouses can effectively use social media in their work to advance institutional outreach programs.

After the Presidents Institute adjourned on January 7, CIC hosted a golf tournament at the Island Course of the Innisbrook hotel. EFL Associates sponsored the tournament.
The second national conference of the Network for Vocation in Undergraduate Education (NetVUE), held March 14–16, 2013, in Indianapolis, Indiana, focused on enriching the intellectual and theological exploration of vocation on college and university campuses. Nearly 500 participants representing 144 institutions (more than 80 percent of NetVUE members) participated in the event. They included many presidents and chief academic officers from NetVUE campuses along with vocation program directors, faculty members, chaplains, and leaders from student life and advising programs. Participating institutions represented a broad spectrum of religious traditions as well as colleges not associated with a religious denomination.

In her keynote address, Sharon Daloz Parks, senior fellow of the Whidbey Institute and author of *Big Questions, Worthy Dreams: Mentoring Emerging Adults in Their Search for Meaning, Purpose, and Faith*, challenged campus leaders to assess the “default settings” of emerging adults and cultivate practices that deepen their capacity for critical, connective, and contemplative thought in a complex, morally challenging “high-stakes tournament of world views.” Parks then urged NetVUE institutions to initiate “our students into both the suffering and wonder of our world” while noting that “everyone has a place at the table among varied religious traditions.” She emphasized the need for institution-wide mentoring cultures that ask central questions about faith and purpose in consistent and repeated practices that engage students. She closed by observing that “our colleges and universities are right-sized genuine communities with collective intelligence” about how to live a worthy narrative.

In another plenary session, an expert on emerging adults, Tim Clydesdale, presented findings based on his national evaluation of the Lilly Endowment’s Programs for the Theological Exploration of Vocation (PTEV) initiative, a precursor to NetVUE. As a researcher of post-secondary educational experiences and a professor of sociology at the College of New Jersey, Clydesdale was able to offer insights into how vocational exploration leverages campus engagement, spiritual formation, and the preparation of emerging adults for the “long slog” from graduation to full adulthood. Students participating in such programs “voiced longer-term perspectives, sought out the advice of mentors and older adults, and demonstrated more resilience.” Clydesdale noted that the outcomes of campus vocational initiatives typically “refresh the institutional center” and “enliven the liberal arts.”

Craig Dykstra, research professor of practical theology and senior fellow in leadership education at Duke Divinity School, urged campuses to enhance their contexts for the nurture, formation, and exercise of personal vocation and practice to counter the individualistic assumptions that undergraduate students bring to their choices about college, community, congregation, and career. College and university leaders should develop campus communities that encourage students to “participate in a tradition of practices” as a foundation for their own endeavors in “forming and revitalizing communities of shared practices,” Dykstra said. Drawing from his research and experience over more than 20 years as the vice president for religion at Lilly Endowment Inc. and his leadership of PTEV, Dykstra advised campus leaders to view NetVUE as a valuable source of knowledge and development for such “wise communities of shared practice.”

In a plenary panel discussion moderated by Robert Franklin, president emeritus of Morehouse College (GA), college presidents James Edwards of Anderson University (IN), Marianne Inman of Central Methodist University (MO), and Carol Ann Mooney of Saint Mary’s College (IN), reflected on how their campuses work to align institutional mission and identity with intellectual and theological approaches to vocation. The panelists discussed the importance of establishing a shared campus understanding of vocation among faculty members, student affairs professionals, chaplains, and other campus leaders when considering undergraduate questions of meaning and purpose. Each panelist commented on campus emphases and initiatives that grow from their particular faith traditions and contexts, and each emphasized that encouraging a shared institutional culture is critical to effective vocational initiatives.

Concurrent presentations by NetVUE campus leaders provided insights into multiple ways to strengthen education for vocation. Sessions focused on first-year seminars, the purposes of
the core curriculum, experiential learning, faculty mentoring, and cultural discernment practices. Of note were sessions that considered how campuses build vocational bridges between the liberal arts and applied fields of study such as business and health professions.

Several extended sessions focused on topics such as the vocation of institutional leaders, interfaith approaches to vocation, the role of teaching practices in nurturing a sense of student calling, and vocational reflection in study abroad. Other sessions explored how to build a vocabulary of vocation on campus and the changing nature of student religious affiliations in a complex pluralistic higher education culture. Sessions highlighted how independent higher education provides challenges and opportunities to emphasize intellectual and theological consideration of life purpose, undergraduate studies, and career aspirations.

For more information about NetVUE and its upcoming programs and events, see www.cic.edu/NetVUE.

Prospective Presidents Explore Leadership Questions in Vocation and Mission Program

“What distinguishes the best academic leaders from the best corporate leaders?” “How does discerning an institution’s mission differ from discerning one’s own vocation?” These questions were among those explored by participants in the 2012–2013 Presidential Vocation and Institutional Mission program for prospective presidents and their spouses. The February 25–26 seminar held in Atlanta, Georgia, followed a five-day seminar in July 2012 in Stowe, Vermont, for 20 senior campus leaders, many with spouses, who also engaged in conversations with program facilitators throughout the fall. During the Atlanta seminar, participants continued their inquiry into the relationship between their own sense of vocation or calling and the mission of the institutions they might one day serve as president.

The distinctive premise of CIC’s Presidential Vocation and Institutional Mission program is its recognition that vital questions about presidential effectiveness are often personal and sometimes spiritual. Such questions involve knowing what makes work fulfilling and meaningful and finding joy in that work. Participants address directly the possibility that one becomes a president because he or she has felt called to accept this responsibility. Through a series of readings and large and small group discussions, the program seeks to facilitate a better fit between candidate and institution that results in longer and more fulfilling presidencies.

CIC senior advisor for the program, William Frame, president emeritus of Augsburg College (MN), served as program facilitator along with Margaret Carney, president, St. Bonaventure University (NY); Joel Cunningham, vice chancellor emeritus and professor of mathematics, and Trudy Cunningham, retired presidential spouse, Sewanne: The University of the South (TN); Anne Frame, retired presidential spouse, Augsburg College; and Rock Jones, president, and Melissa Jones, presidential spouse, Ohio Wesleyan University.

Two participants in the current cohort of program participants already have been named to presidencies, bringing to 23 the total number of senior administrators in the prospective presidents’ program who have advanced to presidencies since 2005. Roger Drake, vice president for administration and finance at Lindsey Wilson College (KY), is now president-elect at Central Methodist University (MO), and Barbara Farley, vice president for academic affairs and dean of the college at Augsburg College (MN), is now president-elect at Illinois College.

Farley said her participation in the program directly helped her with the presidential appointment. “As a result of the program, I began my successful search for a presidency with clarity about the need to find alignment between an institution’s mission and my own sense of vocation. I believe my candidacy for positions was strengthened by this knowledge. The program facilitators offered invaluable counsel throughout the seminar, and my seminar colleagues encouraged me during the search process. I feel fortunate to have met so many talented prospective presidents and their spouses.”

The nomination deadline for participation in the upcoming 2013–2014 Presidential Vocation and Institutional Mission program for current presidents and their spouses was in February. A similar program for prospective presidents will be held in 2014–2015.
2013 College Media Conference to Explore Crisis Communications, Effective Communication with Journalists


The preconference workshop, “Crisis Communication in a Digital Age,” will be held on June 26. Campus communications executives from Virginia Tech, Penn State, Syracuse, Amherst, and others will share strategies for communicating with the media, the public, and the community using social media during a crisis. In panel discussions, campus communications directors will share the outcomes and lessons learned in crisis situations such as school shootings, sexual assault, drinking and haz ing, campus protests, and weather disasters. Journalists will discuss their crisis coverage pursuits and what they find when campuses enter “red alert” status.

The conference will provide ample opportunities to network with colleagues from around the country. It also will include several special events: a reception and panel discussion, “How the College of Tomorrow Can Communicate Its Value,” on Wednesday evening sponsored by the Chronicle of Higher Education; small-group visits and tours to several media outlets; and a post-conference tour of the Newseum.

In addition, conference participants will receive a free copy of College (Un)Bound: The Future of Higher Education and What It Means for Students, a new book by Jeff Selingo, editor at large of the Chronicle of Higher Education.

The three-day event is sponsored by the Chronicle of Higher Education, D.S. Simon Productions Inc., Dick Jones Communications, idfive, Inside Higher Ed, Merit by readMedia, and Newswise.

For more information and to register for the conference, see www.CollegeMediaConference.org.

New Presidents Program Provides Support, Answers

The 2013 New Presidents Program addressed issues that college presidents in their first or second year and their spouses frequently encounter. The program, which took place January 3–4 in Palm Harbor, Florida, and preceded the CIC Presidents Institute, provided the “need to know” tools and counsel to keep a young presidency on a smooth course. It featured experienced presidents and their spouses—many of whom are alumni of the program—as presenters and provided each new president with a seasoned presidential colleague to serve in an informal advisory capacity.

Mary Pat Seurkamp, CIC senior advisor and director of the New Presidents Program and president emerita of Notre Dame of Maryland University, said, “The New Presidents Program and parallel program for new spouses and partners provide distinctive opportunities to learn and seek advice from experienced independent college and university leaders. The programs also provide great opportunities to share ideas, create friendships, connect with colleagues and informal advisors, and, in the process, expand important professional networks.”

Sessions covered topics such as working with the board, learning financial fundamentals, and examining the president’s role in enrollment management. Sessions for spouses explored the varied roles of the spouse or partner and how they can find their niche on campus and in the community.

Joint sessions for new presidents and new presidential spouses examined fundraising fundamentals among other topics and concluded with the session, “You Got the Job, Now What?” led by William T. Luckey, Jr., president of Lindsey Wilson College (KY). By sharing his own story, Luckey helped new presidents understand that throughout their presidency they will experience great successes as well as some “misses,” and he stressed the importance of humor and balance in their work.

(continued on page 19)
Teams composed of a library director, faculty members, and academic deans and provosts from 23 CiC institutions came together February 14–16 in Charleston, South Carolina, for the Information Fluency in the Disciplines “Workshop on Foreign Languages, Literatures, and Cultures.”

The workshop addressed ways that information fluency can be incorporated into foreign language, literature, and culture courses to help students understand the varieties of sources available, access information efficiently, and create projects that incorporate and synthesize information effectively. Participants heard from presenters and shared their own challenges to align curricular, library, and information technology planning.

Keynote speaker Rosemary Feal, executive director of the Modern Language Association (NY), welcomed participants to the workshop and encouraged them to keep the study of foreign languages and cultures strong on their campuses.

Presentations from David Arbesu, assistant professor of Medieval and Golden Age Spain at Augustana College (IL), and Amanda Makula, reference librarian at Augustana, described how important it is for librarians to work with upper-level language students. At Augustana, for example, senior students in Spanish worked closely with a librarian as well as with a faculty member on projects using international resources in multiple languages. Arbesu and Makula explained that students refined searches of Spanish newspapers from the 1930s by learning to navigate new types of databases, evaluate sources, and properly cite those sources in their final papers.

Victoria Levine, Christine S. Johnson Professor of Music at Colorado College, highlighted a student-led music archiving project with Jessy Randall, the college’s archivist and curator of special collections. The project stemmed from a music course that examined concepts of musical thought, process, and musicianship in various cultures. Class sessions included lectures, student-led reading discussions, the transcription of field recordings, and formal analysis of recorded performances. In the course, students transcribed Spanish New Mexican songs from the Rubén Cobos Collection of Indo-Hispanic Folklore, a sound archive housed at Colorado College. Randall encouraged participants in the seminar to seek out campus archivists for help in designing such courses and projects.

Another example provided by Jie Zhang, assistant professor of Chinese language, literature, and cinema at Trinity University (TX), featured a contemporary Chinese film course that required students to create power point presentations and video projects in Chinese. These projects were evaluated on coherence of content, command of Chinese-language skills, and the student’s ability to cite sources.

The campus teams had many opportunities to meet with other campus groups and with facilitators to develop plans to improve information fluency in the languages on their own campuses. Facilitators included Mary Ellen Davis, executive director of the Association of College and Research Libraries; Susan Perry, library and information technology consultant and director emerita of library, information, and technology services at Mount Holyoke College (MA); Tom Kirk, library director and coordinator of information services emeritus at Earlham College (IN); and Susan Barnes Whyte, library director at Linfield College (OR), among others.

The February workshop was made possible through the generous support of the Andrew W. Mellon Foundation. Future workshops will focus on other subject areas in the humanities. Susanne Woods, provost and professor of English emerita at Wheaton College (MA), is the CiC senior advisor for this program.

Campus plans and other resources from the workshop are available at www.cic.edu/InformationFluency.
CIC is pleased to announce that participants have been selected for the 2013–2014 Executive Leadership Academy (ELA) and Senior Leadership Academy (SLA). Twenty-one of 39 nominees were selected for participation in the ELA, a year-long program that prepares provosts and vice presidents for presidencies. The ELA is co-sponsored by CIC, the American Academic Leadership Institute (AALI), and the American Association of State Colleges and Universities with financial support from Academic Search, Inc. and the Henry Luce Foundation. The nominees and their nominators were notified of the results on February 1.

Of the 66 nominees for the SLA, 26 were selected to participate in the year-long program that prepares mid-level administrators in all divisions for vice presidencies. The SLA is co-sponsored by CIC and AALI with financial support from Academic Search, Inc. and the Henry Luce Foundation. Notifications about the selections were sent in mid-February.

The opening seminar for ELA will take place in Washington, DC, July 29–31, 2013, and the opening seminar for SLA will precede the 2013 Institute for Chief Academic Officers and Student Affairs Officers in Pittsburgh, Pennsylvania, November 1–3.

**EXECUTIVE LEADERSHIP ACADEMY PARTICIPANTS (2013–2014)**

<table>
<thead>
<tr>
<th>Name</th>
<th>University/State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neil S. Braun</td>
<td>Pace University (NY)</td>
</tr>
<tr>
<td>Seamus Carey</td>
<td>Sacred Heart University (CT)</td>
</tr>
<tr>
<td>Deborah Carlson</td>
<td>Nebraska Methodist College</td>
</tr>
<tr>
<td>Philip Acree Cavalier</td>
<td>Eureka College (IL)</td>
</tr>
<tr>
<td>Christine De Vinne</td>
<td>Notre Dame of Maryland University</td>
</tr>
<tr>
<td>Marshall Eidson</td>
<td>University of the Incarnate Word (TX)</td>
</tr>
<tr>
<td>Tracy Espy</td>
<td>Pfeiffer University (NC)</td>
</tr>
<tr>
<td>Jay Fostner</td>
<td>St. Norbert College (WI)</td>
</tr>
<tr>
<td>Stuart Jones</td>
<td>Averett University (VA)</td>
</tr>
<tr>
<td>Robert McCaig</td>
<td>Monmouth University (NJ)</td>
</tr>
<tr>
<td>Michael McDonald</td>
<td>Kalamazoo College (MI)</td>
</tr>
<tr>
<td>Josephine Modica-Napolitano</td>
<td>Merrimack College (MA)</td>
</tr>
<tr>
<td>Kim Mooney</td>
<td>Franklin Pierce University (NH)</td>
</tr>
<tr>
<td>Tiffany Nolan</td>
<td>Quincy University (IL)</td>
</tr>
<tr>
<td>Edward Ogle</td>
<td>Marian University (WI)</td>
</tr>
<tr>
<td>Nicholas Piccolo</td>
<td>Alma College (MI)</td>
</tr>
<tr>
<td>David Podell</td>
<td>Marymount Manhattan College (NY)</td>
</tr>
<tr>
<td>Brian Posler</td>
<td>Baker University (KS)</td>
</tr>
<tr>
<td>David Rehm</td>
<td>Mount St. Mary’s University (MD)</td>
</tr>
<tr>
<td>Cynthia Sellers</td>
<td>Tuskegee University (AL)</td>
</tr>
<tr>
<td>Michael Stanton</td>
<td>Nichols College (MA)</td>
</tr>
</tbody>
</table>

**SENIOR LEADERSHIP ACADEMY PARTICIPANTS (2013–2014)**

<table>
<thead>
<tr>
<th>Name</th>
<th>University/State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erik Bergrud</td>
<td>Park University (MO)</td>
</tr>
<tr>
<td>Ty Buckman</td>
<td>Wittenberg University (OH)</td>
</tr>
<tr>
<td>Myra Burnett</td>
<td>Spelman College (GA)</td>
</tr>
<tr>
<td>Ann Cassell</td>
<td>Hampden-Sydney College (VA)</td>
</tr>
<tr>
<td>Yvan Kelly</td>
<td>Flagler College (FL)</td>
</tr>
<tr>
<td>Heather Lobban-Viravong</td>
<td>Grinnell College (IA)</td>
</tr>
<tr>
<td>Pedro Muino</td>
<td>Saint Francis University (PA)</td>
</tr>
<tr>
<td>Ian Patrick</td>
<td>Bellarmine University (KY)</td>
</tr>
<tr>
<td>Robert Cole</td>
<td>Roger Williams University (RI)</td>
</tr>
<tr>
<td>Leslie Cornick</td>
<td>Alaska Pacific University</td>
</tr>
<tr>
<td>Michael Deen</td>
<td>Austin College (TX)</td>
</tr>
<tr>
<td>Michael Edmonson</td>
<td>Albion College (MI) and The Philadelphia Center (PA)</td>
</tr>
<tr>
<td>Edward Ogle</td>
<td>Marian University (WI)</td>
</tr>
<tr>
<td>Nicholas Piccolo</td>
<td>Alma College (MI)</td>
</tr>
<tr>
<td>David Podell</td>
<td>Marymount Manhattan College (NY)</td>
</tr>
<tr>
<td>Brian Posler</td>
<td>Baker University (KS)</td>
</tr>
<tr>
<td>David Rehm</td>
<td>Mount St. Mary’s University (MD)</td>
</tr>
<tr>
<td>Cynthia Sellers</td>
<td>Tuskegee University (AL)</td>
</tr>
<tr>
<td>Michael Stanton</td>
<td>Nichols College (MA)</td>
</tr>
<tr>
<td>John E. (Jack) Ryan</td>
<td>Gettysburg College (PA)</td>
</tr>
<tr>
<td>Lori Quigley</td>
<td>The Sage Colleges (NY)</td>
</tr>
<tr>
<td>Evan Robinson</td>
<td>Western New England University (MA)</td>
</tr>
<tr>
<td>Raylene Rospund</td>
<td>Drake University (IA)</td>
</tr>
<tr>
<td>Mark Salisbury</td>
<td>Augustana College (IL)</td>
</tr>
<tr>
<td>Kurt Schackmuth</td>
<td>Lewis University (IL)</td>
</tr>
<tr>
<td>Sally Selden</td>
<td>Lynchburg College (VA)</td>
</tr>
<tr>
<td>Gil Villanueva</td>
<td>University of Richmond (VA)</td>
</tr>
</tbody>
</table>
Exploring the theme “Making the Case, Fulfilling Our Mission,” the 55th State Funds Annual Conference will take place April 28–30, 2013, in Indianapolis, Indiana.

Featured speakers include Holiday Hart McKiernan, chief of staff and general counsel, Lumina Foundation; Jo Young Switzer, president, Manchester University (IN); and Douglas W. Orr, board development consultant and president emeritus of Warren Wilson College (NC).

The conference also will provide a forum for State Fund leaders to discuss themes and strategies for CIC’s new national initiative to promote independent, liberal arts colleges and universities. CIC President Richard Ekman and Vice President for Communications Laura Wilcox will lead discussions and seek input on the Campaign for the Liberal Arts and Liberal Arts Colleges.

Other plenary and workshop sessions will focus on topics such as corporate and foundation relations, board development, community college connections, statewide initiatives to improve access and success of students from underserved populations, best practices in scholarship fundraising, and new media tools to increase visibility. The program also offers many opportunities to network with colleagues.

“The conference provides important ways for leaders of private college consortia around the country to share ideas and best practices in addressing the challenges that private colleges and universities face in the current economic climate,” noted A. Hope Williams, president of the North Carolina Independent Colleges and Universities and presiding officer for the State Fund network.

The conference registration deadline is April 8. For more information, see www.cic.edu/2013StateFundsConference.

Register for CIC’s 12th Annual WORKSHOPS FOR DEPARTMENT AND DIVISION CHAIRS

April 4–6
Philadelphia, PA

May 14–16
Cincinnati, OH

May 21–23
Saint Paul, MN

June 4–6
Albuquerque, NM

For more information about the program and lodging for the workshops, see www.cic.edu/2013DepartmentChairWorkshops.
Campuses Reap Benefits of Hosting Woodrow Wilson Visiting Fellows

The former chief of staff for a U.S. Representative from California, a senior executive of the Coca-Cola Company, and a former U.S. ambassador to the Federal Republic of Nigeria are among the eminent national and international leaders who comprise the Woodrow Wilson Visiting Fellows program.

The Fellows also are Pulitzer Prize-winning journalists, diplomats, artists, writers, and other nonacademic professionals who visit campuses across the United States for substantive dialogue with students and faculty members. Lauded by college and university administrators and Fellows alike, the week-long program enables students and Fellows to develop trust, explore complex issues, and establish ongoing relationships.

Applications for the program are accepted on a rolling basis. Campuses that wish to host a Visiting Fellow for the 2013–2014 academic year may apply online at www.cic.edu/VisitingFellows.

Fellow Stephen Vetter, president and CEO of Partners of the Americas, visited Washington and Lee University (VA) in November 2012. The director of international education of Washington and Lee, Laurent Boetsch, recalled: “I think Steve was an outstanding choice as a Woodrow Wilson Fellow as his interests and knowledge are so much in consonance with our efforts in global learning and service. He seemed equally comfortable with students and faculty, was engaging in formal and informal settings, and was open to establishing productive ties with W&L in areas in which his contacts can be invaluable.”

A sample of the extensive selection of Fellows follows.

Charles “Chic” Dambach’s wide-ranging career includes serving as chief of staff for U.S. Representative John Garamendi (D-CA) and six years as president and CEO of the Alliance for Peacebuilding, during which he established a network of organizations and professionals to help build sustainable peace and security worldwide. Previously, Dambach restructured and revitalized the National Peace Corps Association, where his career began as a Peace Corps volunteer in Colombia. He also helped build Operation Respect’s anti-bullying program.

Clyde Tuggle joined the Coca-Cola Company’s corporate issues communications department in 1989 and has served in numerous capacities as a senior executive in Atlanta, Georgia, and Europe. After returning to Atlanta in 2000, he became president of the Russia, Ukraine, and Belarus business unit. Tuggle later assumed his current position as senior vice president of global public affairs and communications, reporting directly to the chair and CEO. He has been instrumental in driving Coca-Cola’s social media strategy and implementation.

Robin R. Sanders served as U.S. ambassador to the Federal Republic of Nigeria, the Economic Community of West African States regional group, and the Republic of the Congo. Previously, she was the international affairs advisor and deputy commandant of the Industrial College of the Armed Forces—one of the U.S. military’s premier colleges at the National Defense University in Washington, DC. Sanders has served twice as the director for Africa at the National Security Council at the White House and is founder of the FEEDS Advocacy Initiative, which focuses on economic development issues.

For details about participation in the program and biographical information for all Fellows, see www.cic.edu/VisitingFellows.
New National Venture Fund Grants Awarded to Colleges in Four States

New grants awarded to State Fund Members in January will benefit independent colleges in Illinois, Nebraska, New Jersey, and Washington. The four CIC-FIHE National Venture Fund (NVF) grants, which total $99,000 and require state consortia to raise matching funds, will support collaborative programs to benefit member colleges and the students they serve.

“These grants are designed to encourage colleges to work collaboratively on issues and programs of common interest or concern, so they add leverage to new and ongoing efforts,” said Richard Ekman, president of CIC.

The Associated Colleges of Illinois (ACI) grant of $25,000 will provide funding to launch a Liberal Arts in Business Internship Program. Designed to complement the internship programs of ACI member colleges and universities, the initiative will provide additional opportunities for students, including an online course to familiarize internship-bound students with corporate culture and a cash stipend that makes non-compensated internships practical.

The $19,000 grant to the Nebraska Independent College Foundation (NICF) will provide seed money to help member colleges and universities launch a collaborative admissions effort to increase applications and enrollment of Hispanic students, part of the state’s fastest growing population. Plans for the initiative, which will include the development of bilingual material and the use of YouTube and other social media, were developed by admissions officers from all of NICF’s member institutions.

The Independent College Fund of New Jersey will use its $35,000 grant to coordinate a competitive science, technology, engineering, and mathematics undergraduate research program for students at its member colleges and universities. The program is designed to enhance students’ academic experience and increase their interest in STEM fields; it will culminate in a symposium for all participants.

With its $20,000 grant, the Independent Colleges of Washington will develop a pilot statewide undergraduate research conference for students from all of its member colleges and universities. It also will develop an admissions-related video program about these experiential, mentoring opportunities to show high school students the value of attending an independent liberal arts college or university.

The National Venture Fund program is supported in part by the CIC-FIHE Endowment, which the UPS Foundation created in the 1970s to support State Funds’ programs for member colleges and their students.

Two Students Awarded Davies-Jackson Scholarships for Study at Cambridge

The Davies-Jackson Scholarship U.S. Selection Committee has awarded two students from CIC institutions scholarships that will support two years of study at St. John’s College in the University of Cambridge, England. Beginning in fall 2013 Sasheene Denny, a senior at Alverno College (WI), will study history, and Kai Yin Ho, a senior at Augustana College (IL), will undertake coursework in biological anthropology. Denny and Ho are eligible to earn a second BA in two years, which will convert to the equivalent of a master’s degree five years after graduation.

Established in 1990, the Davies-Jackson Scholarship provides a distinctive opportunity for graduating college seniors with exceptional academic records, and who are among the first in their families to graduate from college, to study at St. John’s College. Funded by an anonymous donor who wishes to provide the same opportunities at St. John’s that he was afforded as a young man, the scholarship has been offered annually since 1996 and is administered by CIC. This year, 50 additional CIC member institutions were added to the list of eligible institutions established by the donor and U.S. Selection Committee. Of the 500 eligible institutions from which students are eligible to apply, 460 are CIC member institutions.

For more information about the scholarship, see www.cic.edu/DaviesJackson or read a new online newsletter created by a former Davies-Jackson Scholar at http://daviesjackson.wordpress.com.

STUDENT NEWS EDITORS INVITED TO DAY-LONG WORKSHOP AT THE NEW YORK TIMES

The ninth annual CIC Student News Editors Workshop at the New York Times will be held April 12, 2013, for student editors at institutions that are members of the CIC/New York Times Partnership. Students will have the opportunity to meet with correspondents, editors, and others from the Times to discuss various aspects of the newspaper from newsroom and editorial to advertising. They also will explore the role of a newspaper, develop their journalistic skills, participate in a workshop on the editing process, and interact with other student editors from around the country.

CIC presidents and PR directors from Partner institutions received the invitation in February. For information about joining the CIC/NYT Partnership, contact Kathleen O’Connell, national education director for the Times, at oconkm@nytimes.com or (203) 779-5239.
Robert M. Hendrickson, Jason E. Lane, James T. Harris, and Richard H. Dorman
©2013

Academic Leadership and Governance of Higher Education aims to help higher education leaders and managers carry out their responsibilities and develop skills for managing relationships. The book enables the reader to relate issues of environment, organization, and management to his or her specific institution—from the presidential perspective and from the vantage point of trustees, provosts, vice presidents, deans, and department heads. By covering these functions, as well as the role of external stakeholders, the book offers readers a comprehensive view of how institutions respond to external forces and internal issues and how these responses influence organizational structure and decision making.

The book is divided into five units. Part One introduces the reader to the study of higher education and establishes the context for the book; Part Two investigates the multifaceted relationships that exist between institutions of higher learning and external constituencies; Part Three focuses on how college and university presidents and their boards of trustees keep the mission in focus while adapting to changes in the environment; Part Four analyzes how colleges and universities fulfill their core mission through democratic partnerships; and Part Five relates how effective academic leaders implement an institution’s mission.

Published by Stylus Publishing, LLC, the book is available in hardcover for $45 or as an ebook for $35.99 at http://stylus.styluspub.com.

Codes of Conduct in Academia
John M. Braxton and Nathaniel J. Bray, editors
© 2012

Codes of Conduct in Academia, a special issue of the New Directions for Higher Education journal, emphasizes the importance of codes of conduct to guide the professional performance of presidents, academic deans, admissions officers, fundraising professionals, and faculty members who teach undergraduate and graduate students. It presents tenets toward a code of conduct for college and university presidents that safeguard the welfare of prospective donors, prospective students and their families, the college or university, faculty members, and students. The authors offer policy and practical recommendations and discuss organizational constraints and possibilities of enacting such codes.

Published by Wiley Periodicals, Inc., a Wiley Company, the book is available in paperback for $29 at www.wiley.com.

The Practitioner’s Guide to Governance as Leadership: Building High-Performing Nonprofit Boards
Cathy A. Trower
© 2013

The Practitioner’s Guide to Governance as Leadership explores how to achieve excellence and peak performance in the boardroom by practicing a model of governance introduced in the 2005 book Governance as Leadership. The model explains how to attain proficiency in three governance modes: fiduciary, strategic, and generative. The Practitioner’s Guide explores the governance-as-leadership model and its implementation challenges. The book also guides readers on how to optimize the practices that will improve organizational performance including flow, discernment, deliberation, divergent thinking, insight, meaningfulness, consequence to the organization, and integrity.

Published by Jossey-Bass, a Wiley Imprint, the book is available in hardcover at www.boardsource.org ($36 for BoardSource members and $54 for nonmembers) and as an ebook for $48.99 at www.josseybass.com.

Books of Note
Three recently published books may be of interest to presidents and other leaders of small and mid-sized private colleges and universities.

Robert M. Hendrickson, Jason E. Lane, James T. Harris, and Richard H. Dorman
©2013

Academic Leadership and Governance of Higher Education aims to help higher education leaders and managers carry out their responsibilities and develop skills for managing relationships. The book enables the reader to relate issues of environment, organization, and management to his or her specific institution—from the presidential perspective and from the vantage point of trustees, provosts, vice presidents, deans, and department heads. By covering these functions, as well as the role of external stakeholders, the book offers readers a comprehensive view of how institutions respond to external forces and internal issues and how these responses influence organizational structure and decision making.

The book is divided into five units. Part One introduces the reader to the study of higher education and establishes the context for the book; Part Two investigates the multifaceted relationships that exist between institutions of higher learning and external constituencies; Part Three focuses on how college and university presidents and their boards of trustees keep the mission in focus while adapting to changes in the environment; Part Four analyzes how colleges and universities fulfill their core mission through democratic partnerships; and Part Five relates how effective academic leaders implement an institution’s mission.

Published by Stylus Publishing, LLC, the book is available in hardcover for $45 or as an ebook for $35.99 at http://stylus.styluspub.com.

Codes of Conduct in Academia
John M. Braxton and Nathaniel J. Bray, editors
© 2012

Codes of Conduct in Academia, a special issue of the New Directions for Higher Education journal, emphasizes the importance of codes of conduct to guide the professional performance of presidents, academic deans, admissions officers, fundraising professionals, and faculty members who teach undergraduate and graduate students. It presents tenets toward a code of conduct for college and university presidents that safeguard the welfare of prospective donors, prospective students and their families, the college or university, faculty members, and students. The authors offer policy and practical recommendations and discuss organizational constraints and possibilities of enacting such codes.

Published by Wiley Periodicals, Inc., a Wiley Company, the book is available in paperback for $29 at www.wiley.com.

The Practitioner’s Guide to Governance as Leadership: Building High-Performing Nonprofit Boards
Cathy A. Trower
© 2013

The Practitioner’s Guide to Governance as Leadership explores how to achieve excellence and peak performance in the boardroom by practicing a model of governance introduced in the 2005 book Governance as Leadership. The model explains how to attain proficiency in three governance modes: fiduciary, strategic, and generative. The Practitioner’s Guide explores the governance-as-leadership model and its implementation challenges. The book also guides readers on how to optimize the practices that will improve organizational performance including flow, discernment, deliberation, divergent thinking, insight, meaningfulness, consequence to the organization, and integrity.

Published by Jossey-Bass, a Wiley Imprint, the book is available in hardcover at www.boardsource.org ($36 for BoardSource members and $54 for nonmembers) and as an ebook for $48.99 at www.josseybass.com.
CAMPUS UPDATE

A compendium of recent news from CIC member institutions

To help communities affected by Super Storm Sandy, Dominican College (NY) students, staff, and administrators sprung into action. Drives occurred all over campus, and crews of students and staff volunteered in various areas of New Jersey and New York to help with the clean-up and distribution of clothing and food. Recent Dominican College alumni also donated tools, protective equipment, and other supplies to help the effort.

Celebrating Achievements

CIC member institutions continued to be among the top producers of Fulbright students for 2012–2013. The Fulbright Program, the U.S. government’s flagship international educational exchange program, named Scripps College (CA), Grinnell College (IA), Oberlin College (OH), Swarthmore College (PA), Connecticut College, Kenyon College (OH), St. Olaf College (MN), and Wheaton College (MA) among the top bachelor’s institutions with Fulbright awards in 2012–2013. St. Edward’s University (TX) and Rollins College (FL) were among the top master’s-level institutions with Fulbright awards.

In January, the Institute of International Education announced the winners of its 12th annual Andrew Heiskell Awards for Innovation in International Education, which honor colleges that make significant efforts to expand international opportunities for their students. Of the four winners, CIC member institution Susquehanna University (PA) won for internationalizing the campus.

The National Wildlife Federation’s Campus Ecology program announced in late 2012 the addition of 112 case studies to its searchable online database of best “green” projects. The Best of 2012 Campus Sustainability Case Studies are from 98 institutions in 28 U.S. states and one Canadian province and span 17 categories, from Green Buildings to Waste Reduction. Case studies from 14 CIC member institutions were added, including those from Agnes Scott College (GA); Albion College (MI); Bethune-Cookman University (FL); College of Saint Benedict (MN); College of St. Scholastica (MN); Daemen College (NY); Earlham College (IN); Eastern Mennonite University (VA); Furman University (VA); Ithaca College (NY); Mercyhurst University (PA); Randolph College (VA); St. Edward’s University (TX); and University of New England (ME). The database (www.nwf.org/Campus-Ecology/Campus-Search.aspx), which currently holds nearly 800 case studies, has been a resource for campuses for 23 years.

Special Projects

Shortly after the December 2012 mass shooting at Sandy Hook Elementary School in Newtown, Connecticut, hundreds of college presidents—many of whom lead CIC member institutions—signed two open letters to encourage President Obama and lawmakers to curb gun violence. Nearly 400 college presidents have signed the “College presidents for Gun Safety” letter, which was spearheaded by Oglethorpe University (GA) President Lawrence M. Schall and Agnes Scott College (GA) President Elizabeth Kiss. Nearly 300 presidents have signed the “Letter to President Obama,” which was initiated by Emerson College (MA) President Lee Pelton. Emerson College also has established a College Presidents’ Gun Violence Resource Center website (http://gunviolence.emerson.edu).
Efforts to Ease Financial Impact

Several colleges and universities have taken steps to ease students’ financial hardships and economic anxieties. Beginning in fall 2013, Alma College (MI) will cover tuition for an extra term in the fifth year for any student who meets the school’s requirements but through no fault of the student’s, fails to graduate within four years. The University of Evansville (IN) has locked tuition prices for students who enter the university next fall. Tuition will be the same for the four years those students are in college; tuition also will remain the same for current students as they finish their bachelor’s degrees. And Augustana College (IL) has created and disseminated a publication with data on student outcomes, faculty teaching loads, and how the college spends tuition revenue so that prospective students have access to the facts before applying to the college.

Creating Partnerships

Rollins College (FL) recently announced the creation of a four-year international business dual-degree program with Reutlingen University’s European School of Business, a leading business school in Germany. Set to launch in fall 2013, the program allows Rollins students to graduate with two bachelor’s degrees—a BA in international business from Rollins and a BS in international management from Reutlingen—in four years. Students will spend their first four semesters at Rollins, followed by three semesters in Germany for their full-time internship. Students will then return to Rollins for their last semester.

In fall 2013, Centre College (KY) will begin a new Centre-in-China program at Tongji University in Shanghai. Students who participate in the program will take courses in Mandarin Chinese and Chinese culture, history, economics, development, and sustainability.

Johnson C. Smith University (JCSU, NC) and Montreat College (NC) recently established a new partnership. Starting in fall 2012, JCSU graduates with a GPA of 2.7 or higher have guaranteed admission to Montreat’s graduate programs in business; the MS in management and leadership and MBA programs are taught on the JCSU campus. JCSU also established a new partnership with the Charlotte School of Law. After their first three years at JCSU and three years at Charlotte School of Law, students can earn a bachelor’s degree and a JD degree. The 3+3 program also began in the fall.

Dominican University (IL) and Triton College recently announced a partnership that will allow Triton community college students to take classes online and on-site leading to a bachelor’s degree in legal studies from Dominican’s School for Professional and Continuing Studies. The partnership also will provide Dominican with office space at Triton’s University Center, enabling Triton students to meet conveniently with Dominican staff who can facilitate their seamless transfer to the private four-year institution.

The University of Indianapolis (IN) is teaming up with Ancestry.com, the world’s largest online family history resource, in an initiative to encourage students to explore and reflect on how their family history affects their identity. University students, faculty, and staff members have been granted access to Ancestry.com content—11 billion searchable documents and images—from computers and mobile devices anywhere on campus. Ancestry.com access is a key component in the university’s annual series of programs and events. This year’s series features guest speakers, discussions, and workshops built around the theme “Who Do You Think You Are?”

New, Planned, and Recently Renovated Facilities

In January Ferrum College (VA) opened a new addition to Garber Hall, home of the College’s School of Natural Sciences and Mathematics. The new three-story wing features a 40-seat classroom, a chemical synthesis laboratory and preparation room, and a cellular and molecular biology and biochemistry laboratory and preparation room. The work included renovations to the existing microbiology laboratory and a demonstration “green roof” on a walk-out portion of the second floor.

Rhodes College (TN) welcomed two additions to its campus during fall term: the newly refurbished and expanded Catherine Burrow Refectory and the new West Village Residence Hall. The renovations have expanded the refectory, originally built in 1925, by 19,000 square feet. At 52,000 square feet, West Village houses 141 students.
Morris College’s (SC) new Student Health and Wellness Center has opened. The 8,153-square-foot facility houses office and classroom space, a fitness area, and the ROTC program. The college’s Twin Towers Residence Hall, for which construction began last year, is scheduled to open in fall 2013. Each side of the 43,500-square-foot facility will house 74 students.

Gwynedd-Mercy College (PA) is working to complete its new School of Education and School of Business building in late summer. The nearly 50,000-square-foot building will be equipped with innovative teaching tools.

Tusculum College (TN) held groundbreaking ceremonies in February for two new residence halls at the college’s Greeneville campus. The $6 million project will include two new apartment-style residence halls, which are scheduled to be ready for occupancy by August 2013 and will accommodate 120 students.

Major Gifts, Grants, and Campaign Successes

Swarthmore College (PA) recently announced a $50 million gift from Eugene Lang, an alumnus, philanthropist, and long-term supporter of the college. The gift, which is the largest in Swarthmore’s history, will result in new engineering and science facilities and programs to link engineering and the liberal arts at the college. (CIC awarded Eugene Lang the 2007 Allen P. Splete Award for Outstanding Service for his leadership in establishing Project Pericles, a national consortium of mostly private colleges and universities that encourages higher education institutions to include social responsibility and participatory citizenship experiences in their educational programs.)

Messiah College (PA) has successfully completed its Centennial Campaign, a $40 million fundraising effort to construct the Calvin and Janet High Center for Worship and Performing Arts and to raise funds for student-focused initiatives and scholarship endowments. The college began the campaign in 2007 and completed it in December 2012. The results exceeded the goal by $6.2 million.

Dominican University of California recently received the largest gift in its 122-year history. The $8 million-plus gift from San Francisco restaurateur Rolf Lewis and family will enable the university to transform Meadowlands Hall, a 124-year-old Victorian mansion, into a state-of-the-art academic facility. The renovation of the 30,000-square-foot hall will help the university establish a health sciences building that will house the Department of Nursing and the Department of Occupational Therapy and provide classroom, research, and laboratory space.

Loras College (IA) recently received a $2.5 million pledge from Dr. Patrick J. Lillis, a 1971 alumnus who has been a strong supporter of the college for many years. The gift will further advance the health sciences at Loras. Eureka College (IL) recently announced that Elizabeth Dunseth, a former Eureka College instructor who died in 2009 at age 91, left $1.1 million to the college. The funds will be used toward establishing a new chapel at Carroll College.

Mount Saint Mary College (NY) announced that the Dominican Center project, a flagship project to transform a 1927 structure and grounds into a 21st century living and learning center, will receive $1 million in Empire State Development Grant funds. The Dominican Center’s five-story, 100,000-square-foot primary structure will accommodate a library and learning commons, a residence hall for approximately 156 students, a dining facility, and the existing Chapel of the Holy Rosary.
Announcing New Majors and Programs

The University of Indianapolis (IN) recently announced the formation of a Washington, DC, internship and study program for students from Indiana and across the nation. The Richard G. Lugar Academy will expand on the university’s existing Indianapolis-based Lugar Center for Tomorrow’s Leaders. The university will add a branch office and a full-time staff position in Washington to support the new internship program as well as conferences, symposia, policy studies, and other activities of the academy. U.S. Senator Richard Lugar rejoined the University of Indianapolis faculty in January and will be instrumental in designing the new academy.

Endicott College (MA) in January opened its Boston academic center, a non-traditional higher education resource focused on serving immigrant populations and first-generation college students. The center initially will offer associate’s and bachelor’s degrees in business, liberal studies, education, and hospitality, as well as five levels of English as a second language courses. Future plans include offering many of Endicott’s master’s-level programs at the Boston location.

In fall 2013, Notre Dame de Namur University (CA) will become the first university in the country to offer a PhD in art therapy. The three-year PhD program is designed for working art therapy professionals with master’s degrees in art therapy or a related field and emphasizes scholarly research as well as clinical expertise. This will be the university’s first doctoral program.

With the help of a $50,000 grant from PNC Charitable Trusts, Trine University (IN) will establish a professional doctorate in physical therapy program at Trine’s regional campus in Fort Wayne, where students pursue both undergraduate and graduate degrees. Alvernia University (PA) is preparing to add a doctorate of physical therapy (DPT) to its associate’s, bachelor’s, and master’s-level health care programs. The DPT is currently in a “pre-candidacy” phase and will be the second doctoral program offered by the university. Alvernia also launched a new undergraduate major in health care science in January.

Christian Brothers University (TN) will offer a new master of international business degree beginning January 2014. In the dual degree program, graduates will earn a master of international business from Christian Brothers University and a master of international business from Ramon Llull University in Barcelona, Spain. The 12-month program, offered in executive format, is geared toward professionals with a prior MBA or similar master’s education who want to develop a more global perspective.

Concordia College (NY) has introduced a new accelerated MS in business leadership, the second master’s degree program for the college. The new program, which will begin in fall 2013, will teach students the leadership, management, problem-solving, communication, staff-development, and entrepreneurial skills needed to become successful and ethical business leaders. Goshen College (IN) now offers an MA degree in intercultural leadership. Designed for mid-career working professionals, the 18-month program consists of three residential sessions as well as online coursework. Beginning this fall, Utica College (NY) will offer an on-campus MBA in professional accountancy, designed for students who are majoring in accounting or business with a concentration in accounting.

Messiah College (PA) has expanded its graduate program offerings to include a master of science in nursing in the nurse educator track. The 39-credit, online master’s program can be completed in three to six years depending on whether the student studies full- or part-time.

Dominican University’s (IL) Graduate School of Social Work has introduced a new military certificate program to prepare social workers to meet the unique needs of veterans and their families. Designed in conjunction with two lieutenant colonels, the program begins with a boot camp experience before giving students a comprehensive primer in military culture and covering such issues as post-traumatic stress syndrome and substance abuse.

The University of St. Thomas (MN), a pioneer in police graduate education, now offers a master of arts in public safety and law enforcement leadership program completely online. The degree program, once only available at St. Thomas’ campuses in Minnesota, provides in-depth leadership and research knowledge in public safety administration, federal and national policy making, and the dynamics of community organizations.

Centre College (KY) will offer a new major in environmental studies beginning in fall 2013. The new major will give students the freedom to apply their interest in environmental issues to other subjects. In addition to a core set of courses, students will focus on one of three tracks: humanities, social studies, or natural sciences. Southern Wesleyan University (SC) is now offering a BS in environmental studies. The major will focus on
Name Changes and Expansions

King College (TN) announced it will be named King University effective June 1, 2013. The change reflects the master’s-level programs that have been added to the curriculum in recent years. Three of the graduate and professional studies offerings are advanced degrees: a master of business administration, a master of science in nursing, and a master of education. The institution plans to add doctoral programs in the future.

Wilson College (PA), one of only about 45 women’s colleges remaining in the United States, will admit men to the traditional undergraduate program as commuter students in fall 2013. Men will be offered space in the residence halls in fall 2014.

Nebraska Wesleyan University now offers a BS degree in social work at its Omaha campus, expanding the program already offered at the university’s Lincoln campus. In another program expansion, a new partnership has enabled Nebraska Wesleyan to offer a BS in nursing degree at two Iowa Western Community College campuses.

Wingate University (NC) will launch a new undergraduate major in political science beginning this August. The major is designed to appeal to students interested in public service, non-governmental work, law, or education.

Mars Hill College (NC) will offer a BS in criminal justice beginning in fall 2013. The major will give students a background in criminological theories, corrections, policing, victimology, ethics, and the American court and legal systems.

Butler University’s (IN) College of Business has created a major and a minor in entrepreneurship and innovation for business students. The new major will add classes in creativity and innovation, entrepreneurial finance, social entrepreneurship, sales and marketing, web design, and e-commerce. Centenary College (NJ) has begun to offer a new double major in mathematics and accounting. Students who enroll in the double major also will have the opportunity to complete an internship in the Volunteer Income Tax Assistance Program for which they provide free tax preparation services to the greater community.

Johnson C. Smith University (NC) recently established the university’s first aquaponic garden. The sustainable system of farming entails growing crops and cultivating fish in a closed loop environment. The system in place at the university will serve as a prototype whose technology will be transferred to Mahanaim village in Haiti this summer in partnership with the Charlotte-based nonprofit Joseph’s Exchange.

The Board of Directors and staff of CIC welcome the following new members since Fall 2012:

New Institutional Members
Eugene Lang College The New School for Liberal Arts, NY
Wayland Baptist University, TX

New Affiliate Members
Association of Reformed Colleges and Universities, SD
Association of Catholic Colleges and Universities, DC

Westminster College’s (PA) Counseling Services and the Health Center hosted a “Pause for Paws” stress relief event on December 7, the Friday before final exam week began. Students were able to pet and play with animals to relieve stress and give the animals attention. The college will host the event again before future exam weeks.

Agnes Scott College (GA) now offers bachelor of science degrees. The BS degrees are available to students majoring in astrophysics, biochemistry, biology, chemistry, molecular biology, neuroscience, and physics.

Butler University’s College of Business has created a major and a minor in entrepreneurship and innovation for business students. The new major will add classes in creativity and innovation, entrepreneurial finance, social entrepreneurship, sales and marketing, web design, and e-commerce. Centenary College (NJ) has begun to offer a new double major in mathematics and accounting. Students who enroll in the double major also will have the opportunity to complete an internship in the Volunteer Income Tax Assistance Program for which they provide free tax preparation services to the greater community.
**CIC NEWS**

**Liberal Arts Campaign Update**

Since announcing in November 2012 that it was starting a Public Information Campaign for the Liberal Arts and Liberal Arts Colleges, CIC has been active on many fronts. Kenyon College (OH) President Georgia Nugent, who will soon become CIC Senior Fellow, agreed to lead the campaign.

CIC selected an advisory committee of member presidents, chief enrollment officers, and chief public relations officers, which met on January 30, 2013, at CIC’s office in Washington, DC. As the committee’s chair, Georgia Nugent framed the discussion around the four “M’s” of message, market, messenger, and medium. Among the many “messages” about the advantages of a liberal arts education, the committee urged CIC to focus first on the affordability of education at CIC colleges. The committee advised that until this point is understood, most prospective students and their parents—and policy makers who are concerned with increasing the number of Americans with college degrees—will not consider other messages. Among other committee recommendations for the campaign: mobilize prominent alumni to deliver the messages; focus on students and their parents; make use of social media; prepare a media kit for member institutions to customize for their own use; and commission new research that makes the case for liberal arts colleges.

After the November announcement of the campaign, CIC learned about several other organizations that are pursuing related goals. CIC took the lead to convene a meeting of the leaders of these organizations, which include the National Association of Independent Colleges and Universities (DC), Phi Beta Kappa Society (DC), Association of American Colleges & Universities, Association of American Universities, Great Lakes Colleges Association (MI), American Academy of Arts and Sciences, and the Sewanee Summit. The meeting, which was held in CIC’s office on February 27, aimed to clarify the nature of each project, prevent duplication of effort, avoid contradictory efforts, and identify tasks that need to be accomplished to benefit all organizations.

CIC’s liberal arts campaign advisory committee members include Georgia Nugent, president of Kenyon College (OH) and campaign chair; Gregory Carroll, vice president of university marketing at Stetson University (FL); Brian Eckert, director of media and public relations at the University of Richmond (VA); Bill Fox, president of St. Lawrence University (NY); Brad Harsha, director of admissions at Defiance College (OH); Chris Kimball, president of California Lutheran University; Jay Lemons, president of Susquehanna University (PA); Daniel Meyer, vice president for admission and financial aid at DePauw University (IN); Tom Morris, president at Virginia Foundation for Independent Colleges; Joyce Muller, associate vice president of communications and marketing at McDaniel College (MD); Donna Randall, president of Albion College (MI); Haywood Strickland, president of Wiley College (TX); Karl Stumo, vice president of admission and enrollment services at Pacific Lutheran University (WA); and Eileen Wilson-Oyelaran, president of Kalamazoo College (MI).

**CIC in the News**

University Business magazine published a column by CIC Board Member Nancy Oliver Gray, president of Hollins University (VA), titled “Post-College Success Not All about the Money” (March 2013).

Time magazine’s online publication, Time.com, referenced CIC’s Campaign for the Liberal Arts in a March 7 story, “Who Needs Philosophy? Colleges Defend the Humanities Despite High Costs, Dim Job Prospects.”

A story by Associated Press reporter Justin Pope, “Liberal Arts Colleges Forced to Evolve with Market” (January 13), quoted CIC President Richard Ekman discussing the questions institutions face in finding the right balance between the liberal arts and professional studies. That story appeared in dozens of newspapers nationwide.

Two reporters who attended CIC’s 2013 Presidents Institute wrote about the conference session, “Collaborative Efforts on Student Aid and Admissions Policies: A Report on Progress, Prospects, and Possibilities.” Inside Higher Ed editor Doug Lederman filed a story, “Baby Steps for Need-Based Aid” (January 7); Lee Gardner, senior editor of the Chronicle of Higher Education, wrote an article, “Private-College Presidents Urge a Commitment to Need-Based Aid” (January 6).

Another Chronicle reporter, Ruth Hammond, interviewed Ekman for a story, “As Presidents Retire, Colleges Look Farther Afield for Their Replacements” (January 7), in which he commented on some of the reasons for leadership changes at private colleges.

Change magazine printed a letter to the editor by Ekman titled “Good Students Make Good Graduates” (November/December 2012). The letter responds to an article by Josipa Roksa and Richard Arum (July/August 2012) that highlights their analysis of American higher education. Ekman’s critique is that the researchers do not disaggregate their findings “in order to showcase those [institutions] that exhibit the characteristics that correlate with better academic performance…and postgraduate success.”
Kathy Whatley was appointed CIC’s new vice president for annual programs and began full-time work on March 4. Her primary responsibilities include development of the Institute for Chief Academic Officers, the Presidential Spouses Program, and the Division and Department Chairs Workshops. Whatley comes to CIC from Berry College (GA), where she served as provost beginning in 2008. Prior to her appointment there, she served the University of North Carolina at Asheville as interim vice chancellor for academic affairs, dean of natural sciences, associate vice chancellor for academic affairs for natural sciences, dean of faculty, director of the undergraduate research program, and professor of physics. Whatley earned a BS in physics from Wake Forest University and an MA and PhD in experimental nuclear physics at Duke University. She has made presentations at many conferences, including CIC’s Institute for Chief Academic Officers, on such topics as undergraduate research, faculty compensation, and managing non-tenure-track faculty members.

CIC President Richard Ekman served as facilitator of the Kenyon College (OH) trustees’ retreat on February 7 and addressed the topic of “Challenges to Liberal Arts Colleges.” Ekman also participated in Hiram College’s (OH) board meeting on January 25, providing remarks on trends in independent higher education. He participated in a January 14 review of the Council on Undergraduate Research’s project on “Institutionalizing Undergraduate Research for State Systems and Consortia.” In addition, he participated in a meeting hosted by the Council on Higher Education Accreditation on MOOCs and accreditation. Ekman also delivered the keynote address at the annual meeting of the North Carolina Independent Colleges and Universities on March 11. He spoke about trends and issues in private higher education and CIC’s new campaign for the liberal arts.

Ned Moore, CIC vice president and executive director of the Foundation for Independent Higher Education, served as the keynote speaker for the 60th anniversary annual meeting of the Associated Colleges of Illinois (ACI). Held in Chicago, Illinois, on December 11, the gathering honored major donors and celebrated the notable impact that ACI has had on the advancement of the private college sector in the state.

Following nearly four successful years at CIC, Ginny Coombs, vice president for annual programs, retired in March. In announcing Coombs’ retirement, Ekman said, “We have all been the beneficiaries of Ginny’s excellent judgment, farsighted planning, and infectious enthusiasm since her arrival at CIC. We wish her well in retirement.”

Joy Jump is conference and program coordinator at CIC. Her responsibilities include working with Network for Vocation in Undergraduate Education program activities as well as overseeing registration for the College Media Conference, Workshops for Department and Division Chairs, Institute for Chief Academic Officers, and Executive Leadership Academy.

She comes to CIC from the Irrigation Association in Washington, DC, where she served as the meetings manager for two years. Previously, Jump was the program manager for events at the Association of Children’s Museums. She graduated in 1996 from the University of Illinois, Urbana-Champaign with a BS in forestry, natural resources, and environmental science. Jump also is a National Academy of Sports Medicine certified personal trainer.

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

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

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

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

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

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

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

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

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

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

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

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

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

DATA (cicdata-list@cic.edu): Open to those at CIC member institutions interested in discussing issues of data and institutional research.

The Independent is published by:
The Council of Independent Colleges
One Dupont Circle, NW, Suite 320
Washington, DC 20036-1142

Richard Ekman, President
rekman@cic.nche.edu
Laura Wilcox, Editor
lwilcox@cic.nche.edu
Paula M. Miller, Associate Editor
pmiller@cic.nche.edu
Lilia LaGesse, Layout/Production
llagesse@cic.nche.edu
<table>
<thead>
<tr>
<th>Date</th>
<th>Conference</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 4–6</td>
<td>Workshop for Department and Division Chairs</td>
<td>Philadelphia, PA</td>
</tr>
<tr>
<td>April 12</td>
<td>CIC/New York Times Student News Editors Workshop</td>
<td>New York, NY</td>
</tr>
<tr>
<td>April 28–30</td>
<td>State Fund Members Annual Conference</td>
<td>Indianapolis, IN</td>
</tr>
<tr>
<td>May 14–16</td>
<td>Workshop for Department and Division Chairs</td>
<td>Cincinnati, OH</td>
</tr>
<tr>
<td>May 21–23</td>
<td>Workshop for Department and Division Chairs</td>
<td>Saint Paul, MN</td>
</tr>
<tr>
<td>June 4–6</td>
<td>Workshop for Department and Division Chairs</td>
<td>Albuquerque, NM</td>
</tr>
<tr>
<td>June 16–18</td>
<td>2012–2013 Senior Leadership Academy Closing Seminar</td>
<td>Washington, DC</td>
</tr>
<tr>
<td>June 17–21</td>
<td>NetVUE Scholarly Resources Project (Seminar 1)</td>
<td>Holland, MI</td>
</tr>
<tr>
<td>June 19–21</td>
<td>2012–2013 Executive Leadership Academy Closing Seminar</td>
<td>Washington, DC</td>
</tr>
<tr>
<td>June 23–28</td>
<td>Teaching Pre-Modern European Art in Context Seminar</td>
<td>Atlanta, GA</td>
</tr>
<tr>
<td>June 26–28</td>
<td>College Media Conference</td>
<td>Washington, DC</td>
</tr>
<tr>
<td>July 7–10</td>
<td>Presidential Vocation and Institutional Mission Seminar</td>
<td>Bradford, PA</td>
</tr>
<tr>
<td>July 14–19</td>
<td>CIC/Gilder Lehrman American History Seminar</td>
<td>Stanford, CA</td>
</tr>
<tr>
<td>July 23–27</td>
<td>Ancient Greece in the Modern College Classroom Seminar</td>
<td>Washington, DC</td>
</tr>
<tr>
<td>August 1–3</td>
<td>Degree Qualifications Profile Consortium Meeting</td>
<td>Indianapolis, IN</td>
</tr>
<tr>
<td>November 1–3</td>
<td>2013–2014 Senior Leadership Academy Opening Seminar</td>
<td>Pittsburgh, PA</td>
</tr>
<tr>
<td>November 2–5</td>
<td>Institute for Chief Academic Officers</td>
<td>Pittsburgh, PA</td>
</tr>
</tbody>
</table>