SPECIAL REPORT: 2012 PRESIDENTS INSTITUTE
Champions of the Liberal Arts

The 32nd annual CIC Presidents Institute featured presidents as “Champions of the Liberal Arts” and drew a record number of participants. With 342 presidents, 170 spouses, and a total registration of 785 people, it was again the largest annual conference of college and university presidents in the country.

Held January 4-7 in Marco Island, Florida, sessions explored such questions as: How can the proven value of a liberal arts education over a lifetime be presented persuasively? How can presidents articulate the institution’s distinctive mission in compelling and nuanced ways? In what ways do the liberal arts foster workforce development and global competitiveness? How can an education grounded in the liberal arts be meaningfully connected to a lifetime of career success, personal fulfillment, and civic engagement?

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

(See Special Report, pages 6–15)
As Americans have become more anxious about the paucity of fellow citizens with expertise in science and technology, the media and the public are questioning the extent to which colleges and universities prepare students for productive lives after college. Graduates in science and technology fields are needed for the jobs that will exist in the emerging economy. Within recent memory, the National Academy of Sciences’ 2005 report, Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future and the 2010 Rising Above the Gathering Storm, Revisited, began a refrain that the White House, Lumina Foundation, and others have echoed most recently. The refrain urges colleges to produce more graduates with advanced degrees in fields that serve America’s national and international interests.

A parallel public commentary has focused on the role of colleges in preparing responsible citizens. Commentators say that colleges are not doing enough to produce individuals who, beyond their lives as economic beings, volunteer for organizations that serve the common good, vote regularly, and make the effort to learn about issues so that informed grass-roots discussion will eventually lead to wise public policy.

Oddly, colleges receive both praise and criticism for their efforts to serve the common good. On one hand, colleges are acknowledged as serving the public interest by fostering economic well-being and shaping sensible public policy. On the other hand, colleges are criticized for helping individuals obtain “private” benefit (that is, more prestigious careers with higher salaries)—instead of contributing to society’s benefit. That perception becomes truly pernicious when critics equate state universities with the “public” good and independent colleges with “private” benefit. In fact, colleges and universities are graduating specialists in fields that are urgently needed, as well as responsible citizens.

Though all colleges and universities could do a better job to address society’s needs, independent institutions are meeting these needs especially well. Take, for example, the role of colleges in producing more scientists and engineers. The National Science Foundation’s periodic surveys of the number of earned doctorates indicate that graduates of independent colleges and universities are disproportionately represented among career scientists. Consider this case. The student body of Oberlin College (OH) is one-tenth the size of the University of Wisconsin at Madison. Yet the number of physics majors at each of these highly-selective institutions shows that Oberlin is doing proportionally more to meet the country’s need for PhD physicists. Here are the numbers in four consecutive years of Oberlin and Wisconsin undergraduates (respectively) who later received PhDs in physics: 5 and 9; 2 and 2; 2 and 4; and 1 and 4. Or consider another case: Eighty percent of the nation’s 600 smaller colleges offer teacher preparation programs. These colleges account for only 12 percent of the nationwide undergraduate population, yet they account for 20 percent of the new teachers each year.

With respect to preparing responsible citizens, surveys show that independent college graduates vote more frequently, give more to charity, and volunteer for civic groups more often than other graduates. (For survey data, see www.cic.edu/makingthecase.)
A number of promising initiatives that are reclaiming the role of colleges in advancing the public good include Augsburg College’s (MN) American Commonwealth Partnership and AASCU’s American Democracy Project, which use national and regional meetings, curriculum revision, and programs that encourage greater attention to civic involvement on both state university and independent college campuses. Also, Allegheny College (PA) recently announced a Prize for Civility in Public Life, awarded to journalists Mark Shields and David Brooks, to honor individuals on opposing sides of the ideological spectrum who show noteworthy civility while arguing passionately for their views. In addition, a recent report from the National Task Force on Civic Learning and Democratic Engagement, *A Crucible Moment: College Learning and Democracy’s Future*, inventories a dizzying array of campus-based activities that encourage students to work toward improvement of their communities and, ultimately, the entire nation through college graduates’ deeper involvement in civic institutions. A visible example of these societal contributions is the Your Voice, Your Vote project—a nonpartisan, national campaign that aims to engage college students in the electoral process and demonstrate to the public that students are good citizens. CIC cooperates with NAICU and nearly 50 other national higher education associations on the project.

Colleges and universities can do even better. Initiatives such as Project Pericles (a nonprofit organization that encourages colleges to include social responsibility and civic participation in their educational programs) target what are often the weakest links in collegiate efforts to encourage civic engagement by students. Project Pericles insists, first, that college trustees embrace greater involvement in civic institutions as an explicit value of the college and, second, that the college’s program of civic engagement include formal coursework in many disciplines, not only cocurricular activities. As the college-going population adds more first-generation, minority, and low-income students, these steps enable independent colleges, with their high rates of success for these at-risk students, to demonstrate their natural roles as laboratories for democracy and as engines of social mobility.

Colleges alone can’t fix all of America’s shortcomings in civic engagement. After all, only two-thirds of high school graduates enter college, only 57 percent of college freshmen complete college within six years, and only 30 percent of Americans over 25 years of age have a four-year college degree. Even if the number of Americans with high-quality college degrees continues to increase, college-based programs will make a real difference in revitalizing democratic participation only if the broader population is also engaged.

Grass-roots, community-based organizations rarely involve a large percentage of a community’s population and these local initiatives, sadly, resist larger alliances more now than they once did because local activists lack confidence that larger governmental, NGO, or financial institutions can be truly responsive to the people. The Kettering Foundation, which has devoted many years to studying this malaise and what works to revitalize civic engagement, promotes National Issues Forums for community groups to discuss major policy issues in civil and constructive ways and in ways that raise the likelihood of consensus ultimately emerging. We need more efforts like this.

And we need more efforts to link what colleges and universities are doing to restore confidence in democratic processes with the broader-based community efforts. As a first step, colleges need to address the lack of coherence in students’ efforts to influence political and social change that the recent Occupy movement revealed. We must restore students’ belief in the use of durable social and political institutions to work for the common good.”
New Members, Officers Elected to CIC Board of Directors

During the CIC Board of Directors meeting at the 2012 Presidents Institute seven new members were elected to the Board. They will serve a term of one, two, or three years beginning in 2012. In addition, seven Board members were appointed to the Executive Committee (see box on page 5).

Tony Aretz was appointed president of the College of Mount St. Joseph (OH) in 2008 after serving as the academic vice president of Christian Brothers University (TN) and earlier as a faculty member at the United States Air Force Academy for 17 years. Aretz began his academic career after retiring as a Lieutenant Colonel in the U.S. Air Force, where he served for 28 years. He received a PhD in engineering psychology from the University of Illinois at Urbana-Champaign and an MA in applied behavioral science in human factors from Wright State University. He received his BA from the Air Force Academy. Aretz has directed the formation and initiation of a three-year strategic plan at the College of Mount St. Joseph; the plan includes the launch of a new Ethical Leadership Development Initiative.

Steven C. Bahls is the eighth president of Augustana College (IL). He joined the college in summer 2003 and was installed as president in October of that year. Prior to his appointment at Augustana College, he served as dean of Capital University Law School and as associate dean and professor at the University of Montana School of Law. Licensed as both a CPA and a lawyer, Bahls practiced corporate law with the Milwaukee law firm of Frisch, Dudek & Slattery. He holds a JD from the Northwestern University School of Law and a BA from the University of Iowa. A recognized scholar in business law and agricultural law, Bahls has written hundreds of articles in publications such as Entrepreneur, Independent Banker, and Nation’s Business.

Marjorie Hass became the 15th president of Austin College (TX) in 2009. Prior to her presidency at Austin College, she served as chief academic officer and provost of Muhlenberg College in Allentown, Pennsylvania. Hass began her career at Muhlenberg in 1993 as a member of the philosophy department and also served as director of Muhlenberg’s Center for Ethics, where she was responsible for programming and integration of the center’s program into the curriculum. Hass earned her BA, MA, and PhD degrees in philosophy at the University of Illinois at Urbana-Champaign. She is a member of the board of Independent Colleges and Universities of Texas and chaired the CIC/New York Times Presidents Council meeting in October 2010. She currently chairs the Southern Collegiate Athletic Conference Board of Directors.

Thomas L. Hellie was named the 19th president of Linfield College (OR) in 2006 after spending six years as president and executive director of the James S. Kemper Foundation in Chicago, Illinois. Hellie has spent his entire career in higher education. He was a tenured faculty member in theatre and English at Hiram College (OH) before holding positions as program officer and then as vice president of the Associated Colleges of the Midwest. Hellie earned his BA from Luther College (IA) and an MA and PhD in theatre history from the University of Missouri-Columbia. He previously served as a trustee of Lehigh-Rhyne University (NC) and as a trustee of the U.S. Business School in Prague, Czech Republic. In 1996, Palacky University (Czech Republic) awarded him its highest honor, the Pamětní Medal, for his contributions to Czech higher education.
Michele Perkins was appointed president of New England College (NH) in 2007. She began her service to the college in fall 2001 as vice president for enrollment and became senior vice president two years later. Perkins also teaches in the master’s program in higher education administration. Previously, she taught speech and drama at Emerson College (MA) and Curry College (MA). She also has held positions in admissions and enrollment management at White Pines College, New York Law School, and Trinity College. As a consultant, she has worked with colleges and universities across the country on a wide range of projects focused on recruitment, retention, and strategic planning. Perkins earned her EdD in higher education management from the University of Pennsylvania. She holds an MA in communication studies from Emerson College and a BSS from Northwestern University.

Kim S. Phipps was named the eighth president of Messiah College (PA) in December 2004, the first woman president in the college’s history. Prior to her appointment as president, Phipps served as Messiah’s interim president, provost, and academic dean. She has authored numerous publications on topics related to community and higher education. Phipps holds a BA from Kentucky Christian College, an MA in speech communication from Morehead State University, and a PhD in communication studies from Kent State University. She serves on several local, regional, and national boards.

Tim Summerlin became president of Schreiner University (TX) in 2001 after serving as provost and vice president for academic affairs since 1999. Prior to his time at Schreiner, he was acting provost and dean of the College of Arts and Sciences at the University of Tennessee-Chattanooga. Summerlin has 38 years of experience in higher education, serving two decades as a faculty member teaching courses in English composition, literature surveys, and graduate courses in American literature, literary criticism, and the Bible as literature. He serves on educational boards and committees in two states, as well as in professional organizations and various local boards promoting education, commerce, the arts, science, and community welfare. Summerlin earned his BA from Abilene Christian University and his MA and PhD in English from Yale University.
In her well-received keynote address, Nannerl O. Keohane, distinguished former president of Duke University and Wellesley College, emphasized the importance of presidential commitment to the liberal arts. She detailed five key arguments that educators can use to confront skeptics. Excerpts from Keohane’s speech follow. (Her speech was also adapted as an essay for the Chronicle of Higher Education, http://chronicle.com/article/The-Liberal-Arts-as-Guideposts/130475.)

Speech Excerpts

“At this meeting we celebrate the impressive record of our campuses and reaffirm our commitment for the future. But there are also challenges that we need to face together. We should pool our ideas and energies and think strategically about how we can most effectively champion liberal arts education today and in the future…. 

“Ironically, of course, this very broad, capacious form of education is rooted in a specific curriculum in classical and medieval times, including rhetoric, arithmetic, geometry, the trivium and the quadrivium. But it would be wrong to assume that because it has such ancient roots, this kind of education is outdated, stale, dusty or irrelevant. The liberal arts lend themselves particularly well to contemporary high-tech methods of imparting knowledge.

“We all wrestle with the challenges of educating students who are used to multi-tasking, doing their homework while listening to music on their ipods and texting on their iphones. For such students, the web-based facilities of exciting liberal arts courses are particularly salient. What would teachers across the millennia—Aristotle or Erasmus or Robert Maynard Hutchins—not have given for a technique that allows one to tour the world’s greatest museums, looking closely at the details of countless masterpieces; explore the ruins of ancient castles and pyramids and forums, joining archeological digs at your desk and turning objects around to see them from all sides; and visualize problems in geometry or astronomy or mathematics in several dimensions and work out their solutions…. 

“In her recent book entitled Not for Profit: Why Democracy Needs the Humanities Martha Nussbaum notes that she has been recently involved in discussions about creating a liberal arts curriculum in the Netherlands, Sweden, India, Germany, Italy, and Bangladesh.

“Yet, as we know, the trends [of increased interest in liberal arts programs] in the U.S. are in the opposite direction…. 

“At least three factors are at work in this decline: a) the creation of increasingly specialized disciplines and the rewards for faculty members of advancing knowledge in those areas; b) the economic premium that is thought to reside in a highly technical form of preparation for careers; and c) a growing focus on graduate education from the early 20th century to the present day. These developments have clearly not been beneficial for American undergraduate education…. 

“I will offer five arguments designed to defend the liberal arts (as distinct from vocational or narrowly pre-professional training) as the best education for undergraduates…. 

“The first, most practical defense: I would argue that the liberal arts (and sciences) are the best possible preparation for success in the learned professions—law, medicine, teaching—as well as in the less traditionally learned but increasingly arcane professions of business, finance, and high-tech innovation…. [A] liberal arts education, including a liberally oriented study of the natural and social sciences, presents material in a context that will be much more useful to budding lawyers or physicians or venture capitalists than a narrowly construed preparation in their ‘own field.’…

“The second, slightly less utilitarian defense of a liberal arts education is that it hones the mind, teaching focus, critical thinking, and the ability to express oneself clearly both in writing and speaking—skills that are of great value no matter what

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The Economy and the Future of Independent Colleges

Cornell University economics professor Ronald G. Ehrenberg opened his plenary address by enumerating a few of the economic challenges that presidents currently face—including strain on financial aid budgets, pressure to limit tuition increases, and a public focus on degrees that promise higher earnings—all of which increase pressure on CiC presidents to defend the value of a liberal arts education. He also explored the changes in American higher education over the last three decades and concluded with an examination of how CiC members have responded, and might respond in the future, to these changes.

The “take away message,” Ehrenberg said, is that CiC presidents “have a unique advantage relative to their public sector counterparts because of the difference in governance structures and financial models under which they operate.”

During the Great Recession, Ehrenberg said, “private institutions, which use need-based and merit aid to craft their classes and to achieve desired enrollment levels, found that market forces do matter.” He explained that competition from lower-priced public institutions, stagnating real family income levels during much of the period, and the decline in family incomes and assets after the financial collapse, dramatically increased the need for private institutions to boost grant aid and offer tuition discounts.

In public higher education, Ehrenberg said, “tuition increases have barely offset a long-run decline in per full-time equivalent student state appropriations…which averaged $6,454 in fiscal year 2010. At its peak in fiscal year 1987 the comparable number (in constant dollars) was $7,993, a decline of 19 percent. Overall, the sum of net tuition revenue and state appropriations per full-time equivalent student at the publics was roughly the same in real terms in fiscal year 2010 as it was in fiscal year 1987.”

Ehrenberg added that public higher education faces pressures to increase enrollments and persistence and graduation rates at the same time that state support is being cut. Because of these pressures, public institutions have recently been paying more attention to improving the flow of students from public two-year colleges to public four-year colleges.

This also presents opportunities for independent higher education, he noted. “Perceptive leaders of private academic institutions should realize that rising enrollments at public two-year colleges provide an opportunity for private institutions to compete to enroll graduates of these colleges who seek four-year degrees.”

In addition, pressure on public institutions to use faculty resources more efficiently may become an advantage for CiC member institutions concerned about quality education. Ehrenberg said, “In the main, you believe that quality is enhanced with small classes and a large share of tenured and tenure track faculty…. If I were a CiC president, I would repeatedly emphasize the quality dimension of your students’ experiences and how your persistence and graduation rates compare to those of public institutions whose student profile is similar to yours.”

Ehrenberg also said public institutions are “facing pressures to serve as engines to enhance employment and tax revenues in their states. Public research universities are being asked to provide research findings that will lead to the development of new technologies that will stimulate job creation. All public academic institutions are facing pressure to produce graduates in fields that will yield higher earnings and hence higher tax revenues for the state.”

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—Ronald G. Ehrenberg (continued on page 10)
College and university presidents should be more engaged in issues of religious diversity and work hard to promote interfaith dialogue, much as they earlier committed to promote racial diversity, multiculturalism, and civic engagement, said plenary speaker Eboo Patel. Patel is president of Interfaith Youth Core and former White House advisor. “It is on your campus where students develop new eyes and skills to engage in these big issues.” Presidents, he said, need to foster interfaith cooperation and address the issues that arise from the increasing presence of students and faculty members of different faith traditions.

Patel’s inspiring address began with stories about how he came to be where he is now—an American Muslim from India who is deeply committed to multiculturalism and interfaith dialogue. Everything he did as a youth growing up in Chicago in the 1980s was about “trying to be just like everyone else,” Patel said. His high school curriculum rarely addressed issues related to race, “and there were no writers of color in the curriculum.” But college was different. When he arrived at the University of Illinois he found a “whole different discourse about race.”

Patel joined in the fight for diversity and multiculturalism on campus and in society, but he soon realized that diversity intertwined with identity issues, and those issues were at the root of all religious conflict. After 9-11, it became clear that “every time something happened in the Middle East, there were large demonstrations on the quad.” Many conflicts that arose among student groups on campus were sparked by cultural occurrences such as the emergence of highly aggressive atheism and news stories about Muslim extremism. Even so, college students and the American public still are not discussing religious identity issues to the extent necessary to promote change, Patel cautioned.

He called on college presidents to undertake efforts to foster religious tolerance on college campuses. When he travels to campuses for speeches, he often asks the students “What do you admire about Islam?” He said, “The silence is embarrassing for them and me. They just don’t know.” Even though America is the most racially and ethnically diverse society in history, he said, Americans still don’t know about other cultures or religions. “When schools and colleges don’t teach these, a vacuum is created that is filled by less responsible forces—like the evening news.”

“We need to educate our students for interfaith leadership…. All students ought to know what a multicultural society could look like,” Patel stressed. He added that “Engaging in America in the 21st century means engaging in religious diversity. We should know all religions. To not engage that reality means to facilitate the atrophying of the religious identity of students.”

Patel launched the Interfaith Youth Core (IFYC) in 2002 with some peers to build an interfaith youth movement using service as the bridge. The IFYC is now working with hundreds of campuses to develop models that show what interfaith cooperation can look like. “If we are going to do this well, we need to think of interfaith cooperation as a whole campus effort…and create a big vision.”

Students, staff and faculty members, the administration, and alumni/community form the four layers of interfaith programs on campus. Patel cited as examples Augustana College’s (IL) “Better Together Campaign,” which held five interfaith events in five weeks to engage the Muslim community, articulate faith traditions on campus and in the community, and bring the community together by packaging meals for a new homeless shelter. Berea College (KY) focused on staff development by providing religious diversity training for full-time staff members and student employees and creating a sustainable campus hub in the campus religious center for ongoing support. Dominican University (IL) developed an honors course in interfaith leadership, added interfaith literacy classes across traditions, and offered faculty workshops and resources on religious diversity.

Patel said these and hundreds of other efforts, many in response to President Obama’s Interfaith and Community Service Campus Challenge, are already making a difference. “We know that when people have positive interactions with people of other [religious] traditions…attitudes improve, knowledge is gained, and relationships are developed,” creating what he called an “interfaith triangle.” Colleges and universities are collectively “building a big platform for interfaith service to help those in need, build bridges of understanding between ourselves and our neighbors, and unite Americans across religious lines.” Patel urged college presidents to continue the dialogue and further collective efforts to foster interfaith understanding.

“When schools and colleges don’t teach [about other cultures or religions], a vacuum is created that is filled by less responsible forces—like the evening news.”

—Eboo Patel
The Enduring Role of Independent Colleges in American Higher Education

A special Presidents Institute closing plenary session featured Charles Currie, SJ, former president of the Association of Jesuit Colleges and Universities; Marylouise Fennell, RSM, senior counsel to CIC; and David L. Warren, president of the National Association of Independent Colleges and Universities (NAICU). The session was moderated by Doug Lederman, editor of Inside Higher Ed.

Warren kicked off the discussion by stating that the erosion of public good will, declining support of Congress, and less positive treatment by the press toward higher education began 20 years ago. The higher education community wrestled with how to respond in constructive ways and developed the beginnings of a strategy that Warren said remains effective today. “When we are right on our principles and organized effectively for direct action, independent higher education will be preserved, protected, and enhanced.” Among the actions taken was the creation of Campus Compact, an organization of 1,200 colleges and universities that reinforce, restate, and elevate the principles of serving the public good and preparing students for citizenship. Another action included organizing effectively to fight the new set of rules and regulations imposed by the State Postsecondary Review Entity (SPRE) program in the 1992 reauthorization of the Higher Education Act. An additional effort included opposing then-Speaker Gingrich’s Contract with America, which would have cut student aid substantially, leading to the grassroots effort “Stop the Raid on Student Aid,” which then led to the creation of the Alliance to Save Student Aid (now Student Aid Alliance). In response to the Spellings Commission’s focus on learning outcome measures, another effort involved creating the University and College Accountability Network (U-CAN) to provide consumer information about colleges and universities, including hundreds of institutional profiles that contain comparable data and links to qualitative campus information.

Charles Currie added that the Association of Jesuit Colleges and Universities has worked right alongside NAICU, CIC, and other associations to defend independent higher education against the barrage of criticism Warren outlined, as well as several more recent critiques of higher education. “All of us are challenged today to tell our story—explaining, refuting, and clarifying. Independent higher education has much to be proud of—our history of excellence in quality and liberal learning, our student-centered and value-oriented missions, our creative innovation with limited resource, and our impressive record of educating for leadership and service.”

Currie said, “It is essential that presidents exercise their influence to maintain the core values of the institutions; they cannot be aloof from the institution. Some presidents or would-be presidents are discouraged by the perception that presiding over an institution is not fun anymore because the only concern is the bottom line.” That’s not the case, Currie said, stressing that presidential leadership demands a range of strategies and characteristics. For example, presidents need to “get rid of the silos, ensure that academic and student affairs officers work together; model fair-mindedness, civility, and a sense of humor; reward good behavior; and be transparent and candid.” He concluded that “Change is always more palatable when we are focused on quality, not cuts. Our institutions are often characterized today as dinosaurs, mazes, or snails. We need to characterize our enterprise as nimble and flexible.”

Marylouise Fennell followed Currie’s and Warren’s discussions of past and current challenges with a focus on the future. “We need to be catalysts for change…. Higher education can’t be about the status quo.” Fennell stressed that change has to happen now and that higher education leaders, among other actions, need to:

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profession you may choose, or if you do not choose to follow a career, no matter what kind of life you may lead. It's not just that you are taught specific materials in a liberally designed context, but more generally, a liberal arts education can positively affect the way your mind is shaped, the habits of thought that you develop. Precisely because our students are so adept at multitasking, it is especially important for them to learn how to focus, how to spend time parsing through a single argument and remain attentive to it alone for a significant amount of time....

“My third argument is that a liberal arts education is the best education for citizenship in a democracy like our own. In the book I cited earlier, Not for Profit, Martha Nussbaum points out that from the early years of our republic educators and leaders have ‘connected the liberal arts to the preparation of informed, independent, and sympathetic...citizens.’... At a time when democracy is struggling to be born in countries around the world, and countries that have long enjoyed democracy are struggling to sustain it against pressures of multiple varieties, this may be the best of all the arguments for a liberal arts education. As Nussbaum reminds us, we need citizens who see fellow citizens as individuals with equal rights, who can assess arguments made by people who have a stake in a particular outcome and note the bias this involves, be attuned to the nuances in complex political situations, and respect the interests and the dignity of others who are not like them.

“The fourth argument for a liberal education, in addition to the way materials are presented, the habits of mind that are instilled, and the preparation for democratic citizenship, is even broader; it is in many ways my favorite of the four.... With due credit, I borrowed it from Michel de Montaigne's 16th-century essay "Of Solitude."... Montaigne used the arresting image of the 'backroom of the mind.' He thought of his own mind as a kind of tower library to which he could retreat even when he was far from home, filled with quotations from wise people and experimental thoughts and jokes and anecdotes, where he could keep company with himself.... So that's my fourth argument for a liberal arts education: furnishing the back room of your mind, preparing yourself for both society and solitude.

“My final argument for the liberal arts will resonate with many of you in this gathering, although it is unlikely to convince the skeptics. This is the argument that a liberal arts education admits you to a community of scholars, both professional and amateur, spanning the ages. Here I would quote one of my predecessors as president of Wellesley, Alice Freeman (later Alice Freeman Palmer).... She gave a well-known speech to answer the repeated question she got from girls and their families, ‘Why Go to College?’ Alice Freeman said: ‘We go to college to know, assured that knowledge is sweet and powerful, that a good education emancipates the mind and makes us citizens of the world.’ The sweet and powerful knowledge imparted by a liberal arts education is specifically designed to fulfill this promise, as no other kind of education can be: It emancipates the mind, and makes us citizens of the world....”

“As an economist,” Ehrenberg continued, “I certainly believe that money matters, but it is not the only thing students should be thinking about in making career decisions and that states should be thinking about in making funding decisions for their public institutions. In the years ahead, CIC member institutions will face pressures from parents and potential students to provide education that will lead to future employment prospects. But you will not feel the additional pressures that public institutions will feel because of their relationships to their states. Assuming that the trustees of your institutions share your views about the importance of liberal education, you will have much more freedom to make this case to potential students than your public counterparts will have. You should take advantage of this freedom.”

Ehrenberg urged CIC presidents to emphasize their higher rates of full-time faculty members, smaller classrooms, and resulting higher rates of student persistence. He stressed the need to focus on cost-cutting measures that do not impact quality. Ehrenberg also suggested that colleges collaborate more with each other on joint academic programs to save money. Finally, he called for academic leaders to realize that “how we teach our students must change, especially for remedial and introductory-level classes, and that technology must be employed to improve learning outcomes and reduce the per student costs of delivering instruction.”

Focus on innovation and taking risks, especially in meeting the needs of underserved students;

Radically change how content is delivered (given that “information technology is a continent on which the young are natives and adults are tourists,” as technology executive Jon Barlow put it);

Develop a flexible tenure policy;

Focus on excellence in teaching and student service; and

Review admissions standards that help middle-class students at the expense of less prepared inner-city students who are products of the failing K-12 education system—to ensure that the talents of the neediest students are not lost.

Despite the challenges higher education leaders face, Fennell urged presidents to have hope. “Hope above all things gives us the strength to live, work, and care and to give others the skills they need for the future.”
Workshop Participants Explore Presidential Role in Revitalizing the Humanities

Following last year's highly successful Symposium on the Future of the Humanities, cosponsored by CIC and the Johns Hopkins University's School of Advanced International Studies, a Presidents Institute workshop invited participants to ponder further the issues facing the humanities and potential solutions to those issues.

Scott Miller, president of Bethany College (WV), introduced the session with a lament that higher education does an inadequate job of presenting the value of the liberal arts to the public, and that liberal arts colleges are being threatened by the false perception that students must pursue career-related majors if they are to make sufficient salaries to afford middle-class lifestyles. The humanities are also increasingly susceptible to budget cuts. Miller urged presidents to work with their board members to find other, more creative ways to balance institutional budgets instead of compromising the humanities. Institutions are undertaking innovative strategies to save money and thus avoid undermining the liberal arts, including the humanities, he said.

During the discussion, George Kaludis, president of Kaludis Consulting, questioned whether these approaches are “enabling strategies” that allow institutional leaders to avoid doing the hard work of preserving and promoting the value of the humanities.

Ronald Crutcher, president of Wheaton College (MA), suggested that teaching and learning in the liberal arts can be made more appealing and intellectually stimulating by featuring courses that cross disciplines. For example, he cited Wheaton’s “connections” curriculum that includes the popular course “Sex, Lies, and Quantum Physics.” Lastly, Crutcher urged campus leaders to learn to use diversity to advance learning in the humanities. First-generation and low-income students, he said, can benefit especially from study of the humanities.

Moderator Sharon Herzberger, president of Whittier College (CA), suggested that infusing the humanities into business degree requirements was a promising move in the right direction. Georgia Nugent, president of Kenyon College (OH) and a presenter at the 2011 Symposium, offered some real “on the ground” examples of the usefulness of the humanities:

- The New York Times reported that a soldier suffering from post-traumatic stress syndrome responded to a casting call for a film on war and is on his way to recovery thanks to the power of drama.
- Nan Keohane in her keynote presentation expressed her gratitude that music helped her cope with post-9-11 distress.
- Hiram College (OH) employees who participate in its “Books at Work” program reported that they feel empowered by having the same opportunity as students to learn about great works of literature, and surveys find that work satisfaction has increased significantly as a result.

Christopher Nelson, president of St. John’s College (MD), closed the workshop with a stirring and inspirational celebration of the humanities. “The aim of a liberal education,” he said, “is the cultivation of the individual mind in the arts of freedom—life, liberty, and the pursuit of happiness. A liberal education gives life to the independence of human beings.”

Finance Experts Give Tips on Program Assessment and Resource Reallocation

Colleges and universities have been under great pressure to make ends meet while facing changing student needs, reduced funds, a weak economy, and increased competition from for-profit institutions. In a workshop on Navigating the New Normal, Jane V. Wellman, executive director at the Delta Cost Project, and Richard Staisloff, principal of the RPK Group and former vice president for finance and administration at Notre Dame of Maryland University, discussed financial challenges that institutions face and offered potential strategies to address these challenges. The speakers stressed that in order to determine whether and how to reallocate funds, colleges and universities should analyze program costs, programs’ relationship to the institution’s mission, and the degree to which the programs meet student needs.

(continued on page 12)
Staisloff remarked that the goal of such analysis is to produce information that can inform decision making. He added that if results indicate a program should be cut for financial reasons, institutions can still decide to subsidize a program because it is important to the institution’s mission.

The presenters advocated that to navigate the current environment institutions should confirm what they are good at (their mission), what students want (the market), and how institutions can bring these forces together in a way that generates resources (the margin). Furthermore, institutions should know where their economic engines are; focus on the mission, market, and margin opportunities; and have the courage to reallocate funds to other programs.

Staisloff emphasized that institutions must understand net revenue to determine a program’s return on investment and should shift their focus from “spending” to “investing.” Almost all institutions have subsidized academic programs, he noted. But when determining the appropriateness of a subsidy, institutions should consider the program’s relation to the mission, the amount of the subsidy, and how long the subsidy should remain in place. Institutions must also analyze marginal cost—for example, the cost of teaching one more student. An institution should understand how well it is using fixed costs, such as people and facilities, to determine institutional capacity and the amount of an activity that can be added without adding cost.

Once they determine relative cost effectiveness, institutions can identify departments for further review and determine why cost structures vary, Staisloff explained. Key areas to examine include labor costs as a percentage of total department costs, the mix of full-time and part-time faculty, the mix of faculty rank, average semester credit hours taught by full-time equivalent faculty, and average class size.

During a robust Q&A session following the presentation, the participants generally agreed that the best strategy for academic prioritization during the current climate is to reallocate from within.

Speakers Reveal Secrets to College Presidency Success

“Being a college president is no way for an adult to make a living,” stipulated Emerson College (MA) President M. Lee Pelton, quoting Yale University’s late president, Bart Giamatti. Pelton’s fellow presenters and session participants agreed that the job can provide richly rewarding opportunities to shape the future by adding value to a college, building institutional effectiveness and capacity, and educating the next generation of leaders, but that success and enjoyment do not come easily and sometimes never materialize during a presidency.

In answering the question of why quite a few smart people who become presidents fail, Pelton enumerated the diverse roles a college president is expected to play—head cheerleader, academic leader, chief spokesperson who embodies the prevailing values of the institution, chief fundraiser, and chief human resources officer. “Most presidents fail,” he argued, “not because they lack ability but because they misunderstand or misread critical aspects of their particular campus and community environments.” And as a result, well-intended presidential actions “alienate potential supporters, undermine trustworthiness, and stimulate defensive rather than positive reactions” and do so most easily during the early years of “leading with incomplete knowledge of the institution.”

A transition team, chaired by someone other than the new president and charged with developing communications and outreach plans, managing an intense and fast orientation, and planning the inauguration, is critical for a promising start. Pelton further advised newer presidents to keep trustees, and especially the board chair, fully informed; move on easy wins early; be prepared to negotiate rather than dictate; build a trustworthy senior management team; build strong alliances on and off campus; rely on a network of supportive presidential colleagues; and “Presidents must be doers and take advantage of the pulpit to speak out with strong, courageous, and authentic voices on campus and societal issues of relevance.”

—M. Lee Pelton, president, Emerson College (MA)
and take balancing work and life seriously to prevent burnout.

Pelton also advised colleagues to live lives of no regrets based on the mantra “where we see wrongs, right it; where we see hurt, soothe it.” Presidents, he concluded, must be doers and take advantage of the pulpit to “speak out with strong, courageous, and authentic voices” on campus and societal issues of relevance.

Agreeing with Pelton’s bigger-picture assessment, Transylvania University (KY) President R. Owen Williams provided practical tips for presidents that resulted from, as he described it, having to learn to be successful as a leader in a campus environment after a long career on Wall Street in high-level positions at Salomon Brothers, Goldman Sachs, and Bear Stearns Asia. He organized his insights for presidents in categories including First Year (meet with every member of the board and faculty—without doing the talking); Frame of Mind (strive for consensus but do not expect to get it); Access (have an open door but do not let people circumnavigate their superiors); Students (teach a class with another professor—but only teach a few sessions and not during the first year); Speeches (give many talks but do not assume that people only want to hear presidents speak); and Staying Alive (have date night every week and remember who really matters in life).

Advice on Preparing Trustees as Fundraisers

“Engaging more trustee activity in fundraising” is a top concern of college presidents, noted panelists for a session on developing trustees as fundraisers. Richard Dorman, president of Westminster College (PA), and Ted Grossnickle, senior consultant and founder of Johnson, Grossnickle & Associates, provided ideas and suggested effective best practices on the topic.

“It’s a two-part issue: first, raising money from trustees, and second, getting trustees to be more engaged in the fundraising process,” noted Grossnickle. “Both need to be addressed if a college or university is to make major advances in philanthropic support.”

Three key components are needed to make this happen, said Dorman. College leaders should:

- Assure that individuals approached for election to the board have clear expectations about the role;
- Provide a thorough initial orientation for new trustees and ongoing education for the whole board about the role of philanthropy in the advancement of the institution; and
- Be proactive about engaging trustees in the fundraising process.

As Grossnickle said, “Trustees need to know from the beginning that giving to the institution should be one of their top philanthropic priorities. And though not all trustees are going to be top fundraisers, each board member can play a part in some portion of the door-opening, cultivation, or solicitation process. Managing this process effectively should be a top priority of the vice president for advancement.”

The key is having “shared congruencies,” Dorman noted. “There needs to be a match between trustee expectations of the president, the president’s expectations of trustees, and their behavior in fulfilling those expectations.” The best way to achieve this, Dorman continued, is to have a written document, endorsed by the board, that outlines these understandings. As an example, Dorman noted that Westminster’s trustee standards manual states that trustees should affirm that giving to the college is among their highest philanthropic priorities, support the annual fund at a level commensurate with ability, and assist in the identification and cultivation of prospective donors, among other items.

“By clearly spelling out these and other expectations, everyone shares the same understanding, leading to a common trustee bond and commitment to making it happen philanthropically for the advancement of the institution,” Dorman concluded.
2012 Presidents Institute Awards Banquet and Sessions

A photo slideshow of the Institute is available in the online edition of the Independent.

During the Presidents Institute Awards Banquet, CIC honored the John R. Oishei Foundation with the Award for Philanthropy by an Organization for stimulating and enhancing the economic vitality and the quality of life for colleges and universities in the Buffalo-Niagara region of western New York state. Oishei President Robert Gioia (first photo) accepted the award from CIC Board Chair George Martin (left), president of St. Edward’s University (TX). Carolyn and Jerry Holleran (center) were recognized with the Award for Philanthropy by Individuals for their vital support of liberal arts institutions, and Gordon C. Winston (right) gave remarks during the banquet after receiving the 2012 Allen P. Splete Award for Outstanding Service for his work as a visionary economist who created the field of higher education economics.

Presidents, spouses, sponsors, and speakers enjoyed the pre-banquet reception on the terrace of the Marco Island Marriott.

Members of the CIC Board of Directors who completed their terms of service were honored during the Awards Banquet. Pictured (l-r) are George Martin of St. Edward’s University (TX), Jo Young Switzer of Manchester College (IN), Jay McGowan of Bellarmine University (KY), Linda Hanson of Hamline University (MN), Maryann Baenninger of the College of Saint Benedict (MN), and Beverly Daniel Tatum of Spelman College (GA). Not pictured is Jim Dennis of McKendree University (IL).
Peter Heath, president of American University of Sharjah (UAE), asks a question of keynote speaker Nannerl Keohane, former president of Duke University and Wellesley College, who spoke on the importance of the liberal arts.

A session titled National Media Perspectives on Higher Education featured (l-r) higher education journalists Mary Beth Marklein of USA Today, Liz McMillen, editor of The Chronicle of Higher Education, and Daniel de Vise of the Washington Post. They discussed how they determine which issues to cover, stories they expect to report in the coming months, and how smaller colleges can generate more attention from the media.

The theme of the 2012 Presidents Institute, “Champions of the Liberal Arts: Presidential Leadership in Independent Higher Education,” was the focus of an entertaining photo montage slideshow aired during the banquet. The slideshow featured CIC presidents making speeches, cutting ribbons, presenting awards, teaching classes, walking with students, conducting media interviews, accepting large donations, attending ground-breaking ceremonies...and innumerable other official and informal presidential activities.

Seventy-one presidents and spouses participated in the New Presidents Program held January 3–4, prior to the Presidents Institute. Pictured are Bill and Edwina Greer (center), president and presidential spouse of Milligan College (TN), and Jacques and Judy Carter (far left and right), president and presidential spouse of Doane College (NE).

Richard and Jani Flynn, president and presidential spouse of Springfield College (MA) (left) mingled with George and Donna Arnold (center), president and presidential spouse of Silver Lake College of the Holy Family (WI), and Jackie Jenkins-Scott and Jim Scott, president and presidential spouse of Wheelock College (MA), during the pre-banquet reception.
Expanded Leadership Development Programs Take Off

To help address possible future shortages of campus leaders and prepare future leaders of colleges and universities, CIC has been working to expand its leadership development activities. Boosting the effort, CIC last year received a $300,000 grant from the Henry Luce Foundation to strengthen several campus leadership development programs. For more information on the programs, see www.cic.edu/meetings-and-events.

Senior Leadership Academy (SLA)

Cosponsored by CIC and the American Academic Leadership Institute (AALI), the 2012–2013 SLA is a year-long program designed to enhance the skills of mid-level college and university administrators for future roles as vice presidents and “cabinet” officers. The program this year consists of seminars in San Antonio, Texas (November 2–4, 2012) and Washington, DC (June 16–18, 2013). The program also includes readings, experiential activities and initiatives, mentorship by the participant’s nominator and the program director, executive career coaching, and bimonthly conference calls with the mentor and program director. The program director is Ann Die Hasselmo, president of AALI and president emerita of Hendrix College (AR). The deadline to nominate SLA participants was March 30; CIC will announce the selected participants by April 13.

Executive Leadership Academy (ELA)

The 2012–2013 ELA is a year-long leadership development program that helps prepare provosts and vice presidents to serve as effective college presidents. The program consists of two two-day seminars in Washington, DC (August 1–3, 2012, and June 19–21, 2013), readings on presidential leadership, experiential activities and initiatives, mentorship, executive career coaching, and bimonthly conference calls. The ELA focuses on fundraising, comprehensive campaigns, student affairs, endowment and board development, institutional strategic planning, alumni affairs, marketing and branding, and legal issues. Ann Die Hasselmo is the program director. Cosponsored by CIC, AALI, and the American Association of State Colleges and Universities, the deadline to nominate ELA participants was March 16.

Colloquium on Leadership for Chief Academic Officers

To foster perspectives and skills that can lead to success in complex and unpredictable times, CIC and AALI are cosponsoring the Colloquium on Leadership for Chief Academic Officers: Classic and Contemporary Readings. The five-day seminar will take place July 17–21, 2012, in Annapolis, Maryland. John Churchill, secretary of the Phi Beta Kappa Society, will lead the Colloquium, which will examine case studies drawn from classical and contemporary thought and compare them with situations faced by today’s chief academic officers. After discussions in the morning and over lunch, participants will have afternoons to reflect on the day’s topics and prepare for future discussions. The deadline to nominate Colloquium participants was March 30; CIC will announce the selected participants by April 20.

Members of the 2011–2012 Executive Leadership Academy participated in two national seminars, periodic webinars, individualized experiential activities, and mentorship experiences. Participants acquire the knowledge, skills, and experiences germane to the portfolio of responsibilities and activities central to the work of the president.
CIC announced in March that 20 “prospective presidents” had been chosen to participate in the 2012–2013 Presidential Vocation and Institutional Mission program (see box below). These participants, most with their spouses, will begin the year-long program with a meeting in Stowe, Vermont, in July. The program, supported by Lilly Endowment Inc., aims to help prospective presidents and their spouses to clarify their own sense of personal vocation in relation to the missions of the institutions they may lead.

Participants in the 2011–2012 cohort of the program, meanwhile, met in Atlanta, Georgia, February 27–28 to follow up on last summer’s seminar and fall consultations. Nineteen senior campus leaders, many with spouses, continued their reflections at the spring meeting.

The distinctive premise of the program is its recognition that vital questions about presidential effectiveness are often personal and even religious. Such questions address knowing what makes work fulfilling, meaningful, and joyful. Participants considered the possibility that an administrator becomes a president because he or she feels called to accept this responsibility. Through a series of readings and group discussions, the program seeks to facilitate a better fit between candidate and institution, resulting in longer and more fulfilling presidencies.

Several facilitators—experienced college presidents and spouses who act as mentors—guide the program: William Frame, CIC senior advisor for the program and president emeritus of Augsburg College (MN), and Anne L. Frame, former presidential spouse of Augsburg College; Margaret Carney, OSF, president of St. Bonaventure University (NY); Joel Cunningham, vice chancellor emeritus and professor of mathematics, and Trudy Cunningham, retired presidential spouse of Sewance: The University of the South (TN); and Frederick Ohles, president of Nebraska Wesleyan University.

Two participants in the 2011–2012 seminar already have been named to presidencies, bringing to 18 the total number of participants in the prospective presidents’ program who have been named to presidencies. David King, former provost of Eastern University (PA), is now president of Malone University (OH); and James Reynolds, former vice president for academic affairs, dean of the faculty, and interim president, is now president of Wilmington College (OH).

Lizbeth Martin, vice president for academic affairs at Holy Names University (CA), said of the experience, “This seminar has given me the opportunity to reflect and has given me hope about the future of higher education. I’ve been in several of the ‘nuts and bolts’ programs, but without understanding how to connect to the mission of the institution, presidential leadership won’t accomplish the same thing.”

A similar program for current presidents will be held in 2013–2014 and for prospective presidents again in 2014–2015.

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### 2012–2013 PRESIDENTIAL VOCATION AND INSTITUTIONAL MISSION PROGRAM PARTICIPANTS

CIC is pleased to announce the participants in the 2012–2013 Presidential Vocation and Institutional Mission program for prospective presidents and their spouses:

- Ellen Glidden Beaulieu, Mount Ida College (MA)
- John J. Brogan, Northwestern College (IA)
- Albert DeCiccio, Southern Vermont College
- Roger Drake, Lindsey Wilson College (KY)
- David R. Evans, Buena Vista University (IA)
- John J. Brogan, Northwestern College (IA)
- Stephanie Brown Fabritius, Centre College (KY)
- Barbara A. Farley, Augsburg College (MN)
- Jack Fitzmier, American Academy of Religion (GA)
- Mike Fransden, Albion College (MI)
- Christopher L. Holoman, Hilbert College (NY)
- Joseph Jones, North Park University (IL)
- Dan Lawson, Ashland University (OH)
- Benjamin C. Leslie, Gardner-Webb University (NC)
- Christine Pharr, College of Saint Mary (NE)
- Elfred Anthony Pinkard, Johnson C. Smith University (NC)
- Carolyn J. Stefanco, Agnes Scott College (GA)
- W. Richard Stephens, Catawba College (NC)
- Donald B. Taylor, Benedictine University (IL)
- Beth Trippett, Clarke University (IA)
- Jann Weitzel, Lindenwood University (MO)
Department Chair Workshops Focus on Benefits of Collaborative Strategies

"Promoting Institutional Effectiveness through Collaboration" is the theme of the 11th annual Workshops for Department and Division Chairs, which CIC will host in four cities this spring.

Chairs are called on to lead the members of their own department or division, to advocate on behalf of the department or division to senior administrators, and to explain to colleagues decisions reached beyond the department or division level. Many of a chair's daily responsibilities focus on the departmental or divisional level. Yet other responsibilities—including making personnel recommendations, leading changes in the curriculum, assessing student learning outcomes, managing a budget, and functioning as counselors and mentors to colleagues—may affect decisions beyond the department or division. Effective chairs learn the value of developing a broader institution-wide perspective and collaborating with their peers to promote greater institutional success. Most chairs come into their positions with little training for leadership responsibilities or experience cultivating a wider view of campus challenges.

The 2012 workshops will focus on collaborative strategies and practical approaches that chairs can implement upon their return to campus.

CIC has made these workshops affordable for all small to mid-sized colleges and universities. The regional locations of the workshops allow many participants to drive rather than fly to the workshop, saving departmental resources, and CIC selects modestly priced hotels for the meetings. In this time of limited resources, the workshops offer cost-effective professional development opportunities.

Topics for the workshop include Becoming a Leader on Campus; Dealing with Difficult Colleagues; Hiring and Supporting Adjunct Faculty Members; Preventive Law: Adhering to Process and Institutional Policies—Hiring Practices and Faculty Evaluation; Strategies for Collecting and Sharing Data; Understanding the Bigger Budget Picture: Where Department/Division Budgets Fit; and more.

Experienced chief academic officers, department chairs, and attorneys who specialize in legal issues that chairs at independent colleges and universities face will present the workshop topics.

The full program and registration information is available at www.cic.edu/DepartmentChairWorkshops.

Kresge Foundation Officer to Speak at State Funds Annual Conference

Featuring the theme “Enhancing Your Impact: A Focus on the Future,” the 2012 State Funds Annual Conference will be held April 29–May 1 in Chicago, Illinois. The conference for executives and senior staff of the state consortia of independent colleges will include workshops, presentations, roundtable discussions, and sharing of best practices. Topics will range from fundraising and the current state of the economy to program management and the value of collaborative approaches in addressing the needs of independent institutions.

Caroline Altman Smith, program officer at the Kresge Foundation, will be one of the featured speakers at the conference. Smith, who helps oversee domestic grant making for Kresge’s education team, is a national leader in working with higher education institutions to improve access and success for underserved students in undergraduate education.

Others speakers will include: Thomas Kepple, president of Juniata College (PA); Mary Meehan, president of Alverno College (WI); Nancy Farmer, president of the Tuition Plan Consortium; and Eugene Flood, president of Diversified Financial Services, TIAA-CREF.

“The State Funds and their executives play an important role in the independent college sector,” notes Richard Ekman, president of CIC. “This conference will provide a marvelous opportunity for their leaders to discuss major trends and issues our sector is facing and to share ideas for ways to provide even more valuable services for their member institutions.”

Visit www.cic.edu/StateFundsConference for more information.
Faculty Members Selected to Attend Third CIC Art History Seminar

Twenty full-time faculty members from CIC institutions have been selected to participate in the art history seminar on “Making and Meaning in Medieval, Renaissance, and Baroque Europe.” This event, the third in CIC’s series of seminars on Teaching Pre-Modern European Art in Context, will take place June 17–22 at Oberlin College’s Allen Memorial Art Museum in Oberlin, Ohio.

Participants will consider how European artworks from the Medieval, Renaissance, and Baroque periods in modern museums—now removed from their original contexts and displayed as aesthetic objects—were once integral to sacred and secular life. The seminar will explore how curators present these works in museums today, addressing framing, acquisition and collecting, and the conservation of works of art. Specialists will address these broad topics through the examination of relevant works in the collection of the Allen Memorial Art Museum, including works from its Samuel H. Kress Collection. In addition to examining artworks in the museum’s galleries and print study room and Oberlin library’s special collections, participants will meet with conservators from the Intermuseum Conservation Association laboratory and curators at the Cleveland Museum of Art.

The seminar series, made possible through the generous support of the Samuel H. Kress Foundation, aims to strengthen the teaching of art history—a discipline that is fundamental to a liberal arts curriculum—to undergraduates at smaller colleges and universities. The first seminar, which took place at the Birmingham Museum of Art in Birmingham, Alabama, in July 2010, concentrated on artistic workshop practices of late medieval and Renaissance Italy. The second seminar, which was held at the High Museum of Art in Atlanta, Georgia, in June 2011, focused on “Living with Art in Renaissance and Baroque Europe.”

The seminars are particularly valuable for those CIC colleges that have no art historians or that offer art history courses taught by faculty members trained in other disciplines such as English or studio art.

For more information about the seminar series, see www.cic.edu/ArtHistory.

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PARTICIPANTS SELECTED FOR 2012 TEACHING PRE-MODERN EUROPEAN ART IN CONTEXT SEMINAR

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<td>Meryl Bailey</td>
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<td>Assistant Professor of Art</td>
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<td>Jan Kennedy</td>
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<td>Lisa Schoenfielder</td>
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<td>Wendy Koenig</td>
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<td>Christine Sellin</td>
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<td>Robert Legueux</td>
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<td>Matthew Shoaf</td>
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<td>Barbara McNulty</td>
<td>Director of the Suzanne H. Arnold Art Gallery</td>
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<td>Rebecca Twist-Schweitzer</td>
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New Events Featured at 2012 College Media Conference

The 26th annual College Media Conference features a superb lineup of seasoned journalists and special events including a reception and panel discussion on higher education and the 2012 election, small-group visits to DC-based newsrooms, a tour of the Newseum, and a preconference keynote address by Kristina Halvorson, founder and CEO of Brain Traffic, a content strategy consulting firm. The first 100 registrants for both the preconference and conference will receive free copies of Halvorson's new book, Content Strategy for the Web.


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

The conference will help participants interact effectively with the media to obtain publicity for their institution, prepare news materials that produce results, keep track of higher education journalists, tap into the blogosphere, and use social media to attract media coverage.

The preconference workshop on Wednesday, June 27, will focus on “Crafting Your Digital Content Strategy: Social Media and Beyond.” The workshop will feature sessions on the importance of digital content strategy to help college public relations, media, and communications officers reach their strategic communications and social media goals.

The three-day event is sponsored by Allegheny College (PA), Blue State Digital, Brain Traffic, Chronicle of Higher Education, Inside Higher Ed, Newswise, readMedia, and StoryFarm New Media.

Conference program information and registration are available online at www.CollegeMediaConference.org.

Faculty Seminar Focuses on Song Culture of Athenian Drama

For the seventh year, CIC and Harvard University’s Center for Hellenic Studies will cosponsor a seminar on Ancient Greece in the Modern College Classroom. With the theme of “Song Culture of Athenian Drama,” the July 23–29, 2012, seminar will be held on the Center’s campus in Washington, DC.

The Center’s director, Gregory Nagy, who is also the Francis Jones Professor of Classical Greek Literature and professor of comparative literature at Harvard University, and Kenneth Scott Morrell, associate professor of Greek and Roman studies at Rhodes College (TN), will lead the seminar. There will be no cost for room, board, books, or the seminar itself for the 20 CIC faculty members selected to participate, and a travel stipend will cover some travel expenses.

Athenian drama was a unique form of a much broader and multifaceted song culture in ancient Greece. In particular, it presented choral lyric in the more expansive setting of the Athenian polis and reflected not just the social and religious concerns that had always animated choral performances in communities throughout the Hellenic world but also the place of Athens in the larger constellation of city-states within the evolving sphere of Athenian influence and control.

Designed primarily for faculty members without formal training in ancient Greek literature, the seminar will explore examples of the work from the Athenian playwrights whose plays have survived by focusing on the performative aspects of the plays and the ways they drew upon and adapted a range of lyric traditions. For example, participants will study not only the choral songmaking of Aeschylus, Sophocles, Euripides, and Aristophanes but also the parallel forms of songmaking that survive from sixth century Lesbos and elsewhere. Because song, dance, and instrumental music were essential elements of Athenian state theatre, this seminar will interest those who teach the performing arts and drama as well as literature.
CIC Cosponsors Fifth Faculty Seminar on Slave Narratives

CIC and the Gilder Lehrman Institute of American History are cosponsoring a multidisciplinary seminar on slave narratives for full-time faculty members in history, English, and related fields. The seminar will take place June 10–13, 2012, at Yale University in New Haven, Connecticut. David W. Blight, Class of 1954 professor of American History at Yale, will lead the seminar, which will be held for the fifth consecutive year due to high interest in the subject matter among CIC colleges. The deadline to nominate faculty members for participation was March 2. CIC received more than three times as many nominations as there are places—a level of interest that has been consistent over five years.

The seminar will examine the place of slavery and abolition in American history and culture, and participants will discuss the genre of slave narratives through several exemplary texts including biographies, fiction, and autobiographies. Autobiographies by former slaves were first published in the late 18th and early 19th centuries and rose in number as early abolitionists in Britain and the United States published new texts. Participants will read both antebellum and postbellum narratives—before the Civil War roughly 65 narratives were published in English. The pre-emancipation narratives were often serious works of literature as well as works that fit into certain conventions and formulas that tended to focus squarely on the oppression of slaves. The post-emancipation narratives, of which there are roughly 55 in existence, were more likely to be success stories—triumphs over the past and visions of a more prosperous future. The seminar will feature the most famous pre-war narrative, that of Frederick Douglass, and the most famous post-war narrative, that of Booker T. Washington. In addition, participants will discuss narratives from Blight’s recently published book, *A Slave No More: Two Men Who Escaped to Freedom, Including Their Narratives of Emancipation.*

Blight is also the author of several other books including *Race and Reunion: The Civil War in American Memory,* for which he won the 2001 Frederick Douglass Prize and the 2002 Bancroft and Lincoln Prizes; *Beyond the Battlefield: Race, Memory and the Civil War; Frederick Douglass’ Civil War: Keeping Faith in Jubilee,* and the edited volumes, *When This Cruel War Is Over: The Civil War Letters of Charles Harvey Brewster, Narrative of the Life of Frederick Douglass; The Souls of Black Folk,* by W.E.B. DuBois; and the recently published *American Oracle: The Civil War in the Civil Rights Era.* Blight was elected as a member of the Society of American Historians in 2002. Since 2004 he has served as a member of the board of trustees of the New York Historical Society and the board for African American Programs at Monticello in Charlottesville, Virginia. He also serves on the board of advisors for the Abraham Lincoln Bicentennial Commission and is involved in planning numerous conferences and events to commemorate the Lincoln anniversary and the sesquicentennial of the Civil War.

CIC and the Gilder Lehrman Institute for American History have offered one seminar on an American history topic annually since 2002. The seminar series is especially important now that budget concerns have forced many colleges and universities to reduce or eliminate curricular offerings. Participants in the program say they have strengthened their teaching by improving existing courses and creating new courses and seminars; they have advanced their own research as a result of the seminar; and they have been able to connect with colleagues from other small and mid-sized institutions who share common challenges.

For more information about the seminar, see [www.cic.edu/AmericanHistory](http://www.cic.edu/AmericanHistory).
First Meeting of CIC Degree Qualifications Profile
Consortium Focuses on Sharing Data and Strategies

The first of three meetings of the recently launched CIC Degree Qualifications Profile (DQP) Consortium was held in Indianapolis on March 8–10, 2012. The meeting of campus teams from 25 CIC institutions chosen for the Consortium was highly interactive with many opportunities to discuss plans and strategies.

The two-year project, generously funded by the Lumina Foundation and led by CIC Senior Advisor Terry Grimes, is examining the usefulness of the “Degree Qualifications Profile” in improving student learning and increasing the successful completion of baccalaureate degrees at independent colleges and universities. The DQP attempts to define what students should learn and understand at each degree level, across majors and institutions.

In the opening address, Jamie Merisotis, president of the Lumina Foundation, emphasized that the DQP will help Lumina achieve its ambitious goal of increasing the proportion of high-quality higher education degrees earned in this country from the current 40 percent to 60 percent of U.S. adults by 2025. “Just as important as the number of people who receive these degrees is that the degrees must be of high quality in order to prepare for a society in which higher level skills will be required in many more jobs,” he said. Lumina believes that the DQP will help improve the quality of American higher education as well as increase the number of graduates.

Following the opening address, a discussion moderated by Lumina’s vice president, Holly McKiernan, included panelists David Brailow, vice president for academic affairs and dean of the college at Franklin College (IN), James Lakso, provost and vice president for student development at Juniata College (PA), and Letha Zook, vice president for academic life and dean of faculty at the University of Charleston (WV). Panelists discussed both broad goals and specific concerns. One issue cited was the importance of preserving institutional autonomy when applying the DQP. For example, panelists discussed their fear that the DQP would require institutions to focus equally on all five areas of learning described in the DQP (broad, integrative knowledge; specialized knowledge; intellectual skills; applied learning; and civic learning). The suggested solution, reinforced in other sessions, was that institutions could emphasize the areas of learning in ways consistent with their individual missions.

Another speaker, Paul Gaston, Trustees Professor and former provost of Kent State University, drew on his knowledge of the DQP and its historical grounding in the Bologna Process to help the participants apply the profile in their own campus settings. Gaston is one of the four designers of the DQP and a CIC project consultant. Consortium members will, he said, actively explore the applicability of the DQP profile and provide insights into the usefulness of this approach to fellow Consortium participants. He addressed some of the concerns that had already been raised by stating that “the DQP is not about standardized degrees, specialized knowledge, prescribed pedagogies, or ranking and competition among institutions.” Rather, he said, it provides a common language for describing specific expectations for student learning at different levels in higher education. He emphasized that the most important assumption underlying the DQP is the importance of intentionality in measuring student learning and academic quality.

Peter Ewell, vice president of the National Center for Higher Education Management Systems, urged teams upon their return to campus to conduct a “data audit” to identify and mine existing data sources on their campuses that could help to initiate and evaluate their projects. Data should be assembled from the various campus sources and then integrated, he said.

Campus teams were organized into five “cluster groups” according to similarities in their projects. The clusters met twice during the conference to share project plans and seek advice on
CIC has selected 40 colleges and universities to participate in the Engaging Evidence Consortium (see box). With support from the Teagle Foundation, this network will use assessment data to guide campus projects designed to improve student learning. CIC received many more high-quality applications for this program than could be accommodated.

Each Consortium member institution will engage in a project that is consistent with its mission and strategic plan and will use existing data to guide curricular and instructional changes designed to improve student learning. Furthermore, each project will have a feasible action plan that includes steps designed to enhance student learning.

The foci of the 40 campus projects vary. Some projects will address improving student learning in important cognitive skills such as critical thinking, information literacy, and written and oral communication. Other projects will focus on the first-year experiences of students or on upper-level courses and capstone experiences. The projects also vary by the types of data and assessment strategies that will be used. Some institutions will rely on standardized instruments such as the National Survey of Student Engagement and the Collegiate Learning Assessment, while other projects will use locally developed rubrics or other measures to assess student learning.

The Engaging Evidence Consortium will familiarize participating colleges and universities with current best practices in assessment and will help institutional teams overcome the most common pitfalls that lead to ineffective use of student learning outcomes data. A series of webinars will be held throughout the 18 months of the project to assist participants in using various resources and to provide Consortium members with help as they develop and complete their campus projects. The work of the Consortium will also be supported by an online community site that fosters collaboration.

The Consortium will meet as a group at a workshop to be held August 5–7, 2012, in Washington, DC, for three-person teams from each institution. National experts, including Charles Blaich, director, Center of Inquiry in the Liberal Arts, Wabash College (IN), and higher education assessment consultant Peggy Maki, will work with Consortium members on efforts to use assessment data to make changes. Campus teams also will collaborate with one another to strengthen project plans. Following the August workshop, campuses will implement their projects and submit a final report in summer 2013.

For more information about the CIC Engaging Evidence Consortium, contact the project’s senior advisor, Mary Ann Coughlin, at moughlin@cinche.edu.
Independent colleges in Illinois, Minnesota, Pennsylvania, Virginia, and Washington will benefit from CIC-FIHE National Venture Fund (NVF) grants awarded in January to State Fund Members of CIC. The five grants, totaling $100,000 and requiring matching funds to be raised by the state consortia, will support collaborative programs to benefit member colleges and the students they serve.

The Associated Colleges of Illinois (ACI) grant will support an initiative to acquire and implement software that extends the effectiveness of campus career service counseling. All 22 of ACI’s member institutions will participate in the program, which includes training of campus career counselors to develop a valuable resource for students nearing graduation.

The grant to the Minnesota Private College Fund will fund the production of several television programs focused on financial education to help students and their families understand that attending a private college or university is, in fact, affordable. This collaborative project will be undertaken with Twin Cities Public Television, the Minnesota Channel, and the Minnesota Office of Higher Education.

Opportunities to Host Woodrow Wilson Visiting Fellows Still Available

The Woodrow Wilson Visiting Fellows program brings Pulitzer Prize winning journalists, diplomats, artists, writers, and other nonacademic professionals to campuses across the United States for substantive dialogue with students and faculty members. Lauded by both 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.

Campuses that wish to host a Visiting Fellow for the 2012–2013 academic year may apply online at www.cic.edu/VisitingFellows.

Fellow Julius E. Coles, former director of Africare, spent a week in February 2011 at The University of Findlay (OH), where he addressed current affairs in Africa and broadened students’ international perspective. Marie A. Louden-Hanes, dean for undergraduate education, said that the campus community was so impressed with Coles that he will be delivering the commencement address in May and will receive an honorary doctorate in international affairs from the university.

A sample of the extensive selection of Fellows follows.

Jeffrey Brown is a co-anchor and senior correspondent for PBS NewsHour, the Public Broadcasting Service’s nightly news program that airs nationally and abroad. Brown has reported from around the United States and overseas, profiled and interviewed many of the world’s leaders in art, and helped shape coverage of the economy, healthcare, social policy, and culture.

Florence Reed is the founder of Sustainable Harvest International (SHI), a nonprofit organization dedicated to working with rural Central American communities to implement sustainable land-use practices. SHI works with nearly 2,200 families in four Central American countries. Together they have planted 2.8 million trees, converted 14,000 acres of degraded land to sustainable farms, and saved an estimated 70,000 acres of tropical forest from slash-and-burn destruction.

For details about participation in the program, including biographical information for all Fellows, see www.cic.edu/VisitingFellows.

CIC Awards National Venture Fund Grants to Support Colleges in Five States

The Association of Independent Colleges and Universities of Pennsylvania’s (AICUP) grant will support a faculty-mentored undergraduate research program. The program will focus on innovations in sustainability on college and university campuses. Fifteen AICUP member institutions will be involved in the project, which will conclude with a symposium.

The Virginia Foundation for Independent Colleges will use the grant award to help member colleges strengthen relationships with community colleges in the state and promote affordable, community-based options for students interested in attending these private colleges and universities.

The Independent Colleges of Washington will use the funding to administer a professional development opportunity for fundraising executives in the CIC State Fund Member network. A facilitated workshop will address the challenge of fundraising in the current economic climate, focusing specifically on the philanthropic priorities of corporations and foundations as well as budget constraints on the state and federal levels.
The American Graduate Fellowships (AGF) program—launched in spring 2006 to promote doctoral study in the humanities by talented graduates of smaller, private liberal arts colleges and universities—celebrated its successes this winter as it moves into its final stage.

Over the past five years, with support from the Wichita Falls Area Community Foundation, CIC awarded Fellowships worth up to $50,000 and renewable for a second year of study to eight humanities students. All eight students are still in graduate school, progressing in a timely fashion, and doing well academically.

CIC President Richard Ekman said, “The initiative has accomplished much more than supporting eight stellar graduates of small colleges in their quest for PhDs of some of the top research universities in the United States and Great Britain. The Fellowships have made the statement to leading graduate schools that small colleges are a rich source of current and future doctoral students.”

The first two American Graduate Fellows were Daniel Berntson, who graduated summa cum laude from Northwestern College (IA) in 2006 with a double major in philosophy and English literature, and Adam Spry, who graduated magna cum laude from Pacific Lutheran University (WA) in 2007 with a double major in English and art.

Berntson completed his MA in philosophy at Brown University in 2008 and, with support from AGF, spent a year at Princeton University as a visiting scholar. During that time, he applied to and was accepted into the doctoral program in Princeton’s philosophy department for the 2010–2011 academic year. Berntson has presented the results of his research at graduate student conferences at St. Andrews University in Scotland, Harvard University, New York University, and Oxford University in the UK. With interests in issues at the boundary of metaphysics, epistemology, and mathematical knowledge, Berntson hopes to complete his dissertation by 2013 or 2014.

Spry is in his fifth year of a PhD program in Columbia University’s English and comparative literature department. He has successfully completed his qualifying examinations, earned his MPhil, completed his dissertation prospectus, and is well into his research. Spry’s dissertation, “Our Backbone for the Bow: Transnational Approaches to Anishinaabe Literature,” examines the long history of Anishinaabe literary production from the earliest years of the 19th century to today. A Native American, Spry reports that he is “both excited and humbled by my ability to bring critical attention to the history and artistic accomplishments of my people. . . .”

Jennifer Tate Becker graduated from Hendrix College (AR) with an English major and the Hendrix College President’s Medal in 2008 and is studying English literature at Washington University (MO). In her first year of graduate school, she was awarded second place for the Cornelison Prize for an outstanding essay by a graduate student. Becker earned an MA degree in December 2009 and completed coursework for a doctorate in 2010. She is currently formulating a dissertation project on pawn shops in the Victorian era. She sees the pawn shop “as a site for the display and exchange of personal possessions for selfless and selfish ends alike, and as a meeting place that serves as an arena for competing Victorian values and anxieties regarding money, class, and identity.”

Jacob Swenson earned a BA from Willamette University (OR) in 2007 with a major in philosophy and a minor in chemistry. Now a fourth-year student in the PhD program in philosophy at the University of Chicago, he has completed a preliminary essay that is a transitional phase in his program between completion of coursework and independent research. That essay, “Voluntary Action and Moral Responsibility in Aristotle,” attempts to account for and resolve an apparent source of tension in Aristotle’s writings—whether children and non-human animals can be held morally responsible for their actions. Swenson’s dissertation will explore Aristotle’s conception of moral character.

Robert Hoffman graduated from Rollins College (FL) in 2009 with majors in philosophy and English. Since beginning a PhD program at the University of Pennsylvania in fall 2009, he has been working primarily on 17th and 18th century moral and political philosophy. As a third-year doctoral student, Hoffman is beginning his dissertation in earnest and will conduct research this summer at the Kant Research Center at Johannes Gutenberg-Universität Mainz in Germany. The topic he has proposed for his dissertation is a study of Immanuel Kant’s theory of punishment. Hoffman was nominated for a student teaching award and a teaching fellowship by the Penn Center for Teaching and Learning, and he reports that he has discovered a great love of and talent for teaching.
A summa cum laude graduate of Washington and Lee University (VA) in 2007, Matthew Loar is pursuing a PhD in classics at Stanford University. He completed post-baccalaureate studies in Greek and Latin at the University of Pennsylvania and a master’s degree in women’s studies at the University of Oxford in 2009. Loar might enroll in two intensive language programs this summer: a German-language program through the Goethe Institut in Berlin and an Italian program through the Dante Aligheri Language School in Siena. He expects to complete coursework this year and begin work on his dissertation next year.

CIC recently awarded the first six Fellows an additional $5,000 each to help ease their financial burdens as they complete their doctoral degrees. The summer stipends will free the scholars from the need to teach summer classes; reimburse them for dissertation-related travel to museums, libraries, and archives; and help purchase books.

NetVUE Offerings Continue to Expand

CIC’s Network for Vocation in Undergraduate Education (NetVUE) continues to expand opportunities for participating colleges and universities to develop effective institutional strategies and practices for the intellectual and theological exploration of vocation. Since its founding in 2009, more than 160 institutions have joined NetVUE, supported by Lilly Endowment Inc.

This academic year, NetVUE member institutions hosted seven regional gatherings:

- Calvin College (MI) hosted a meeting on Classrooms, Curricula, and Contexts: Vocation, Higher Education, and the Formation of Religious and Moral Identities in October 2011;
- Baylor University (TX) sponsored a gathering on Educating for Wisdom and Vocation: Christian Resources for the Contemporary Academy in October 2011;
- John Carroll University (OH) hosted a session on Emerging Adulthood and the Ignatian Vision: Vocational Discernment for College Students in February 2012;
- California Lutheran University sponsored a seminar on Vocation through Experiential Education: Tying Vocational Reflection into Study Abroad, Service Learning, and Civic Engagement in March 2012;
- Monmouth College (IL) hosted Loaves and Fishes: Creating Opportunities for Theological Exploration of Vocation in Our Campus Contexts in March 2012;
- Seton Hall University (NJ) sponsored an exploration of Origins and Goals of the Scientific Vocation in March 2012; and
- LaGrange College (GA) will host discussions on Inspiring the Soul: A Call to Live with Integrity and Moral Courage in April 2012.

These gatherings provide excellent opportunities for faculty and staff members to learn about vocational frameworks and practices from other NetVUE campuses, as well as creative ideas for teaching, scholarship, advising, and service.

In fall 2011, NetVUE launched a Campus Visit Program that supports three- to four-member teams from one institution to visit another member campus. The program aims to help NetVUE leaders learn more about effective vocational practices. Visiting campus teams observe and discuss with experienced faculty and staff members how to build successful initiatives and sustain them over time. Several NetVUE institutions already have taken advantage of this grant-supported opportunity for exchange, including Augustana College (IL), Bluffton University (OH), Cardinal Stritch University (WI), Elizabethtown College (PA), Gustavus Adolphus College (MN), Nebraska Wesleyan University, and Our Lady of the Lake College (LA).

Over the next five years, CIC will offer additional NetVUE programs to strengthen the college chaplaincy, develop new scholarly resources for use in vocational exploration, and provide program development grants to NetVUE member institutions.

For more information and to learn about NetVUE membership, see www.cic.edu/NetVUE or contact NetVUE Senior Advisor Shirley Roels at sroels@cic.nche.edu.
In February 2012, 30 presidents attending the Lutheran Educational Conference of North America’s annual meeting in New Orleans, Louisiana, spent a day of service rebuilding a house that had been destroyed by Hurricane Katrina and planting trees in the wetlands along a levee. Pictured from left to right: Augsburg College (MN) President Paul Pribbenow, Augustana College (SD) President Rob Oliver, and Grand View University (IA) President Kent Henning.

Celebrating Achievements

NAFSA: Association of International Educators announced in March five winners of the Simon Award for Comprehensive Internationalization and three winners of the Senator Paul Simon Spotlight Award. Together these awards comprise the 2012 Senator Paul Simon Awards for Campus Internationalization, which recognize institutions for overall excellence in internationalization efforts as demonstrated through their practices, policies, and structures. CIC members were winners. The College of Saint Benedict/Saint John’s University (MN) and Juniata College (PA) won this year’s Simon Award for Comprehensive Internationalization, and Washington & Jefferson College (PA) won the 2012 Senator Paul Simon Spotlight Award.

In a program to discover promising young opera singers and assist in the development of their careers, nine finalists of the Metropolitan Opera National Council Auditions program competed in a public event, the Grand Finals Concert, March 18 in New York. Four of nine finalists were educated at CIC institutions. Janai Brugger holds a bachelor’s degree from DePaul University (IL); Margaret Mezzacappa is a graduate of the Baldwin-Wallace College (OH) Conservatory of Music; Andrey Nemzer is pursuing an artist diploma at Duquesne University (PA); and Kevin Ray is a graduate of the Oberlin College (OH) Conservatory of Music. Brugger, Mezzacappa, and Nemzer were among the five Grand Winners. Through state and regional competitions, thousands of young singers compete each year.

Serving Veterans, Minorities, and LGBT Students

The Independent Colleges Fund of New Jersey has established a website to assist post-9/11 armed forces veterans who seek a college degree. Funded in part by a grant from the CIC-FIHE National Venture Fund, the Higher Education for NJ Veterans website (http://veterans.njcolleges.org) provides a gateway for veterans to learn about the programs and services available at each of the 14 independent colleges and universities in New Jersey. These include CIC member institutions Bloomfield College, Caldwell College, Centenary College, College of Saint Elizabeth, Drew University, Felician College, Georgian Court University, Monmouth University, Rider University, and Saint Peter’s College.

DePaul University (IL) recently launched the Arnold L. Mitchem Fellowship program to attract and graduate strongly motivated and high-ability students of color interested in academic and research careers. The program will provide stipends to approximately 50 undergraduates each year.

Elmhurst College (IL) has been making headlines for its decision to add a question about sexual orientation and gender identity to its admission application. Last fall, Elmhurst was the first campus in the country to include the optional question, “Would you consider yourself a member of the lesbian, gay, bisexual, transgender (LGBT) community?” Elmhurst added the question as part of its commitment to diversity and, as the first application cycle to include the question ended, admission officials reported that more than 85 percent of applicants answered the question.
Independent • Winter/Spring 2012

Creating Partnerships

In collaboration with the Vermont Bar Association, Burlington College (VT) is offering continuing legal education courses in Havana, Cuba, beginning this spring. The for-credit program will encourage legal professionals and law students to develop a broader perspective on law and will focus on a comparative examination of U.S. and Cuban law. Meanwhile, Campbellsville University (KY) will partner with the Hispanic Baptist Bible Institute and the Baptist Convention of Eastern Cuba to provide training for professors at the seminary in Santiago, Cuba. Campbellsville’s school of theology faculty members are planning a 2013 mission trip to Cuba.

Elmhurst College (IL) and the Pulitzer Center on Crisis Reporting in Washington, DC, have formed a partnership that will focus on new media convergence international reporting. The partnership includes a two-year series of seminars, lectures, and workshops designed to prepare students for this competitive field.

Newman University (KS) announced in February that it will link with Newman University College in Birmingham, the United Kingdom. The partnership will initially begin as a student-exchange program in 2012–2013. In future years, the partnership aims to include staff exchanges and combined research opportunities.

A new agreement between William Woods University (MO) and Washington University in St. Louis will assist William Woods students who want to enter Washington University’s occupational therapy program. After completing their coursework at William Woods, students may apply to Washington University to complete their graduate degrees. With the agreement, students can earn their undergraduate and graduate degrees in a total of five years instead of six years without an agreement. Meanwhile, Centre College (KY) recently partnered with Peabody College of Vanderbilt University to create a path for Centre students to receive both a master of education and a professional education license. And Albertus Magnus College (CT) and Gateway Community College recently signed an articulation agreement that will allow Gateway graduates to transfer credits to a bachelor’s program at Albertus Magnus.

New, Planned, and Recently Renovated Facilities

Wheaton College (MA) opened its state-of-the-art Mars Center for Science and Technology, the largest capital project in the college’s history, last fall. The 77,325-square-foot center, with sustainable design and construction features, holds 23 faculty-student research labs, 14 teaching labs, 40 faculty offices, 13 student study rooms, and seminar rooms. Also last fall, Whitworth University (WA) opened the William P. and Bonnie V. Robinson Hall. The 63,000-square-foot building houses the university’s biology, chemistry, and health sciences departments and features state-of-the art laboratories and research facilities. The $32 million hall is the largest and most expensive academic facility built by Whitworth in its 122-year history. Rider University (NJ) unveiled a new North Hall academic building, adjoining plaza, and a performing arts addition to its Bart Luedeke Center—a $12.9 million combined project.

Defiance College (OH) opened its new 84,411-square-foot football field house in February. The George M. Smart Athletic Center includes a 200-meter indoor track, an athletic training room, weight room, and locker area.

Major Gifts and Grants

Kalamazoo College (MI) received a $23 million grant from the Arcus Foundation to endow the work of its Arcus Center for Social Justice Leadership. The grant will support a broad array of programs, such as student scholarships, student internships, leadership development programming, endowed professorships, faculty and staff fellowships, public lectures and conferences, and local and global partnerships. The grant is the largest in the college’s 179-year history and one of the largest grants given for a social justice purpose to an undergraduate institution in the United States.

The New York State Education Department in December 2011 awarded Mercy College’s (NY) School of Education $2.3 million in grant funding through its “Race to the Top” competition. The award will be used for the college’s Graduate Level Clinically Rich Teacher-Preparation Pilot Program, a state-wide project that will prepare teachers for high-needs schools and increase retention of these teachers to boost student growth and achievement. Also in December, the U.S. Department of Education awarded California Lutheran University a $1.2 million grant to prepare teachers of students who are deaf and hard of hearing. The grant will enable the graduate school of education to prepare 48 new credentialed
trustee Roy E. Carroll II. Carroll’s gift brings the total of cash, recently received a $1 million gift from alumnus and Megan Chapel Art Center. In addition, for acquisitions for the permanent collection of the Alva de Mars scholarships and the arts including the establishment of a fund as a member of the board of trustees. The gift will support, where she served center will be dedicated in late April. This winter, the late Lucille support the center was provided by Sargento Foods and members community service and learning programming. The funding to name the college’s Sturzl Center for Community Service and Learning and provide financial support for the center’s projects, a turf athletic field and a new campus community center. St. Norbert College (WI) received more than $1.2 million to name the college’s Sturzl Center for Community Service and Learning and provide financial support for the center’s community service and learning programming. The funding to support the center was provided by Sargento Foods and members of the Gentine family, owners of the company. The newly named center will be dedicated in late April. This winter, the late Lucille (Elliott) Davison, a prominent local resident and widow of construction company owner Robert C. Davison, bequeathed $1.1 million to Saint Anselm College (NH), where she served as a member of the board of trustees. The gift will support scholarships and the arts including the establishment of a fund for acquisitions for the permanent collection of the Alva de Mars Megan Chapel Art Center. In addition, Greensboro College (NC) recently received a $1 million gift from alumnus and trustee Roy E. Carroll II. Carroll’s gift brings the total of cash, pledges, and estate gifts in the college’s Pride in the Future capital campaign to more than $7.5 million.

Announcing New Majors and Programs

Endicott College (MA) announced a new doctoral degree in educational leadership that will focus on preparing leaders of small and mid-sized organizations in higher education, nonprofit agencies, and schools. Endicott also announced that it will offer a five-year master’s degree program in nursing. Dominican University (IL) recently introduced several new undergraduate and graduate degree programs. Beginning in fall 2012, it will offer a bachelor’s degree in medical studies, designed as a second bachelor’s degree for students intending to move into graduate health programs such as medical or dental school. Dominican also plans to offer a master’s degree in professional studies for working librarians who already hold a graduate degree in library science; a bachelor of arts in legal studies (the Chicago area’s first fully online degree in its field); and a master of arts in conflict resolution. Hilbert College (NY) also recently launched new bachelor-level accelerated degree programs in conflict studies and dispute resolution and in organizational development.

Mercyhurst College (PA) has launched several new majors and programs, including a bachelor of arts degree in public health (a bachelor of science degree in public health will launch soon); a master of science degree in exercise science; a new major in sustainability studies; and an interdisciplinary major in integrated marketing with distinct majors in accounting, economics, finance, and human resource management. Beginning in fall 2012, Saint Joseph College (CT) will be the first in the state of Connecticut to offer a master of science degree in autism and applied behavior analysis (ABA). In addition, the College of Mount St. Joseph (OH) recently added neuroscience as an undergraduate major. The major combines natural science and psychology and provides a foundation for students who wish to continue on to medical or dentistry school. Mount Mary College (WI) recently expanded its master of science in counseling program to include a clinical mental health counseling concentration, designed to meet the increasing need for counselors specializing in trauma and substance abuse issues, and Ottawa University (KS) is adding a concentration in school guidance counseling to its master of arts in education program.

With the rise of cybercrime and cyber terrorism, Pace University (NY) this winter launched an institute to help address the country’s acute shortage of trained cyber security professionals. Through partnerships with academia, industry, and the government, Pace’s Seidenberg Cyber Security Institute will work to become a hub of research and practical applications and will offer a five-course program leading to a new certificate, chief information security management officer. Meanwhile, Stephens College (MO) has created three new academic schools: the School of Organizational Leadership and Strategic Communication, the School of Humanities and Sciences, and the School of Interdisciplinary Studies.

Christian Brothers University (TN) is offering a new bachelor of arts degree in creative writing, featuring beginning and advanced courses in fiction and poetry along with courses in creative nonfiction, screenwriting, and dramatic writing. Starting in fall 2012, Ashland University (OH) will launch several three-year degree programs. In three years, students can earn bachelor of art degrees in fields such as public relations, strategic communication, psychology, French, Spanish, art, business administration, and economics.

In addition, Malone University’s (OH) Department of Theology recently launched a combined bachelor of arts/master of arts program that allows students to complete both degrees in a total of five years. The “4 +1” program leads to a master of arts in theological studies.
CIC Issues Statement on Assessment

CIC in January issued a “Statement on Assessment: Leadership for Student Learning Assessment and Accountability,” which summarizes the Council’s efforts over the past decade on assessment and accountability issues. CIC has long been a national leader in voluntary efforts to improve the quality of student learning and a strong advocate of institutional autonomy in accountability efforts. Since 2001, CIC has tried to help its member colleges navigate through the array of initiatives that are underway—those by regional accreditors, foundation-supported projects, and various campus efforts—focusing on specific aspects of the overall topic at different times. The full document is available at www.cic.edu/Assessment.pdf.

In Memoriam

CIC remembers long-time former member of the CIC Board of Directors, Robert M. Frehse, Jr. Frehse was executive director of the Hearst Foundations for nearly three decades. He died in January at the age of 86. Frehse served on the CIC Board from 1993 to 2009 and was a consultant to the Hearst Foundations after retiring in June 2007; he had served as executive director since 1979. He was responsible for grants to dozens of CIC institutions and was a true champion of the liberal arts.

CIC Congratulates Recent Speakers

Three featured speakers at recent CIC events received the prestigious National Humanities Medal in February: Kwame Anthony Appiah, Laurance S. Rockefeller University Professor of Philosophy and the University Center for Human Values at Princeton University; Robert Darnton, Carl H. Pforzheimer University Professor and Director of the Harvard University Library; and Andrew Delbanco, Julian Clarence Levi Professor in the Humanities at Columbia University. Awarded by the White House in cooperation with the National Endowment for the Humanities, the medal honors individuals or groups whose work has deepened the nation’s understanding of the humanities, broadened citizens’ engagement with the humanities, or helped expand Americans’ access to important resources in the humanities. Appiah and Darnton, who were featured presenters at CIC’s 2011 Symposium on the Future of the Humanities, won medals for “seeking eternal truths in the contemporary world” and for “determination to make knowledge accessible to everyone,” respectively. (Appiah also spoke at CIC’s 2008 Institute for Chief Academic Officers and Chief Financial Officers in Seattle, Washington.) Delbanco, who delivered the keynote address at CIC’s 2010 Institute for Chief Academic Officers, was awarded the medal for his “insight into the American character.”

CIC in the News

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

STAFF SPOTLIGHT—People Who Make CIC Work

Lara Turci joined CICs staff as assistant to the president and the senior vice president in November 2010. Her other responsibilities include working with the CIC Board of Directors, assisting in the editing of grant reports and proposals, and supporting the activities of the Woodrow Wilson Visiting Fellows program. Turci previously served as a staff assistant in the U.S. Congress and has worked in communications for the Diversity Memphis nonprofit organization and the Heritage Foundation. She holds a bachelor’s degree in English literature and creative writing from Rhodes College (TN). Having also earned a certificate in pastry design from L’Academie de Cuisine in Maryland, Turci has designed and created wedding cakes for over three years. She also is an “extreme athlete,” participating in sports such as adventure racing and ice hockey.
In addition, a USA Today story, “Liberal Arts Education Lends an Edge” (January 25), quoted CIC President Richard Ekman on the Collegiate Learning Assessment as a “pretty good measure of how people are going to do in life.” An article in CASE Currents magazine (February 2012) entitled “Course Correction” about the “new normal” of higher education as a result of the 2008 economic crisis mentioned CIC’s Presidents Institute workshop on New Business Models for Smaller Colleges. And an essay by Marlboro College (VT) President Ellen McCulloch-Lovell in the Chronicle of Higher Education (February 26) mentioned CIC’s 2010 study of chief academic officers.

Staff News and Notes

CIC President Richard Ekman participated in a panel discussion at the 2012 Council for Higher Education Accreditation Annual Conference on January 24 at the Capital Hilton Hotel in Washington, DC. “Accreditation, Institutions, and the Degree Qualifications Profile” was the topic addressed by Ekman and fellow panelists Peter Ewell (moderator), vice president, Center for Higher Education Management Systems; Marcus Kolb, program officer, Lumina Foundation; Sylvia Manning, president, The Higher Learning Commission, North Central Association of Colleges and Schools; and Ralph Wolff, president and executive director, Western Association of Colleges and Schools, Accrediting Commission for Senior Colleges and Universities.

Ekman also spoke at the Kettering Foundation’s Dayton Days General Research Sessions meeting on higher education in democracy on February 15 in Dayton, Ohio. Ekman addressed several questions: What “problems of democracy” concern the Council and its independent colleges? How should we expect civic engagement practices at independent colleges to differ from those at other kinds of institutions? How do colleges recognize and engage the challenge of educating students in the civic arts?

For the past year, Harold V. Hartley III, senior vice president, has served on the interagency Financial Responsibility Task Force organized by NAICU.

Paula M. Miller joined CIC as communications manager in February. In the position, she acts as writer and editor. Previously Miller worked at the U.S.-China Business Council (USCBC) as deputy director and editor of communications and publications. While at USCBC, she edited magazines, newsletters, reports, testimonies, and press releases, and co-managed website projects. Prior to that, she was a China program officer for CET Academic Programs, a division of Academic Travel Abroad in Washington, DC. Miller holds a master’s degree in Asian studies from the University of Michigan and a graduate certificate in Chinese studies from the Johns Hopkins University-Nanjing University Center for Chinese and American Studies. She earned a bachelor’s degree in Chinese language and literature from Michigan State University.

With Miller’s appointment, CIC now boasts a concentration of three (of 24 total) staff members who can speak Mandarin Chinese, including Christopher Dodds, manager of state fund programs and web communications, and Wei Song, director of research projects.

Lilia LaGesse was promoted this spring to director of print and digital publications. She joined CIC in 2007 as publications coordinator and was promoted to publications manager in 2008. She is responsible for the design and production of all print and digital marketing, program, and web materials.

August Adams, director of web communications, who joined CIC in 2004, moved to Atlanta for a new job at Leader Enterprises, a brand marketing agency.

Christopher Dodds has assumed web and online duties in addition to his responsibilities for CIC’s State Funds. His new title is manager of state fund programs and web communications.
# 2012 Calendar of Events

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<tr>
<th>Date</th>
<th>Conference</th>
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<td>April 12–14</td>
<td>Workshop for Department and Division Chairs</td>
<td>Indianapolis, IN</td>
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<td>April 13</td>
<td>CIC/New York Times Student News Editors Workshop</td>
<td>New York, NY</td>
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<tr>
<td>April 29–May 1</td>
<td>State Fund Members Annual Conference</td>
<td>Chicago, IL</td>
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<td>May 15–17</td>
<td>Workshop for Department and Division Chairs</td>
<td>Providence, RI</td>
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<td>May 22–24</td>
<td>Workshop for Department and Division Chairs</td>
<td>Charleston, SC</td>
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<td>June 5–7</td>
<td>Workshop for Department and Division Chairs</td>
<td>Portland, OR</td>
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<td>June 10–13</td>
<td>CIC/Gilder Lehrman American History Seminar</td>
<td>New Haven, CT</td>
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<td>June 14–16</td>
<td>Senior Leadership Academy Closing Seminar</td>
<td>Washington, DC</td>
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<td>June 17–22</td>
<td>Teaching Pre-Modern European Art in Context Seminar</td>
<td>Oberlin, OH</td>
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<td>June 18–21</td>
<td>Executive Leadership Academy Closing Seminar</td>
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<td>June 27–29</td>
<td>College Media Conference</td>
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<td>July 8–11</td>
<td>Presidential Vocation and Institutional Mission Seminar</td>
<td>Stowe, VT</td>
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<td>July 17–21</td>
<td>Colloquium on Leadership for Chief Academic Officers</td>
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<td>July 23–29</td>
<td>Ancient Greece in the Modern College Classroom Seminar</td>
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<td>August 1–3</td>
<td>Executive Leadership Academy Opening Seminar</td>
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<td>August 5–7</td>
<td>Engaging Evidence Consortium Meeting</td>
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<td>October 9</td>
<td>Foundation Conversation</td>
<td>New York, NY</td>
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<td>October 18–20</td>
<td>CIC/Degree Qualifications Profile Consortium Meeting</td>
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<td>November 2–4</td>
<td>Senior Leadership Academy Opening Seminar</td>
<td>San Antonio, TX</td>
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<td>November 3–6</td>
<td>Institute for Chief Academic Officers</td>
<td>San Antonio, TX</td>
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