This year’s Presidents Institute is traveling to a new venue—the Westin La Paloma Resort and Spa in Tucson, Arizona. Under the theme of “The Anticipatory President and the 21st Century Campus,” major Institute presentations will address international issues, higher education economics, institutional planning, and the future of science.

George Rupp will deliver the keynote address on “Higher Education and Society: The International Dimension.” He is currently president of the International Rescue Committee in New York, having previously served as president of Columbia and Rice Universities and dean of the Harvard Divinity School. His new book, Globalization Challenged, will be published this fall (and will be available at the Institute). The book focuses on the standoff between traditional cultures of conviction and Western secular individualism, and argues that neither position is viable any longer. Western secularism must acknowledge the legitimate role of religion in influencing public policy, Rupp believes, while convictions that appeal to absolute authorities must be subjected to comparative appraisal. In support of his argument, he provides examples from Afghanistan, the Democratic Republic of Congo, and Sudan—places where the International Rescue Committee operates. He calls for a sense of community that is inclusive without denying the validity of particular commitments and his presentation at the Institute will draw implications for U.S. higher education from this work.

Rita Colwell, who served as the director of the National Science Foundation from 1998 to 2004, will explore the implications for independent colleges and universities of emerging developments in science, engineering, and mathematics education and research. She is currently a distinguished professor at both the University of Maryland College Park and The Johns Hopkins University Bloomberg School of Public Health, and Chairman of Canon U.S. Life Sciences, Inc.

(continued on page 5)
How Does Change in Higher Education Actually Occur? by Richard Ekman

The standard view is that when a college is considering change in a policy or program, the faculty will meet for discussion and, sooner or later, their collective wisdom will be reflected in a report or program that is better than what would be produced by other means. The inherent assumptions are that there are no time limits, and that the collective knowledge of the faculty is comprehensive. In reality, however, colleges and universities follow certain shortcuts. There is great diversity among institutions and in their decision-making practices, even among institutions of the same size and shape. Some decisions remain the sole province of senior administrators with little or no consultation. Others are discussed by the faculty or faculty committees, but with short timelines and delimited options. And some topics are considered beyond the expertise of anyone on campus and are dealt with by consultants, whose views are then accepted or rejected by the president or provost. There are also instances when a single, transformational leader can propose an agenda based on a singular vision and build the support for its rapid adoption.

Nonetheless, by and large the process that keeps the faculty front-and-center leads to very good results, especially when time is adequate for gathering information from experts outside the institution and then further discussion by the faculty. Among other good results, this process allows for significant faculty “buy-in” as the discussion continues so that the results, when final, are not a surprise to anyone. No college or university can progress very far without considerable consensus among faculty and administrators, and sometimes also trustees, alumni, and/or students.

But the liabilities of academic decision-making are real. It is, for example, not nearly as fast as a “top-down” directive approach would be. In a world in which institutions compete for students, the speed of a college in launching a new program or changing a policy can be critical. When questions are raised by policymakers beyond the campus about institutional effectiveness, colleges can be perceived as too slow to respond.

The report of Secretary Spellings’ Commission on the Future of Higher Education recommends a number of changes in colleges and universities. Some are useful. Others are wrong-headed—despite revisions made in response to objections to early draft reports. But the serious flaw in the Spellings Commission report—more than any specific ill-considered recommendations—is that it does not reflect an understanding of how change takes place in colleges and universities. As a result, the Commission’s ideas are unlikely to be implemented or, if implemented, to be long-lived.

Some of the Commission’s recommendations call for Congressional or Executive Branch mandate and are needlessly heavy-handed in their unilateral approach. No one should want a system of higher education in the United States that is run directly by the national government. Other countries with nationalized systems of higher education offer sufficiently negative examples.

Moreover, the Commission report rarely capitalizes on the significant progress already being made by the voluntary actions of colleges and universities, individually and together, on many of the issues that the Commission thinks are most problematic:

Expand access. The rate of college-going in the U.S. has grown enormously in a generation, and includes greatly increased numbers of students from groups that previously had low participation rates in higher education. Of course, more must be done to...
increase the graduation rates of African Americans and Hispanic Americans, but the records of colleges and universities working on their own are very impressive. The Commission should build on the fact that, despite the inadequate preparation of many students by high schools, colleges have not taken the approach of admitting only the well-prepared students. Most institutions are committed to widening access, taking admissions risks, and providing a lot more non-governmental financial aid.

**Overhaul the financial aid system.** What we call the financial aid system is complicated and bureaucratic, to be sure. But these circumstances are largely a result of incremental changes over the years made by Congress and the Department of Education. Don’t blame the colleges for federal policies. The Commission is also far too casual in saying that it wants “need-based” aid to trump “merit” aid and, at the same time, it wants colleges to focus on training experts in critical fields in order to enhance U.S. competitiveness with other countries. Surely some financial aid needs to be targeted to ensure that the very brightest students, irrespective of family-income levels, study the critical fields.

**Control costs and improve productivity.** The assumption by the Commission that all higher education is the same is incorrect: the University of Phoenix may spend less per student than Princeton, Hiram, or St. Edward’s, but Phoenix offers those students significantly less as well. Large state universities spend less per student than small liberal arts colleges, and the small colleges have much higher degree-completion rates, especially for “at risk” students. Many colleges and universities have already reined in cost increases, improved their graduation rates, and reduced attrition.

**Increase accountability.** Here, too, much is already underway without the benefit or pressure of a Commission report. All the regional accreditors have, beginning a few years ago, put more emphasis on “outcomes.” CIC and three dozen of its member colleges and universities have been utilizing the Collegiate Learning Assessment for several years, and some 300 have used the National Survey of Student Engagement (NSSE). This openness to assessment in higher education runs across independent and public institutions and their associations. The National Association of State Universities and Land Grant Colleges and the American Association of State Colleges and Universities have already said that, in principle, they also favor more outcomes assessment.

**Add transparency to reports of institutional effectiveness.** The Education Department’s COOL website already provides plenty of information, and dozens of commercial college guides are available, with statistics that allow comparisons on key characteristics. The Commission suggests the statewide “Measuring Up” reports as a model, but these are gross aggregations of results for all the institutions in a state that mask the differing records of individual institutions, and make it impossible to see, for example, that most private institutions do a superior job in comparison with public institutions (for students with similar characteristics at matriculation). It’s baffling why anyone would think that the federal government can administer a “privacy-protected” information system, given the government’s dismal record in protecting the information it already has on veterans and many other citizens.

**Embrace innovation.** Private foundations and federal agencies such as the Fund for Improvement of Post-Secondary Education, National Endowment for the Humanities, and the National Science Foundation have been funding innovative programs for 40 years. Many of these grants led to successes that have been replicated at institutions throughout the country. Some have led to failures. Many others have led to successes that were not sustained by institutions because they were too expensive or their biggest advocates left the institution. The problem is not that innovation has been absent before or is lacking today; it is that successful innovations can be difficult to institutionalize.

And this point takes us to the crux of what is wrong with the Commission’s report. A college can decide on its own to make changes, usually after lengthy, widely participatory discussion. Once a decision has been made to change, the government can help implement the change through grants, making favorable results come faster or be more pervasive.

Foundation and federal grants can also offer stimuli to pursue new directions and provide inducements for colleges. But change that is well considered, that is understood and supported by the faculty and administrators of a college, and that is long-lasting cannot be mandated by the government without running the risk of creating in America a system of higher education that looks like the politicized, rigid, and lesser-quality systems found in too many other parts of the world.

For 25 years both Democrats and Republicans have sometimes found it expedient to criticize colleges and universities. For this and other reasons, these institutions have lost much public understanding of why they operate as they do. The Commission’s report plays to those impulses. But if the Commission is really interested in change, it ought to try harder to build on what is already working. A federal mandate will not make implementation of either worthy or wrong-headed changes any more likely to succeed.
Additional Sessions Planned for CAO/CSAO Institute

Since the mailing of the preliminary program for the CAO/CSAO Institute in St. Petersburg Beach, Florida, additional sessions and speakers have been scheduled, including a closing plenary session on increasing enrollment and improving student retention. In this presentation, national experts Catherine R. Cook, Chief Executive Officer, Miller/Cook & Associates, Inc; William B. Miller, President, Miller/Cook & Associates, Inc; and Michael S. Witherspoon, Vice President for National Business Development, James Tower, will explain effective enrollment strategies that utilize information technology, explore approaches that are best used with specific segments of the prospective student population, and suggest opportunities as well as responsibilities of CAOs and CSAOs in enrolling and re-enrolling undergraduate students.

Two international educators with a desire to work in partnership with U.S. private colleges and universities will participate in the Institute. Dr. Mohammed Dahbi, Dean of the School of Humanities and Social Sciences at Al Akhawayn University in Ifrane, Morocco, and Dr. Ibrahim Badran, Dean of the Faculty of Engineering at Philadelphia University, Amman, Jordan, will lead breakfast discussion groups and be available for individual consultations.

Conference participants will also receive a preview of CIC’s Historic Campus Architecture Project, the first national architecture and landscape database and website of independent college and university campuses, that is scheduled for launch late in 2006. The website will be useful to academic administrators as well as student affairs leaders who wish to gain a better historical understanding of the physical fabric of their home institutions as well as similar colleges and universities around the country. CIC Senior Advisor Barbara S. Christen will offer a brief preview of the website and will be available to help CAOs and CSAOs explore its uses.

The 2006 Chief Academic Officer Award will be presented to Wallace Campbell, Vice President for Academic Affairs and Dean of the College at Pikeville College (KY) since 1998, for contributions to his colleagues at private colleges and universities, including 28 years of service to Appalachian College Association institutions.

Other newly scheduled sessions include:

The Equity Scorecard: Closing the Achievement Gap for Underrepresented Students
Elsa Macias, Director, Research and Development, Center for Urban Education, University of Southern California
Susan D. Gotsch, Vice President for Academic Affairs, Whittier College (CA)
Jeanne Ortiz, Dean of Students, Whittier College (CA)

Effective Strategies for First-Year Programs
Sue DeWine, Provost and Dean of Faculty, Marietta College (OH)
Horace Fleming, Provost, Mercer University (GA)
Doug Peatson, Dean of Students, Mercer University (GA)
Lon S. Vickers, Dean of Student Life, Marietta College (OH)

Building a Culture of Integrity on Campus
Timothy M. Dodd, Executive Director, The Center for Academic Integrity
Shirley V. Hoogstra, Vice President for Student Life, Calvin College (MI)

The Culture of Sports
James Shulman, coauthor of The Game of Life: College Sports and Educational Values

Accreditation: Strengthening Student Learning
Barbara Brittingham, Director, Commission on Institutions of Higher Education, New England Association of Schools and Colleges
Jean A. Wyld, Vice President for Academic Affairs, Springfield College (MA)

For more information about the CAO/CSAO Institute and to register, visit CIC’s website at http://www.cic.edu/conferences_events/caos/2006.asp.
Comprehensive Campaigns. The program is a concentrated p.m. on January 7, CIC will hold a special workshop on families to attend college.

Students from low-income families or who are the first in their Opportunity or Privilege?, an Institute workshop on this topic that was held five years ago.

Judson Carlberg

Deciding Whether and How to Engage in Online Education

Judith Eaton, President, Council for Higher Education Accreditation

Deciding Whether and How to Engage in Online Education

William Fox, President, Culver-Stockton College (MO)

Arthur Kirk, President, Saint Leo University (FL)

The President and the Optimized Admissions Program: What Presidents Should Expect, What Presidents Must Do

Nathan Mueller, Principal, Hardwick-Day

Pamela Jolicoeur, President, Concordia College (Moorhead, MN)

Applying Larger University Fundraising Techniques to Smaller Institutions

Kerry Romesburg, President, Jacksonville University

John Sellers, President, Drury University (MO)

National Media Perspectives on Higher Education

Dan Golden, Deputy Bureau Chief, Boston Bureau, The Wall Street Journal

Jane Karr, Education Life Editor, The New York Times

Tim Goral, Editor, University Business Magazine

Update on Legal Issues

Stephen Bahls, President, Augustana College (IL)

Kent Weeks, Principal, Weeks, Anderson, and Baker

Engaging All Constituencies in the Planning Process

Wendy Libby, President, Stephens College (MO)

Stephen MacDonald, President, Lebanon Valley College (PA)

Wayne Powell, President, Lenoir-Rhyne College (NC)

Preparing for and Reacting to Crises

Trudie Kibbe Reed, Bethune-Cookman College (FL)

David Pollick, President, Birmingham-Southern College (AL)

Joan Hinde Stewart, President, Hamilton College (NY)

Educating Trustees and the Campus: Uses of Data in Decision-Making

Beverley Byers-Pevitts, President, Park University (MO)

G. T. Smith, President, Bethany College (WV)

Michael Williams, President, The Austen Group

Internationalizing through Recruitment and Exchanges

Loren Anderson, President, Pacific Lutheran University (WA)

Larry Goodwin, President, The College of Saint Scholastica (MN)

Erik Nielsen, President, Concordia College (Moorhead, MN)

A “Second Presidency” at the Same Institution

James Davis, President, Shenandoah University (VA)

Theodore Long, President, Elizabethtown College (PA)

Steering by Rankings: Destiny or Opportunity

John Strassburger, President, Ursinus College (PA)

Lloyd Thacker, Executive Director, The Education Conservancy

Robert Weisbruch, President, Drew University (NJ)

Assessing and Making the Case for General and Liberal Education

Ronald Crutcher, President, Wheaton College (MA)

Edwin Welch, President, University of Charleston (WV)

For registration forms and more information about the Presidents Institute and the post-Institute workshop on capital campaigns, visit CIC’s website at http://www.cic.edu/conferences_events/presidents/2007.asp.
Ten presidents and seven spouses participated in the second year of Presidential Vocation and Institutional Mission seminars this summer. The parallel program for prospective presidents included 23 campus leaders as well as 19 spouses. Presidents met on July 16–19 and prospective presidents on August 6–9, both at Glendorn in Bradford, Pennsylvania.

The Independent recently asked Bill Frame, president emeritus of Augsburg College (MN) and the CIC senior advisor who is guiding the Lilly Endowment-funded program on Vocation and Mission, about the seminars.

Independent: CIC’s program is hardly the only one available on the college presidency. What makes it different from other programs for current or prospective presidents?

Bill Frame: Among the spate of workshops on the college presidency, CIC’s focus on vocation, both of the president and of the college or university, is distinctive. We don’t draw immediate attention to the conduct of the presidency, but to two prior questions: “Why did I seek—why should I seek—a presidency?” and “What lasting contribution do I want to make as a president—or in whatever turns out to be my vocation?” The best answers to these questions will have decisive bearing on both the conduct and satisfaction of the work. We hope that the active pursuit of them will extend the all-too-short average tenure of the college presidency.

Independent: You have chosen an interesting array of texts for these seminars—classical and contemporary Christian writings on the vocationally-oriented life, Platonic dialogues, speeches by Abraham Lincoln and Martin Luther King, Jr., passages from de Tocqueville, a reflection by Jill Ker Conway on how she decided to accept an offer to be a president, a book chapter on the “sagas” of distinctive colleges, among other readings. Why such a variety of texts?

Bill Frame: Together, they help us grasp four interrelated points. The first is that vocations are not constructed, as are careers; they are discerned. (Those who have participated in the program thus far tend to think that what is true of vocations for persons is also true of missions and visions for colleges and universities. They too must be discerned rather than constructed, discovered rather than created.) The second point is that friendship is crucial to discernment of one’s vocation. The third, which is illustrated in several cases by the readings, is that the rhetorical arts play a community-development role for vocationally oriented presidents, beyond the administrative role they play for careerists. The ultimate point is that the vocational president, in leading the increasingly self-conscious college, is constructing for the community a vision of the future strong enough to overcome the alienation between work and life that is one of the unfortunate hallmarks of our time.

Independent: CIC is known for including spouses in its programs, with parallel program tracks. Is that the idea here as well?

Bill Frame: Indeed! Spouses are a critical constituent of these seminars. They are not provided with separate fare in this case; however, they are in the thick of the conversation about vocation and mission. Why? I think that most of us recognize that the college presidency is an expansive, even all-comprising assignment. Spouses, and other friends of the president for that matter, need defenses, in the form of their own vocations, to avoid either the loss of identity (by fusion with that of the president) or the development of an “individualist” withdrawal from the presidency. We regularly hear appreciative reports that the seminars encourage enriched conversation between a president and his or her spouse on both shared and independent vocational issues.

Independent: Tell us about the differences between the seminars for current presidents and “prospective” presidents.

Bill Frame: The longer we have been at this project, the sharper the differences have become between the two versions. We have struggled to prevent the inquiry for those who have been nominated—the prospective presidents—from turning into a workshop about the nuts-and-bolts of what the presidency is like and how to land a position. By engaging experienced and successful presidents as facilitators for this seminar, we have satisfied this curiosity and returned the focus to the subjective from the objective, to calling rather than opportunity. The facilitators for the presidents’ seminar, by and large, are people who have thought long and hard about the idea of vocation, the character of political communities, and the relationship of faith and reason. This has generated an atmosphere in which presidents and spouses can honestly and realistically identify and celebrate the vitalizing aspects of the job.

Independent: Have there been surprises or things that have pleased you about the way this program has developed?

Bill Frame: When we went into this, we thought the challenge would be to get people talking about personal things, like ambition and life purposes. If we could do that, we could link, ambition and service, sociality and self-knowledge, freedom and community, faith and reason. But in each of the four seminars that we have so far convened, the conversation has moved directly and quickly first to the personal and then from the personal to subjects which can only be described as “public” rather than “private”—from the assessment of one’s gifts to stewardship, for example; from statements of or about faith to the character of education; from one college’s “saga” to the role that a crisis often plays in clarifying institutional identity; from self-development to community development.

And we have noticed that new self-understanding grows naturally among participants as they pursue the inquiry in the several conversational circles they are drawn into during the seminar. All that yields a deeply satisfying and entirely unembarrassed sense of community. And that is a rare and a good thing.
PARTICIPANTS IN PRESIDENTIAL VOCATION AND INSTITUTIONAL MISSION SEMINARS

**PRESIDENTS PROGRAM**
- Delbert and Susan Baker
  Oakwood College (AL)
- Margaret Carney
  St. Bonaventure University (NY)
- Thomas and Penny Cedel
  Concordia University at Austin (TX)
- Robert and Connie Duffett
  Dakota Wesleyan University (SD)
- Richard and Diane Hanson
  Waldorf College (IA)
- Norval and Susan Kneten
  Barton College (NC)
- Thomas and Mila Meier
  Elmira College (NY)
- Kathleen Owens
  Gwynedd-Mercy College (PA)
- Mark Schulman
  Goddard College (VT)
- Jackie Jenkins-Scott and Jim Scott
  Wheelock College (MA)

**PRESIDENTS PROGRAM FACILITATORS**
- William Frame, President Emeritus
  Augsburg College (MN)
- Anne Frame, Former Presidential Spouse
  Augsburg College (MN)
- Richard Hughes, Distinguished Professor and Senior Boyer Fellow
  Messiah College (PA)
- Melanie Morey, Senior Director for Research and Consulting,
  NarrowGate Consulting (MA)

**PROSPECTIVE PRESIDENTS PROGRAM**
- Jeffery Aper, Provost, and Sandra Aper
  Blackburn College (IL)
- Abiola Awosika-Fapetu, Vice President and Dean of Academics
  Montreat College (NC)
- Stephen Beers, Vice President for Student Development, and Jane Beers
  John Brown University (AR)
- Susan Berger, Executive Vice President, and Ronald Berger
  Cazenovia College (NY)
- Brian Brues, Dean of Students, and Carol Brues
  The College of St. Catherine (MN)
- Gregory Chan, Provost and Vice President for Academic Affairs, and Sandra Chan
  St. Thomas University (FL)
- Bryon Grigsby, Provost and Chief Operating Officer, and Carolyn Coulson-Grigsby
  Centenary College (NJ)
- Iain Crawford, Vice President for Academic Affairs, and Melissa Ianetta
  The College of Wooster (OH)
- Delmas Crisp, Vice President for Academic Affairs, and Sandra Crisp
  Wesleyan College (GA)
- Tracy Fitzsimmons, Vice President for Academic Affairs, and Charles Call
  Shenandoah University (VA)
- John Day, Dean of the College, and Sharon MacFarland Day
  Roanoke College (VA)
- Jonathan Green, Dean of the College and Vice President for Academic Affairs, and Lynn Buck
  Sweet Briar College (VA)
- Robert Herron, Vice President for Academic Affairs, and Diane Herron
  Southeastern University (FL)
- Richard Jurasek, Executive Vice President
  Antioch College (OH)
- Christopher Kimball, Provost and Vice President for Academic Affairs
  California Lutheran University (CA)
- Patrick Leonard, Special Assistant to the President, and Kay Leonard
  College of the Southwest (NM)
- James Loftus, Vice President for Enrollment Management and Student Services, and Irene Loftus
  St. Ambrose University (IA)
- Michael Looney, Vice President for Academic Affairs and Provost
  Schreiner University (TX)
- Michael Marsden, Dean of the College and Vice President for Academic Affairs, and Mary Ryder Marsden
  St. Norbert College (WI)
- David Rowe, Vice President for Advancement, and Jodi Rowe
  LaGrange College (GA)
- Daniel Taddie, Executive Vice President for Academic Affairs and Dean of the Faculty, and Ann Killebrew Taddie
  University of the Ozarks (AR)
- Doris Tegart, Vice President and Executive Assistant to the President, and Joseph Tegart
  Bellarmine University (KY)
- Russell Willis, Provost and Chief Academic Officer, and Dawn Willis
  Champlain College (VT)

**PROSPECTIVE PRESIDENTS PROGRAM FACILITATORS**
- Joel Cunningham
  Vice Chancellor and President,
  Sewanee: University of the South (TN)
- Trudy Cunningham, Senior Consultant for Admission and Advising,
  Sewanee: University of the South (TN)
- William Frame, President Emeritus
  Augsburg College (MN)
- Anne Frame, Former Presidential Spouse
  Augsburg College (MN)
- William Placher
  Lafollette Distinguished Professor of Humanities, Philosophy and Religion,
  Wabash College (IN)
- Jake Schrum, President
  Southwestern University (TX)
- Mary Pat Seurkamp, President
  College of Notre Dame of Maryland (MD)
CIC Offers Third Seminar in Jordan on Islam and Middle Eastern Culture

Twelve CIC faculty members from a wide range of fields have been selected to attend a seminar on Teaching About Islam and Middle Eastern Culture to be held in Amman, Jordan. It is the third seminar cosponsored by CIC and the Council of American Overseas Research Centers (CAORC), made possible through financial support from the U.S. Department of State. The seminar will take place at the American Center of Oriental Research (ACOR) in Amman and will run from December 28, 2006 through January 19, 2007. ACOR director Barbara A. Porter will coordinate the program and lead the seminar.

Like the January 2004 and January 2005 seminars, the program is designed specifically for professors who are not experts in Islam or Middle Eastern culture. The participants will learn more about this part of the world and its principal religion, and think about how to develop new courses or adapt existing courses to include knowledge and insights gained from the seminar. Seminar topics will include the ancient and modern history of Jordan, women in Islam and women’s groups in Jordan, environmental and water issues, and the three monotheistic faiths in the Middle East. Planned field trips include the Citadel, Roman Theater, and King Hussein Mosque and Gardens in Amman, as well as visits to Jerash, Madaba, the Dead Sea, and an overnight stay in Petra.

CIC Faculty Members Participate in Seminar on the Iliad and Its Use in Teaching

Faculty members from a broad range of disciplines at diverse institutions extended their knowledge of ancient Greek texts and developed strategies for incorporating them into their courses in general education during a seminar in summer 2006 on Ancient Greece in the Modern College Classroom. The inaugural seminar in a planned three-year series focused on teaching the Iliad. Twenty-eight CIC faculty members attended the July 10-14 event, cosponsored by CIC and the Center for Hellenic Studies, at the Center’s Washington, DC campus. The seminar was made possible through the generous support of the Gladys Krieble Delmas Foundation.

Directed by Gregory Nagy, director of the Center for Hellenic Studies and Francis Jones Professor of Classical Greek Literature and professor of comparative literature at Harvard University and Kenneth Scott Morrell, associate professor of classics at Rhodes College (TN), “Homer Across the Curriculum: The Iliad” was designed primarily for professors who have not had formal training in ancient Greek literature. The seminar provided background on the nature of the poem, the role Homeric poetry played in the evolution of Greco-Roman society, and the ways in which various cultures have responded to and understood the poem. Participants also worked collaboratively on materials for
their courses and had the chance to use the renowned library at the Center for Hellenic Studies.

Nagy was impressed by the high caliber of the participants and the energy they dedicated to the cross-disciplinary nature of the seminar. “This group was perfect to work with. They were strongly motivated and worked hard—harder than I’ve ever seen people work before. They are masters at turning their research into teaching—and their teaching into research. I was most impressed not only by their discoveries but also by their ability to articulate clearly their discovery procedures. I envy the students who study Homeric poetry under their guidance,” he said.

As participant David Fisher, professor of philosophy at North Central College (IL) explained, Nagy and Morrell provided “in form, content, and diversity of participant disciplines, a good model of interdisciplinarity. By showing how combinations of work in speech and communication; history; anthropology; religious studies; philosophy and sociology—as well as classical models of literature—are needed to understand Homer (as socio-cultural product; as oral performance; as text) they provided reasons to think outside disciplinary boxes.” Assistant professor of psychology Stephanie Madsen of McDaniels College (MD) said, “Everyone was so welcoming and eager to embrace difficult disciplines. It was an honor to study with Kenny and Greg and I feel like I learned as much from the wonderful new colleagues I met. The experience has been personally important and will be put to good use in my future courses.”

Planning is underway for the 2007 seminar on Ancient Greece in the Modern College Classroom.

The Center for Hellenic Studies is a leading research institute affiliated with Harvard University. Since its founding in 1962 as an “educational center…designed to rediscover the humanism of the Hellenic Greeks,” the Center has brought together people and resources in a variety of contexts to support the study of Hellenic civilization.
Legal Issues, Communicating Through Conflicts Were Highlights of Department Chair Workshops

More than 250 persons with department and division chair responsibilities, representing 128 colleges and universities, participated in the 2006 CIC Department and Division Chair Workshops. With the theme of “Effective Strategies for Leading the Academic Department,” this fifth annual series of workshops used case studies, discussions, and exercises to assist chairs in exploring best practices for communicating in situations of conflict, planning for the department, managing their time, working with the chief academic officer, and navigating through the legal thicket. The workshops were held in San Diego, CA (March 31–April 1); St. Louis, MO (May 23–25); Waltham/Boston, MA (May 31–June 2); and Cleveland, OH (June 6–8).

Participants said the workshops were helpful, providing a concentrated time “to talk with other chairs from my college,” as well as in meeting people at other institutions who are focusing on similar challenges. The workshops offered “a good framework for understanding your role, tools to design your expectations, good references, and an opportunity to find ideas to solve issues.”

Among the most popular sessions were those that focused on current legal issues and preventive law. Steps to avoiding legal problems, said one workshop leader, include:

- Become familiar with institutional policies that affect chairs such as employment and disability policies;
- Identify non-legal offices and individuals on campus who can answer questions (e.g., dean, provost, HR, disability resources, dean of students, police);
- Identify your institution’s legal counsel and the protocol for accessing legal advice;
- Do not react immediately to initial reports of alleged wrongdoing, except to protect safety and secure information and data, and do not conduct any investigations without the advice of counsel;
- Encourage your institution to offer continuing education for chairs, directors, and other administrators in such areas as students with disabilities, sexual harassment, privacy of student educational records, employment issues, safety issues, academic freedom, faculty discipline and dismissal, intellectual property, Family and Medical Leave Act, etc.

2007 DEPARTMENT CHAIR WORKSHOPS

March 30–31
San Francisco, CA

May 22–24
Chapel Hill, NC

May 30–June 1
Philadelphia, PA

June 5–7
Minneapolis/St. Paul, MN

CIC History Professors Participate in Seminar on Slavery at Columbia University

Due to the success and popularity of their 2004 CIC/Gilder Lehrman Institute Seminar for professors from CIC member institutions, David W. Blight, Class of 1954 Professor of American History at Yale University (CT), and James O. Horton, Benjamin Banneker Professor of American Studies and History at George Washington University (DC), once again led a seminar in summer 2006 on “Slavery: Scholarship and Public History.” Twenty-seven faculty members in history and related fields were selected for the seminar, held June 25-28 at Columbia University in New York.

The seminar examined how historians have attempted to explain the history of slavery and its role in the formation of the nation’s political, economic, and social structure. Participants considered and discussed how historians’ changing interpretations reflect the state of American historical scholarship and the racial dynamics of the nation. The program included a field trip to visit the Gilder Lehrman Collection at the New-York Historical Society.

At the conclusion of this fifth seminar on American history that CIC has cosponsored with the Gilder Lehrman Institute of American History, the participating faculty members expressed gratitude for the opportunity for study on a specific topic and for...
the chance to meet and connect with colleagues from similar institutions. One participant praised the seminar as the “best program of this type I have ever attended,” and another said “I will definitely keep in mind how post-war celebrations in honor of Civil War veterans acted to alter the war’s meaning by concerning themselves only with the heroism of white combatants and by avoiding any reference to the institution of slavery.”

The timing of the seminar nicely complemented James Horton’s recent work on the Public Broadcasting Service series, “Slavery and the Making of America,” and his role as chief historian for the recent “Slavery in New York” exhibition at the New-York Historical Society, as well as David Blight’s receipt of the Frederick Douglass Prize and Bancroft and Lincoln Prizes for his book, Race and Reunion: The Civil War in American Memory.

Another CIC/Gilder Lehrman seminar in American history is planned for 2007.

2006 CIC/GILDER LEHRMAN INSTITUTE SEMINAR PARTICIPANTS

R. Bryan Bademan
Assistant Professor of History
Sacred Heart University (CT)

Virginia Batchelor
Assistant Professor of Education
Medaille College (NY)

Brooks Blevins
Assistant Professor of History
Lyon College (AR)

Richard Bond
Assistant Professor of History
Virginia Wesleyan College

Jeff Broadwater
Associate Professor of History
Barton College (NC)

David Canton
Assistant Professor of History
Connecticut College

Robin Collin
Professor of Law
Willamette University (OR)

Walter Greason
Assistant Professor of History
Ursinus College (PA)

James Holton
Assistant Professor of History
Warner Southern College (FL)

Robert Imholt
Professor of History
Albertas Magnus College (CT)

James Jasinski
Associate Professor of Communication Studies
University of Puget Sound (WA)

James Jennings
Associate Professor of Education and History
Hendrix College (AR)

Violet Johnson
Professor of History
Agnes Scott College (GA)

Ron Keller
Assistant Professor of History
and Political Science
Lincoln College (IL)

Mee-Ae Kim
Assistant Professor of History
Albertson College of Idaho

Leslie Liedel
Associate Professor of History
Wheeling Jesuit University (WV)

Charles McKinney
Assistant Professor of History
Rhodes College (TN)

Glenn McNair
Assistant Professor of History
Kenyon College (OH)

Arin Migliazzo
Professor of History
Whitworth College (WA)

Kristen Oertel
Assistant Professor of History
Millsaps College (MS)

Susan Ouellette
Associate Professor of History
Saint Michael’s College (VT)

John Quinn
Professor of History
Salve Regina University (RI)

Junius Rodriguez
Associate Professor of History
Eureka College (IL)

Jennifer Stollman
Assistant Professor of History
Salem College (NC)

Janice Sumler-Edmond
Professor of History
Huston-Tillotson University (TX)

Michael Thompson
Associate Professor of History
Pfeiffer University (NC)

Bridgett Williams-Searle
Assistant Professor of History
The College of Saint Rose (NY)
CIC/CLA Consortium Participants Compare Assessment Results

In July 2006, CIC’s Collegiate Learning Assessment Consortium gathered for its second annual meeting in Washington, DC. Campus teams from 31 institutions were present along with resource persons and staff members from CIC and the Council for Aid to Education (CAE), the Consortium’s sponsors.

The Collegiate Learning Assessment (CLA) is one of the first assessment tools to provide direct evidence of student learning occurring over a typical four-year college program. The CLA provides a “value added” scoring of the institution’s unique contribution to the intellectual growth of students on aspects of cognitive development that are especially important in the liberal arts: critical thinking, analytic reasoning, problem solving, and written communication.

The principal focus of the 2006 CIC/CLA Consortium meeting was to interpret the CLA scores for each institution. Campus teams attending the Consortium meeting were assisted in understanding their campus reports, and worked collaboratively in developing strategies to share their scores with key constituencies on campus.

An institutional score report informs a college or university as to whether it is performing at, above, or below expected levels, given the entry characteristics of its students. Furthermore, because scores are standardized, the CLA can be a useful benchmarking tool to assess progress on student learning relative to the intellectual growth of students at other institutions. It is possible, for example, for a college with entering students who scored lower on the SAT to outperform more selective institutions if the students at the less-selective college demonstrate greater gains on the CLA measures.

Stephen Klein, recently retired senior research scientist at RAND Education, who is the principal psychometrician for the CLA, clarified what the CLA can and cannot measure. He also reminded participants that the CLA is fundamentally different from government-mandated testing under the No Child Left Behind (NCLB) Act. All of the CLA measures are open-ended, instead of being multiple choice. The institution, not the student, is what is being measured with the CLA. And, unlike NCLB-mandated testing, there is no fixed standard of proficiency with the CLA; progress is relative, depending on the characteristics of the students enrolled at the institution.

Peter Ewell, vice president of the National Center for Higher Education Management Systems and a nationally recognized expert on assessment, worked with Consortium members to link the various assessment data that are available to them and use holistic assessment to effect campus change. He reminded the meeting participants of the importance of engaging other campus constituents—faculty members, key administrators, and others—in the consideration of the CLA results. “The conversation,” Ewell said, “is as important as what the numbers say.”

The Teagle Foundation’s president, W. Robert Connor, addressed the group on the importance of assessment. The Teagle Foundation is generously supporting a number of liberal arts assessment initiatives, including the CIC/CLA Consortium. Connor noted that the Teagle mantra on assessment is, “If you know more about how your students are learning, you can teach better and they can learn better.”

The Council for Aid to Education was represented at the meeting by Roger Benjamin, president; Richard Hersh, senior fellow; Marc Chun, research scientist; and project managers Esther Hong, Alex Nemeth, and James Padilla. CIC staff members participating in the meeting were Richard Ekman, president; Russell Garth, executive vice president; Hal Hartley, director of research; and Stephen Gibson, director of projects.
Earlier this year, CIC launched the American Graduate Fellowships—a new program to support the most talented graduates of smaller, private liberal arts colleges who plan to pursue advanced work in the humanities. Finalists for the awards will be selected in December by a distinguished panel of humanities scholars. Every member of the review panel has received major awards for outstanding scholarship, teaching, or both. Three of them are also graduates of small liberal arts colleges themselves, so they will be hoping to find their younger counterparts among the applicants.

Two fellowships, worth up to $50,000 each and renewable for a second year, will be awarded in each of the next five years. The awards can be used to support doctoral study at any of 23 independent research universities in the United States, United Kingdom, and Ireland. The eligible fields of study include history, philosophy, literature and languages, and fine arts. Full details about the program, including student eligibility requirements and application forms, are available at www.cic.edu/projects_services/grants/americangrad.asp or by email from americangrad@cic.nche.edu. The application deadline is October 17, 2006.

The American Graduate Fellowships are made possible by a generous grant from the Wichita Falls Area Community Foundation, Wichita Falls, Texas.

Panelists for American Graduate Fellowships

Robert Pippin is Evelyn Stefansson Nef Distinguished Service Professor in the Committee on Social Thought and Department of Philosophy at the University of Chicago (IL). His work focuses on the modern German philosophical tradition (from Immanuel Kant to the present), contemporary Continental philosophy, moral theory, social and political philosophy, and theories of modernity, as well as various topics in ancient philosophy. Pippin is also interested in the intersection between philosophy and the fine arts (literature, art history, and film). He is the author of many books and articles, a popular visiting lecturer around the world, and the recipient of several awards for his teaching. In 2001 he received a Distinguished Achievement Award in the humanities from the Andrew W. Mellon Foundation. Pippin earned his BA with a major in English from Trinity College (CT) and his PhD in Philosophy from the Pennsylvania State University.

William C. Jordan is Professor of History and Director of the Program in Medieval Studies at Princeton University (NJ) and a former director of the Shelby Cullom Davis Center for Historical Studies. He is the author of several books, including Louis IX and the Challenge of the Crusade: A Study in Rulership (1979); Women and Credit in Pre-Industrial and Developing Societies (1993); The Great Famine: Northern Europe in the Early Fourteenth Century (1997), which was awarded the Haskins Medal of the Medieval Academy of America; and Europe in the High Middle Ages (2003). He has also edited a one-volume encyclopedia of the Middle Ages for elementary school students and a four-volume version for middle school students. In 2003 he received Princeton’s Behrman Award for distinguished achievement in the humanities. His current research focuses on church-state relations in the 13th and early-14th centuries. Jordan earned his bachelor’s degree from Ripon College (WI) and his PhD from Princeton.

Suzanne Preston Blier is Allen Whitehill Clowes Chair of Fine Arts and African and African American Studies at Harvard University. Since earning her PhD in art history from Columbia University (NY), Blier has focused on bringing African art into the mainstream of art historical study. Her many books include The Anatomy of Architecture: Ontology and Metaphor in Batammaliba Architectural Expression (1987), which received the Arnold Rubin Outstanding Publication Award from the African Studies Association; African Vodun: Art, Psychology, and Power (1995), which received the Charles Rufus Morey Award from the College Art Association; and African Royal Art: The Majesty of Form (1998). She has also curated exhibitions of African art, conducted extensive research in the West African countries of Benin and Togo, and served as editor-in-chief for Baobab: Visual Sources in African Visual Culture, an innovative digital media project at Harvard. She has received fellowships from the Guggenheim Foundation and the American Council of Learned Societies and a Fulbright-Hays Award. She earned her BA at the University of Vermont.

Andrew Delbanco is Julian Clarence Levi Professor in the Humanities at Columbia University (NY), where he teaches in the Department of English & Comparative Literature and the Department of History and directs the American Studies program. His books include The Puritan Ordeal (1989), which won the Lionel Trilling Award at Columbia;

(continued on page 14)
CIC Enhances Key Indicators Tool and Related Services

During the past several years, CIC’s benchmarking services have become increasingly important and popular.

2006 KIT—The Key Indicators Tool (KIT) is now in its third iteration and has developed comparisons on a wide range of performance indicators. Still free of any fee to CIC members, the KIT is a customized, confidential benchmarking report prepared for the president. Indicators are presented with regional and national comparisons over a five-year period with three sorting criteria: geographic area, financial resources, and enrollment size. Comparisons are based on a data set of 750 baccalaureate and master’s-level private colleges and universities. CIC’s KIT report provides helpful graphs to track an institution’s performance against similar institutions over the past half-decade.

In September, CIC sent an updated KIT report to each member president, based on the latest data available from the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS). The 2006 KIT expands the number of indicators, based on feedback from member presidents. First-year (FTE) enrollment replaces the percent change in enrollment from the previous year. First to second-year retention rates have been added, providing valuable information to members even though only the three most recent years of data are available from IPEDS. Also new this year are comparative data on average faculty salaries at the assistant, associate, and full professor ranks (based on equated nine-month contracts).

In addition, the 2006 KIT modifies the student/faculty ratio and part-time faculty indicators. In prior years, these data were drawn from a section of IPEDS that contained faculty data only for every other year. For the 2006 KIT report, data for the most recent four years are reported. CIC dropped two indicators presenting limited information about percentage changes from year to year in student enrollment and net tuition revenue. The trend lines for the annual data still retained in the KIT provide a good sense of the degree of change over time.

Comparison Group KIT—CIC is now offering a special Comparison Group KIT for a modest fee. This report will allow CIC members to receive a customized report for two additional comparison groups selected by the institution. Comparison groups may range in size from five to 25, though groups of 10 to 15 are recommended. Selecting two groups provides for multiple comparisons, perhaps of a peer and an aspirant group. The fee for the Comparison Group KIT is $400. CIC has arranged with The Austen Group to consult with member colleges and universities that need assistance in choosing a comparison group, including the necessary research, for an additional fee of $600. Both the Comparison Group KIT and the comparison group consultation service were successfully tested earlier this year.

Online KIT Consultations—A number of presidents have asked for a consultant to help interpret the KIT report to the senior staff or trustees. CIC has arranged with Mike Williams, president of The Austen Group, to provide hour-long, web-based presentations or consultations with senior staff, boards, or faculty groups for considerably less than the cost of paying a consultant’s time and travel for an in-person, on-campus visit. The online sessions will contain voice, video, and graphic presentations, allowing participants to interact real-time with Williams. The fee of $600 provides a cost-effective approach that will be of interest to many CIC members. This approach was successfully tested earlier this year. Shenandoah University (VA) president James A. Davis reported, “Mike Williams did a great job and accomplished exactly what we were seeking in the consultation.”

CIC’s Key Indicators Tool (KIT) and related services are generously supported by grants from the William Randolph Hearst Foundations. For additional information about the KIT update and related services, visit CIC’s website at www.cic.edu/projects_services/infoservices/kit.asp or contact Hal Hartley, director of research at (202) 466-7230 or bhartley@niche.edu.

(American Graduate Fellowships, cont’d from page 13)
The Death of Satan (1995); Required Reading (1997); and Melville: His World and Work (2005). He is a frequent contributor to The New York Review of Books and The New Republic, among others. His many honors include membership in the American Academy of Arts and Sciences, “America’s Best Social Critic” (Time Magazine, 2001), New York State Scholar of the Year (New York Council for the Humanities, 2003), and Guggenheim, NEH, and New York Public Library fellowships. Delbanco served as Vice President of the PEN American Center and is currently a trustee of the Library of America. He received his undergraduate and graduate degrees from Harvard.

Niall W. Slater is Samuel Candler Dobbs Professor of Latin and Greek at Emory University (GA). An expert on ancient theater and the ancient novel, he is also interested in language, literature, and culture more broadly. Slater is the author of several books, including Plantus in Performance: The Theatre of the Mind (1985) and Spectator Politics: Metatheatre and Performance in Aristophanes (2002), and numerous scholarly articles. He has been a visiting fellow at the University of St. Andrews, Ohio State University, the Universities of Oxford and Cambridge, and other leading institutions in the United States, Germany, and Australia. In 1999 he received the Williams Award for Distinguished Teaching at Emory. Since 2003 he has served as president of Phi Beta Kappa. Slater was educated at The College of Wooster (OH) where he graduated as valedictorian, the American School of Classical Studies at Athens, and Princeton University.
**CIC Prepares to Launch Historic Campus Architecture Project Website**

Final preparations are underway for the launch of the CIC Historic Campus Architecture Project (HCAP), the first nationwide architecture and landscape database of independent college and university campuses. The launch date is projected for late in 2006. Directing this project is Barbara S. Christen, an architectural historian who has been leading the CIC project since 2002.

The CIC HCAP website will provide extensive information about significant buildings, landscapes, campus plans, and heritage sites of American higher education. Through a rich set of bibliographic materials and a user-friendly search engine, it will also guide viewers to a wide variety of sources that they can use for further study.

Supported by two generous grants from the Getty Foundation, the HCAP website documents nearly 2,000 campus sites of historical significance. One of the treasures that visitors will find on the website is a collection of more than 4,300 images relating to the featured sites. To date, nearly 370 institutions have participated.

The computer software platform for the CIC HCAP website is Greenstone, an open-source program developed by the New Zealand Digital Library Project at Waikato University. The developers of Greenstone describe its purpose as: “to empower users, particularly in universities, libraries, and other public service institutions, to build their own digital libraries.” It has been tailored extensively to fit the requirements of a project that offers such a wealth of visual and textual material on the physical presence of the liberal arts college and university. Watch for news of the website launch coming soon.

---

**Upcoming CIC/NYTimes Partnership Events**


**Monday, October 9, 2006—CIC/NYT Partnership Presidents Council Meeting.** Participants will meet at the New York Times offices in New York City at noon. The meeting will include lunch and discussions with several higher education editors and correspondents. The meeting will precede CIC’s Foundation Conversation, scheduled for the next day, October 10, in New York.

**Monday, February 26, 2007—Student News Editors Workshop at the New York Times.** This event is primarily for students at institutions that are members of the CIC/NYT Partnership. The 70-plus students who attended last year’s workshop met with Times editors, reporters, copywriters, and marketers and gave the event enthusiastic reviews.

If your institution is not a member of the Partnership, but you would like the opportunity to send student editors to the workshop, and participate in other Partner activities, there is still time to join the Partnership. Please contact Laura Wilcox, CIC’s vice president for communications at lwilcox@cic.nche.edu or (202) 466-7230.

The minimum obligation for a college to be considered a partner is a discounted subscription to the Times newspaper in a quantity that is based on institutional size.

Partnership Benefits (in addition to discounted subscriptions) include:

- Enrollment in the Speaker Series, which gives preference to Partners in securing reporters and editors from the Times for speaking engagements on campus.
- Discounted rights and permissions site license (45 cents per student).
- Education rate for advertising (typically a 60 percent discount).
- Help in developing custom coursepacks and educational material using current Times content for classroom use.
The 50-year history of the Council of Independent Colleges (CIC) is a story of helping member colleges and universities find ways to increase their visibility and providing them with a broad range of initiatives to improve the quality of education and strengthen institutional resources. In its earliest days, what was then the Council for the Advancement of Small Colleges (CASC) was dedicated to helping its members raise money and win regional accreditation. Over the past five decades, the organization has been transformed into a dynamic association of independent colleges and universities working together to support institutional leadership, advance institutional excellence, and enhance private higher education’s contributions to society….

“The Noise You Hear is Progress”

CIC got its start in the years after World War II as an organization of colleges trying to help themselves. It was not an advocacy group, but instead enabled like-minded college leaders to share ways of raising money and gaining regional accreditation.

In December 1955, K. Duane Hurley received a letter from the Ford Foundation in his office at Salem College in West Virginia. The foundation had just announced a $210 million initiative to supplement faculty salaries at 630 private colleges, whose enrollments were burgeoning as soldiers returned to school on the GI Bill. Salem College, Hurley was informed, was to be one of the recipients.

…Hurley contacted the foundation, where an officer told him with deep embarrassment that the foundation had intended to make the grant to another Salem College, a women’s college in Winston-Salem, North Carolina.

The experience epitomized Hurley’s deepest frustration as a college president. Small colleges like his were respectable educational institutions—Salem had graduated four United States Senators and two West Virginia governors—but meeting the benchmarks required for regional accreditation had never been a need or a priority. Now, Salem, like many small colleges, needed the imprimatur of a regional accreditor to receive money from foundations, corporations, and other sources….

Shortly after the Ford Foundation episode, Hurley… identified 125 colleges in the same position as Salem: lacking regional accreditation but having credits approved by state departments of education, state universities, or other accredited colleges or universities. He…invited them to discuss ways they could work together to improve their common situation.

The group decided they needed a self-help organization. In barely a day, a set of committees organized by Hurley came up with a name, a purpose, membership qualifications, and personnel. The group decided to call itself the Council for the Advancement of Small Colleges… The Council would be a service organization designed to help colleges improve their educational programs, thus enabling them to obtain accreditation. Hurley served as the first president of the group, but CASC’s board of directors decided the following month that a full-time staff member was needed. Alfred T. Hill of the Council for Financial Aid to Education was named Executive Secretary and assumed his duties on September 1, 1956.

Operation Bootstrap

…CASC’s early programs were collectively dubbed “Operation Bootstrap… To gain accreditation, and perhaps to survive, the colleges attracted to CASC needed to increase their enrollments, expand their campus facilities, add books to their libraries, and improve the scholarly credentials of their professors, and all of these improvements required more operating funds and larger endowments. “Operation Bootstrap” proposed to aid them in all these endeavors by helping them strengthen their academic programs, deploying consultants to advise colleges on fundraising and fiscal management, and raising money directly for member institutions.
...Hill left the CASC executive directorship in January 1968 after seeing the Council through its infancy, raising nearly $1.5 million in corporate and foundation donations, and, in his words, breaking the “vicious circle.” His successor was Richard P. Saunders, who had been president of the Institute for Human Resources Development and of Future for Children, Inc. Saunders served for only eight months, owing to conflicts with the board, and was succeeded by Roger J. Voskuyl, president of Westminster College and a longtime member of the CASC board. Voskuyl led the Council until 1974, moving the offices in 1969 to the National Center for Higher Education at One Dupont Circle in Washington, DC. When he retired, the Council hired Gary H. Quehl, a college administrator who had been executive director of the College Center of the Finger Lakes. In 1986, Quehl left CASC to become president of the Council for the Advancement and Support of Education. He was succeeded by vice president Allen P. Splete, who had been president of Westminster College in Pennsylvania and a vice president at St. Lawrence University in New York. Splete led the Council of Independent Colleges (as it was now called) for 14 years. CIC’s current president is Richard Ekman, who was selected for the position after Splete’s retirement in 2000....

The Key Constituency—Presidents

In the 1970s, the Council’s programming priority became professional development for college presidents at member institutions. Many college leaders were only partly prepared for their jobs—many had been classroom instructors, some were ministers, and others were former administrators or business leaders.... Between 1969 and 1974, CASC received five grants from the U.S. Office of Education for an “Institute for the In-Service Training of Administrators and Members of Boards of Trustees of Small Colleges.” The annual institute (the forerunner to today’s Presidents Institute) was open to CASC member institutions and other colleges, and it gave campus leaders a chance to learn more about building relationships with trustees, fundraising, and fiscal management....

Another long-standing annual event for presidents is the Conversation Between Foundation Officers and College and University Presidents. Started in 1987, the meeting takes place in New York City and features presentations from foundation presidents and officers and a structured exchange of ideas between the worlds of small colleges and philanthropic foundations.

More recently, CIC expanded its offerings with other programs designed specifically for presidents. In 2005, CIC began a new program on Presidential Vocation and Institutional Mission. These seminars, designed to assist presidents in deepening their own sense of vocation in the context of their institutions’ distinct missions, are supported by Lilly Endowment Inc....

Making the Case

From its earliest years, one of CIC’s central tasks has been to help its members tell their stories to a wider audience. To that end, the organization has published books and other materials, conducted national publicity campaigns, and offered workshops to give institutions a chance to show that “small colleges can help you make it big.”

A key challenge has always been how to lift the bushel basket off small colleges and let their lights shine, both singly and collectively. Wrote Alfred Hill in 1961:

The greatest weaknesses to date have been their failure to create a clear, sharp public image and their failure to capitalize on the advantages of their group impact....

Hill and his successors were determined to make a big splash, not just on behalf of CASC/CIC as an organization but for the members as well. The CIC executive directors and presidents always wrote widely, delivered numerous addresses, and networked relentlessly with foundations and higher education associations. As far back as Hurley’s presidency, the Council began collecting and publishing research on its members to help educate donors, potential students, and other constituents about the strengths and characteristics of small colleges.... In 2005, the Council continued these efforts with an updated approach: “Making the Case,” a dynamic website (http://www.cic.edu/makingthecase/index.asp) containing a collection of data-backed assertions about the effectiveness of small and mid-sized independent colleges....

Developing the Leadership Team

With encouragement from presidents, CIC has always placed a priority on programming for other campus leaders. Over the years, CIC has offered a wide range of seminars, research tools, and other services to academic, business, and student affairs officers as well as directors of libraries, information technology, and institutional research, and also division and department chairs and faculty members.... In the early 1970s, the Council began what became its second major annual event, the Institute for Chief Academic Officers.

From Accreditation to Validation

In a recent interview, Gary Quehl noted that CIC has had five long-serving presidents. Each, he thought, had been the right person for the Council at the right time: Alfred Hill to shepherd CASC through its infancy; Roger Voskuyl to strengthen the ties with the founding membership; Quehl himself to make it a national service organization; Allen Splete to expand the membership and obtain new grant support; and Richard Ekman to widen CIC’s services to people in many leadership roles on campus, increase membership, and raise CIC’s national visibility.

Today, CIC is an organization that provides college presidents and other campus leaders with opportunities to learn from one another’s experience. Both CIC and its member institutions are more robust today than they were in 1956. But the challenges of 2006 are no easier than the challenges of 1956, and the organization must continue to evolve in order to meet them effectively.
Books of Note

A number of recently published books will be of interest to presidents and other leaders of small and mid-sized private colleges and universities. The books tackle a range of issues, including the influence of wealth and legacy on elite higher education enrollment, college access for low-income students, the history of women’s higher education in postwar America, and the restructuring of American college and university faculties.

**College Access: Opportunity or Privilege?**
Edited by Michael S. McPherson and Morton Owen Schapiro © 2006

Backed by quantitative data and expert analyses, this comprehensive book includes essays and studies by various higher education and economic policy officials on the underlying problems of college access for low-income Americans. Statistics on college enrollment show that low-income students are less likely to graduate from high school and advance to college, and those low-income students who do attend a postsecondary institution are more likely to enroll in a public community college rather than an elite institution. The authors propose various models that colleges can use to educate low-income students and argue that—in order to remain globally competitive—it is essential to provide these low-income students full educational access. This publication is edited by Michael McPherson, president of The Spencer Foundation, and Morton Schapiro, president of Williams College (MA), and builds on important previous research by such authors as William G. Bowen and Derek Bok.

Paperback copies of this book, published by the College Board, cost $18.95 and are available in bookstores.

**The Price of Admission: How America’s Ruling Class Buys Its Way into Elite Colleges**
Daniel Golden © 2006

Daniel Golden’s claim is that every spring thousands of middle-class and lower-income high-school seniors are passed over by America’s most exclusive colleges in favor of wealthy students with lesser credentials—children of alumni, big donors, or celebrities. In this exposé, the Pulitzer Prize-winning Wall Street Journal reporter argues that Ivy League admissions offices are contributing to an American aristocracy, allowing special access to elite higher education for America’s richest families. Golden outlines the admissions practices that he believes favor the wealthy, the powerful, and the famous, and he suggests reasonable, workable tactics for resurrecting the anti-legacy campaign proposed by Congress. He devotes a laudatory chapter to the equitable, merit-based admissions practices at institutions such as Berea College (KY), Cooper Union (NY), and California Institute of Technology.

Golden will discuss the book during a special lunch session at CIC’s Presidents Institute in January.


**Berea College: An Illustrated History**
Shannon H. Wilson © 2006

The Berea College (KY) motto is “God has made of one blood all peoples of the earth,” a phrase underlying the institution’s 150-year commitment to egalitarian education. The first interracial and coeducational undergraduate institution in the South, Berea College is well known for its mission to provide students the opportunity to work in exchange for a tuition-free quality education. This book includes more than 180 historic photographs and unfolds the developing saga of a distinguished institution of higher education, centering the narrative on the eight presidents of Berea. Each chapter examines two or three salient events in each administration that confirm, enhance, or deny the core values of the college. The experiences of students, faculty members, and the college staff are also used to examine the impact and understanding of Berea’s history.

Hardcover copies of this book cost $35 and may be ordered from The University of Kentucky Press at (800) 839-6855 or www.kentuckypress.com.
The lives of Americans were filled with uncertainties after World War II and there was little concern about the best approaches to women’s postwar collegiate education. American women received a variety of messages about their roles in postwar society, many revolving around families and communities as the means to reestablish normalcy after the disruptions of war. This history explores the nature of postwar advocacy for women’s higher education, acknowledging the relationship of that advocacy to the expectations of the era. By illuminating the impact of postwar advocacy and women’s educational choices at the time, Eisenmann reveals the origins of later developments on college campuses during the 1960s, including the creation of women’s research institutes, women’s studies programs, and women’s resource centers.

Hardcover copies of this book cost $45 and may be ordered from Johns Hopkins University Press at (800) 537-5487 or www.press.jhu.edu.

Higher Education for Women in Postwar America, 1945-1965
Linda Eisenmann © 2006

Combining empirical data drawn from three decades of higher education surveys, the authors explore the transformation of the American faculty caused by a rapidly changing society. According to Schuster and Finkelstein’s research, society today is more globalized, market-driven, technology-enabled, and knowledge-based than ever before—and the higher education system, in response to these widespread national changes, has restructured itself too. Hiring, work, and careers in academia have undergone dramatic changes, sometimes with startling and disturbing effects on academic culture and values, and the quality of work life. The confluence of these forces, the authors claim, is propelling higher education into a future riddled with more uncertainties than in any previous era. In this ambitious analysis of the American academic profession, Schuster and Finkelstein outline the stakes for the nation and the challenging work to be done.

Hardcover copies of this book cost $45 and may be ordered from Johns Hopkins University Press at (800) 537-5487 or www.press.jhu.edu.

The American Faculty: The Re-structuring of Academic Work and Careers
Jack H. Schuster and Martin J. Finkelstein © 2006

Lyon College’s (AR) history is the story of the American small college in microcosm, demonstrating the necessity and power of educational persistence. In 1872, Isaac Long founded Lyon College (then Arkansas College) in Batesville, Arkansas on a curriculum of classical studies. Over the next 130 years, during multiple periods of intense educational development across the United States, Lyon College changed its name, its location within Batesville, and its mission from instruction in the classics to career development to liberal arts education. These changes were fueled by a consistent set of dynamics: the ongoing challenges of slim enrollments and institutional poverty—the very fight for survival—bred a culture of experimentation. This book captures this remarkable path to building a respected and successful liberal arts college, illustrated with photographs from every period of Lyon College’s history, and containing useful appendices such as a timeline of key events and listings of all the presidents, deans, board chairs, and award winners.

Hardcover copies of this book, published by University of Arkansas Press, cost $29.95 and are available in bookstores.

Lyon College 1872-2002: The Perseverance and Promise of an Arkansas College
Brooks Blevins © 2003

This Wofford College (SC) sesquicentennial anthology—filled with pictures, essays, vignettes, historical documents, and a compelling narrative—is a testament to the shared values and visions of a college and its community. Since 1854, Wofford has been an important part of the identity of Spartanburg, South Carolina. It is one of only a handful of American colleges founded before the Civil War that continue operation on their original campuses. Between 1902 and 1942, Wofford worked to define and shape “the Mind of the South,” and earned its chapter of Phi Beta Kappa. World War II, the Cold War, and the Baby Boom generation profoundly shaped the Wofford community. In the late 1980s, the college adopted a new Master Plan that laid the foundations for change and progress into the current generation.

Hardcover copies of this book cost $29.95 and may be ordered from Hub City Writers Project at (864) 577-9349 or www.hubcity.org.

Wofford: Shining with Untarnished Honor, 1854-2004
Edited by Doyle Boggs, JoAnn Mitchell Brasington, and Phillip Stone © 2005
A new report prepared for CIC finds that students attending private colleges and universities are much more likely to experience moral and spiritual development than their peers at public institutions. In addition, students attending private institutions reported greater engagement in important educational experiences such as “deep learning” behaviors that contribute to a liberal arts education and gains in intellectual skills.

The “deep learning” indicator is derived from eight educationally purposeful behaviors identified by scholars as contributing to a liberal arts education. These include integrating ideas and information from various sources and perspectives in written assignments; making critical judgments about the merits of information, arguments, or methods; as well as measures of the extent to which students discuss ideas from their courses with faculty, peers, and others outside of the classroom.

The CIC report is based on data from 460 four-year colleges and universities that administered the National Survey of Student Engagement (NSSE) in 2004. The analyses were conducted by Robert M. Gonyea and George D. Kuh at Indiana University’s Center for Postsecondary Research.

The CIC study finds that when it comes to moral and ethical development, smaller private colleges excel. Two-thirds of seniors indicated that the nondoctoral private institutions they attended contributed to their developing a personal code of values and ethics, versus about half of the seniors who attended state institutions (52 percent at nondoctoral publics and 48 percent at doctoral publics).

The religious engagement of students is important to many CIC member colleges and universities, especially the two-thirds of the members that have a stated religious affiliation. Student interest in spirituality and involvement in religious activities has been on the rise, as noted by recent reports by UCLA’s Alexander and Helen Astin and other scholars.

In addition, students attending nondoctoral private colleges and universities were much more likely to engage in worship, meditation, or prayer than students attending public institutions. Two-thirds of first-year students and seniors at private, nondoctoral institutions indicated that they had participated in these religious activities, compared with just half of those attending public nondoctoral colleges and universities. Moreover, 36 percent of first-year students and 34 percent of seniors at private nondoctoral colleges and universities indicated that their participation was “frequent” versus 24 percent and 26 percent respectively at public nondoctoral institutions.

Among seniors, 38 percent indicated that the private baccalaureate and master’s-level college or university they attended contributed “substantially” to their spiritual development, compared with just 21 percent of those attending public nondoctoral colleges and universities. Moreover, 36 percent of first-year students and 34 percent of seniors at private nondoctoral colleges and universities indicated that their participation was “frequent” versus 24 percent and 26 percent respectively at public nondoctoral institutions.

Students attending private colleges and universities also scored better on important educational outcomes. For example, 31 percent of seniors attending nondoctoral private institutions placed in the top quartile on gains in intellectual skills, compared with 23 percent of seniors at nondoctoral publics and 19 percent at public research universities. Two out of five seniors (42 percent) at CIC-type colleges and universities ranked in the highest third on the NSSE measure of “deep learning,” versus one in three of their peers attending public institutions (34 percent at nondoctoral and 30 percent at doctoral).

More data from the NSSE study are available on the CIC Making the Case website at http://www.cic.edu/makingthecase/index.asp.
Chowan University (NC) President Christopher White (far left, front row) and students took a 12-day study tour of the Middle East and Egypt. Students traveled through Nazareth, Galilee, Jerusalem, Bethlehem, the Dead Sea, the Jordan River, and other areas.

International Activities

Robert Morris University’s (PA) Center for Documentary Production and Study hosted students and faculty members from two foreign universities—the University of Applied Sciences in Dortmund, Germany and the University of Bahcesehir in Istanbul, Turkey—as part of an international documentary exchange program. The foreign students and faculty members will film short documentaries related to the Pittsburgh area, meet local filmmakers, and explore Americans’ perspectives of Germany and Turkey. Benedictine University (IL) hosted 22 students from 16 Arab countries and territories, including Libya, Iraq, Algeria, and the West Bank. The students participated in a six-week program titled “The Challenges of Democracy in a Diverse Society,” aimed at leadership and public service training. The leadership program is one of five such programs at American colleges and universities funded by the U.S. Department of State’s Middle East Partnership Initiative (MEPI).

Dominican University (IL) students monitored recent municipal elections in El Salvador, working in partnership with the Center for Solidarity and Exchange. The Center is a multifaceted development organization located in El Salvador, which aims to promote democracy and social justice through election monitoring, local and international partnerships, and community involvement. On behalf of the Center, Dominican students met with local political candidates, attended candidate debates, and surveyed voting conditions. The students ultimately filed an official report on their observations to the Legislative Assembly in El Salvador, noting some discrepancies in democratic election processes such as privacy violations, bribery, and death threats.

George Fox University (OR) is helping the economic development of Haiti, the poorest country in the Western Hemisphere. George Fox seminary student Tom Durant is creating a two-phased plan to reforest and cultivate nearly 60 acres of food crops in the city of Ranquitte, which will both feed the local community and provide jobs and a marketable cash crop. Durant is implementing the plan with the help of Christian Flights International, a missionary organization located in Kentucky.

Biblical Discovery

Chapman University (CA) Professor Marvin Meyer, an expert in Coptic (the language of second-century Christians living in Egypt), was part of an international team of scholars that recently authenticated and translated a legendary historical text—the Gospel of Judas. The Gospel presents a new view of Judas Iscariot as Jesus’ most favored disciple (and not his betrayer), and offers important insight into the history of early Christians and the diversity of early Christian belief. Discovered in an Egyptian cave in the 1970s and passed through multiple antiquities exchanges in the following decades, the Gospel eventually was acquired by the National Geographic Society. The Society’s team of international scholars analyzed and presented the Gospel to the world this year through the release of several items: a special cover story on the project in National Geographic Magazine, a
Benedictine University (IL) will play a leading role in genetic research through the recent purchase of a DNA sequencer, a crucial piece of genetic research equipment. The 4300 DNA Analysis System will enable Benedictine students and faculty members to conduct the latest biomedical research and investigate the structural information of DNA such as the arrangement of nucleotides (the fundamental DNA building blocks).

Celebrating Achievements

Randolph-Macon College (VA) political science professor Lauren Cohen Bell was one of four individuals selected as a 2006-2007 Supreme Court Fellow by the United States Supreme Court. The Supreme Court Fellow position is a national honor, providing an individual with a one-year appointment to work at the Supreme Court, Federal Judicial Center, and in other areas of the federal judiciary branch.

Professors from two CIC institutions—Rockford College (IL) and Lourdes College (OH)—were among nine individuals selected as Senior Scholars by the Gilder Lehrman Institute of American History. The Institute—a prominent national organization that supports the study of American history through various programs, fellowships, and initiatives—selected Catherine Forslund (Rockford) and Mary Stockwell (Lourdes) out of 86 total applicants. The Senior Scholars fellowship allows Forslund and Stockwell to conduct historical research in five New York City archives.

Environmental Leadership

Numerous CIC institutions—Berea College (KY), Connecticut College, Green Mountain College (VT), Oberlin College (OH), Ouachita Baptist University (AR), Rollins College (FL), Susquehanna University (PA), and Wartburg College (IA), among many other institutions—are leading the campus environmental movement through participation in Campus Climate Challenge, a national partnership aimed at addressing pollution and global warming. The project involves 264 campuses and 30 leading environmental and social justice organizations throughout the U.S. and Canada, all working together to reduce greenhouse gas emissions on their campuses and in the community by purchasing energy from clean, renewable sources such as wind and solar power. Information on the project, as well as a list of the partners and institutions involved, is available at http://campusclimatechallenge.org.

Warren Wilson College (NC) has converted to 100 percent “green” power. The conversion, which went into effect July 1, is the result of a partnership with Sterling Planet, an Atlanta-based green power credit provider specializing in brokering green power purchases between corporations and educational institutions, and utilities and energy companies. Through the partnership, Warren Wilson will use renewable energy credits (RECs) purchased from Sterling Planet to offset 100 percent of the college’s fossil fuel power—essentially, Warren Wilson agrees to compensate power companies financially for the higher costs of producing

mass-audience hardcover translation of the Gospel, a two-hour TV special on the Gospel filmed in Egypt (which included on-site interviews with Meyers), and a comprehensive website (www.nationalgeographic.com/ngm/gospel) complete with photographs, translations, and the history of the Gospel.

Genetic Research

A Calvin College (MI) student has made a significant contribution to genetic research by discovering an important unknown property of DNA. Mark Vander Wal discovered that the forces holding together two strands of hybridized DNA (two pieces of DNA combined together in a lab) are determined by the force used to push the two DNA strands together. This mysterious phenomenon, previously unexplained by scientists, will help advance the study of hybridized DNA, which is fundamental in understanding gene expression and human evolution.

King’s College (PA) announced a new Genomics Center, a state-of-the-art research facility dedicated to analyzing data and resources from the Human Genome Project, a national effort that has identified all the genes in human DNA. The Project produced an enormous amount of data requiring analysis by the biological and medical sciences—analysis that can lead to advances and cures for numerous diseases such as heart disease, diabetes, and cancer. The King’s College facility, scheduled to open in fall 2007, boasts cutting-edge DNA equipment and software, and top-quality labs and classrooms.

Lourdes College (OH) community members gathered to enjoy the recently renovated Appold Planetarium. The planetarium features SciDome technology that allows the latest in 3D sky simulation and full-dome space shows.

King’s College (PA) announced a new Genomics Center, a state-of-the-art research facility dedicated to analyzing data and resources from the Human Genome Project, a national effort that has identified all the genes in human DNA. The Project produced an enormous amount of data requiring analysis by the biological and medical sciences—analysis that can lead to advances and cures for numerous diseases such as heart disease, diabetes, and cancer. The King’s College facility, scheduled to open in fall 2007, boasts cutting-edge DNA equipment and software, and top-quality labs and classrooms.
renewable energy and therefore allows a block of green power to be generated and placed on the national electricity grid. The green power commitment saves energy—the equivalent to 2,404 car trips between Los Angeles and New York City.

Creating Partnerships

Xavier University (OH) has partnered with regional Ohio and northern Kentucky leaders—elected officials, education officials, business and nonprofit executives, and civic leaders—to form Strive (www.strivetogther.org), a community-wide effort to increase educational success. Strive identifies key priorities, initiatives, and strategies for helping individuals in the region achieve educational success from birth through college and career, then provides funding and action plans for achieving this goal.

Charleston Southern University (SC) has partnered with American LaFrance, a prominent emergency vehicles manufacturer, to designate an unused portion of its campus as LaFrance’s new international corporate headquarters. The 57,500-square-foot headquarters will be located on approximately eight acres of highly visible campus property, and includes a 420,000-square-foot state-of-the-art manufacturing assembly plant located on an additional 35 acres of campus property. The partnership creates a mutually beneficial financial relationship between LaFrance and the university through a 75-year land lease agreement, and will provide the Charleston Southern community with the opportunity for scholarships, internships, and job opportunities at LaFrance.

Announcing New Programs

Numerous CIC institutions have expanded their academic offerings with new degree programs. Saint Mary-of-the-Woods College (IN) announced a new master of arts in leadership development; Judson College (IL) will launch a new master of arts in organizational leadership; Utica College (NY) has created a master’s degree in educational leadership and administration, and two certificates of advanced study in the areas of school building leader and school district leader; Notre Dame College (OH) will offer a new bachelor of science in nursing program for registered nurses; and William Woods University (MO) has launched a new bachelor of social work degree program offered during evening hours for adult or working students.

New majors also have been announced. Franciscan University of Steubenville (OH) is preparing to launch an international business major; Salem College (NC) has announced majors in not-for-profit management and creative writing; Milligan College (TN) has created a major in child and youth development; Newberry College (SC) has announced a new major in nursing; Saint Mary’s College (IN) created a new major in Italian; and LaGrange College (GA) has created a new sociology and anthropology department, which offers a new major and minor in sociology and, eventually, a minor in anthropology.

University of Puget Sound’s (WA) Civic Scholarship Initiative—a two-year pilot project aimed at engaging university faculty members, students, and resources to solve community problems—has entered its second year. The initiative was started by President Ronald Thomas as part of a new civic engagement focus at Puget Sound that calls for “academics to leave their ivory towers and assume leadership roles in the community.” The initiative functions through Puget Sound faculty members and students partnering with local community groups to tackle local issues. The university assists in project implementation and offers administrative support to all those involved. To date, the initiative has implemented projects on local ecosystem depletion and chronic homelessness.

Campaign Success

Two CIC institutions successfully reached the financial goals of their comprehensive campaigns. University of Indianapolis (IN) completed Scholars, Partners, Friends, its first-ever comprehensive fundraising campaign. The campaign raised $75.7 million—50 percent higher than the original $50 million goal—to be used for two new scholarly centers, the university endowment, strategic opportunities, campus renovation, and the annual fund.

Limestone College (SC) completed The Campaign for Limestone Tomorrow, the largest fundraising campaign in the College’s 160-year history. The campaign surpassed its goal by raising $11.9 million, which provided funds for the endowment, scholarships, and renovation of historic campus structures.

Announcing Gifts and Grants

Numerous CIC institutions—Agnes Scott College (GA), The College of Wooster (OH), Moravian College (PA), Wabash College (IN), Hampshire College (MA), University of...
Richmond (VA), Drew University (NJ), and Pace University (NY)—will share with other institutions approximately $3.2 million in grants from the Teagle Foundation to promote and strengthen liberal arts education. These institutions were among 21 institutions altogether that received grants from Teagle, awarded in the categories of “Outcomes and Assessment,” “Fresh Thinking,” and “College-Community Connections.”

Two institutions have announced record-breaking gifts—the largest in their respective histories. Eckerd College (FL) received a $25 million gift from the college’s board chair Miles Collier, and his wife, Parker Collier. It will be used to advance Eckerd’s strategic plan priorities: the sciences, the arts, student life, and the college’s endowment. College of Saint Benedict (MN) received a $3.5 million gift from Ben and Dorothy Gorecki. It will be used to build a 51,000-square-foot state-of-the-art dining and conference center.

Several other CIC institutions have received substantial gifts for campus facilities. Mars Hill College (NC) received the largest athletic donation in its history—a $1.6 million gift from Justus and Jo Ellen Ammons to create a new football center, which will include refurbished grandstands, an all-weather turf field, an entry plaza, and a press box. Augustsburg College (MN) received a $4 million gift from alumni Donald and Beverly Oren to help build the Gateway Building, a multipurpose administrative, commercial, and residential center. Palm Beach Atlantic University (FL) received a $2.2 million gift from the late Lemuel Boulware, a retired General Electric executive, to help support a new college library. Rivier College (NH) received a $2 million gift from trustee William Conway and his family to expand the current college library. And Berry College (GA) received a $2 million gift from an anonymous donor to help support a new athletic and recreation center.

Two CIC institutions have received grants to undertake important projects. Loras College (IA) received a $366,000 grant from the Verizon Corporation as part of Verizon’s national literacy program, “Verizon Reads.” The grant will be used for the college’s new Loras for Literacy program, which uses several activities and initiatives—such as a summer literacy camp, teacher institute, curriculum evaluation, and literacy assessments—to promote literacy among local children. Drury University (MO) received a $138,000 grant from the National Science Foundation to advance behavioral science programs at Drury. The programs will include classes in scientific writing, research methodologies, statistical analysis, behavioral ethics, and a 32-week capstone research application.

Building New Facilities

Hendrix College (AR) has announced plans to build The Village at Hendrix, a 100-acre residential and retail community located across the street from the college campus. The Village will consist of compact, walkable, mixed-use neighborhoods featuring high-quality residential buildings, retail/office space, a charter school, and commercial offerings such as a corner grocery store, coffeehouse, bookstore, ice cream shop, and a hotel. The Village will be built in five phases over the next 10 years. The first phase, to break ground in spring 2007, will include 68 single-family detached homes, 23 townhouses and live/work homes, 75 apartments, and 70,000 square feet of retail/office space. Illustrations and information on The Village are available at www.hendrix.edu/Village/village.aspx.

Kansas City Art Institute (MO) has completed the Lawrence and Kristina Dodge Painting Building, a $7 million, 34,000-square-foot building to be used for painting instruction. The building houses new studios, classrooms, faculty offices, a technology room, and a gallery where student work can be exhibited. The facility itself is a work of art, consisting of multiple materials—brick, zinc, copper, multi-tempered glass, aluminum, steel, and wood accents—and a nearby light-emitting diode (LED) walkway, which displays a symphony of color as passersby approach the building.

And Aurora University (IL) opened the Institute for Collaboration, a $14 million facility to support the development and assessment of partnerships among schools, health and human service agencies, and government, business, and higher education institutions at local, state, and national levels. The facility includes college classrooms, computer laboratories, offices, and the 500-seat Crimi Auditorium, and houses the College of Education, Communities in Schools (a nonprofit community educational organization), and a School District 129 Partnership Elementary School, a nationally recognized model for educational reform. 

Lynchburg College (VA) opened Centennial Hall, a $12.5 million, 68,000-square-foot technology-based building that features a television and recording studio, stock trading room, 250-seat performance hall, and the Modern Language Resource Center.
Edgewood Workshop on Exploring College Presidency

CIC cosponsored with Edgewood College (WI) a new leadership program, “Considering the Presidency: A Symposium for Provosts, Senior Administrators, and Deans.” The symposium was held on June 4–6, 2006 at the Edgewood campus in Madison, Wisconsin. Topics included the nature of the president’s job, characteristics of successful presidents, ways to acquire the necessary skills, and “getting the job.” Participating CIC institutions included Carroll College (WI), Edgewood College (WI), Elmhurst College (IL), Hamilton College (NY), LaGrange College (GA), Midway College (KY), Nebraska Wesleyan University, Oklahoma City University, Southern New Hampshire University, St. Ambrose University (IA), St. Norbert College (WI), and University of Indianapolis (IN).

Paderon Named CIC Senior Advisor

Eduardo Paderon is serving as CIC Senior Advisor to assist in planning the 2006 Institute for Chief Academic and Chief Student Affairs Officers. He was appointed following the death of CIC Senior Advisor Hutch Bearce this summer. Paderon is professor of business and philosophy at Georgian Court University. He served a four-year term on the CIC CAO Task Force and chaired the Task Force during 2004-2005. He was provost at Georgian Court University for four years and, earlier, at the University of the Incarnate Word for six years. In his early career, Ed held various roles as a faculty member and administrator in several institutions of higher education, including Fordham University (NY), Manhattan College (NY), and Iona College (NY).

Davies-Jackson Scholarship Awarded

A graduating senior of Elizabethtown College (PA) has been selected to receive the Council of Independent Colleges 2006 Davies-Jackson Scholarship. J. Nathan Mathias will study English at St. John’s College of Cambridge University in Great Britain beginning this fall.

Mathias, who was home-educated through high school, graduated summa cum laude. A talented computer programmer, Mathias was an honors program participant, as well as trumpet section leader in the symphonic band. Mathias believes that “The study of literature binds together all human thought, art, and emotion. With literature, I can merge the creative, analytic, social, and spiritual parts of my life.” The Davies-Jackson Scholarship provides tuition and expenses for two years, and gives students with exceptional academic records and who are among the first in their families to graduate from college the opportunity to participate in a course of study at St. John’s. Candidates are awarded a Cambridge B.A. The Scholarship commemorates two Cambridge faculty members who provided opportunities for the anonymous donor when he was a young man at St. John’s.

Selection of next year’s Davies-Jackson scholar will be announced in January 2007. Application materials can be found at http://www.cic.edu/projects_services/grants/daviesjackson.asp and are due by November 13, 2006.
CIC Collaborates with EDUCAUSE on Regional Conferences

Again this coming year, CIC is working with EDUCAUSE to include a variety of sessions that are specifically designed for small and mid-sized independent colleges and universities in the 2007 EDUCAUSE Regional Conferences.

As in the past, each regional conference will include a discussion session on a topic of importance to the CIC community. Recent topics have included: “Security and Identity Management for Small Colleges” and “E-Portfolios for Small Colleges.” A second aspect of the conferences of particular interest to CIC participants will be the popular “birds of a feather” luncheon roundtable discussions, which provide opportunities to connect with other CIC members in the same region. Both of these sessions will take place during the second day of each Regional Conference.

The dates and locations of the 2007 EDUCAUSE Regional Conferences are as follows:

- Mid-Atlantic Regional Conference, January 17–19, in Baltimore, MD
- Southwest Regional Conference, February 21–23, in Austin, TX
- Midwest Regional Conference, March 12–14, in Chicago, IL
- New England (NERCOMP) Regional Conference, March 19–21, in Worcester, Massachusetts
- Western Regional Conference, May 7–9, in San Francisco, CA
- Southeast Regional Conference, June 11–13, in Atlanta, GA

For more information about the regional conferences, visit the EDUCAUSE website at http://www.educause.edu/conference and scroll to the “Regional Conferences and Seminars” section.

Court Finds in University’s Favor on Faculty Unions

A U.S. Court of Appeals announced in August its ruling on a dispute over Point Park University’s (PA) faculty union, a case in which CIC signed an amicus curiae brief in support of the university’s opposition to collective bargaining rights for the faculty. The U.S. Court of Appeals for the District of Columbia Circuit found in Point Park’s favor, requiring the National Labor Relations Board (NLRB) to explain its conclusion that faculty there have collective bargaining rights. Point Park’s faculty in 2004 voted to join the Newspaper Guild of Pittsburgh/Communications Workers of America. The university has opposed the faculty unionization, on the grounds that faculty members are managers who are not covered by the National Labor Relations Act; the NLRB argues that faculty members are professional employees and thus eligible for union protection. The court’s decision, the latest twist in a three-year-long dispute, likely means the issue will continue to be argued.

CIC in the News

Several opinion pieces by CIC President Richard Ekman have been published recently, including “The Books Google Could Open” in the August 22 edition of the Washington Post in support of the value of Google’s Book Search project to small colleges, and “Taking the Pulse of the Humanities” in the July 2006 edition of University Business urging the federal government to play a greater role in tracking humanities indicators. In addition, Ekman was interviewed for an article on “Brain Power—Complete Guide to the State’s Best College and University Programs” in the September 2006 edition of Milwaukee Magazine, and was quoted in an Inside Higher Ed story, “The Next Frontier” (August 4, 2006), on the plan to start a private, liberal arts college in the city of Goodyear (AZ).

STAFF SPOTLIGHT—Kimberly Farmer

Kim Farmer joined CIC in December 2004 as conference coordinator. She assists in all aspects of CIC’s Presidents Institute, Department Chair Workshops, Presidential Vocation and Institutional Mission Seminars, and Foundation Conversation, as well as other general administrative duties.

Kim grew up in Little Rock, Arkansas. She earned her BA with a major in psychology and minors in sociology and Spanish at the University of Central Arkansas. Previously, Farmer was a training specialist at the U.S. Department of Justice, where she trained new employees on security and software applications.

Kim currently lives in DC and enjoys photography, cooking, reading, tennis, volleyball, kickball, and exploring the city. She loves to travel and just returned from a two week trip through the Greek islands that included sailing, snorkeling, and cliff diving.
Staff News and Notes

Sarah Stoycos joined the CIC staff as program officer in September. In this new position, her initial assignments will include working on the Division and Department Chair Workshops, the Transformation of the College Library Workshops, and the Learning Spaces Workshop, as well as other program and grants-related activities. From 2002 to 2006, Sarah was an assistant professor of music at Centre College (KY). She holds a BA degree from Bowdoin College (ME) and also has served as a visiting instructor there. Her PhD, in musicology, was earned at Washington University in St. Louis (MO).

Several CIC staff members have been recently promoted. Frederik Ohles has been named senior vice president and will oversee external relations, development, communications, membership, and other areas.

Christoph Kunkel will assume the title of chief of operations, coordinating the work of the president’s office, CIC’s new association database implementation, and administrative activities.

August Adams has been promoted to communications and web manager in recognition of his growing responsibilities for the CIC website, writing and editing, and assisting in other communications activities.

Director of Research Hal Hartley was selected as a Fellow for the 2006 Summer Data Policy Institute by the Association for Institutional Research. The Institute, held June 25 to July 2, provided in-depth training on the use of National Center for Education Statistics (NCES) and National Science Foundation (NSF) databases.

CIC President Richard Ekman served as keynote speaker at the annual meeting of the trustees of the Virginia Foundation for Independent Colleges on May 23.


CIC NEWS

THE BOARD AND STAFF OF CIC WELCOME THE FOLLOWING NEW MEMBERS SINCE JUNE 2006

New Institutional Members

- Bryn Athyn College, PA
- City University, WA
- Greenville College, IL
- Hilbert College, NY
- Kalamazoo College, MI
- Knox College, IL
- Lafayette College, PA
- Linfield College, OR
- North Park University, IL
- Presbyterian College, SC
- Washington and Lee University, VA

New Affiliate Member

Mennonite Education Agency, IN

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

Website
CIC’s website—www.cic.edu—is a rich resource of information. Visit the site for news about CIC conferences and programs, to download CIC publications, and for links to other sites in higher education.

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

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

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

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

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

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

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

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

SPouses (cicspouse-list@cic.edu): Open to spouses of sitting presidents of CIC member institutions.

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

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

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

Richard Ekman, President
Laura Wilcox, Editor
August Adams, Assistant Editor
Sandra Holland, Layout/Production

sholland@cic.nche.edu
aadams@cic.nche.edu
rekman@cic.nche.edu
lwilcox@cic.nche.edu

CIC NEWS
<table>
<thead>
<tr>
<th>Date</th>
<th>Conference</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 5–7</td>
<td>Data and Decisions Workshop</td>
<td>St. Louis, MO</td>
</tr>
<tr>
<td>October 9</td>
<td>CIC/New York Times Presidents Council Meeting</td>
<td>New York, NY</td>
</tr>
<tr>
<td>October 10</td>
<td>Foundation Conversation</td>
<td>New York, NY</td>
</tr>
<tr>
<td>November 4</td>
<td>New Chief Academic Officers Workshop</td>
<td>St. Petersburg Beach, FL</td>
</tr>
<tr>
<td>November 4–7</td>
<td>2006 Institute for Chief Academic Officers and Chief Student Affairs Officers</td>
<td>St. Petersburg Beach, FL</td>
</tr>
<tr>
<td>December 28, 2006–January 19, 2007</td>
<td>Teaching about Islam and Middle Eastern Culture Seminar</td>
<td>Amman, Jordan</td>
</tr>
<tr>
<td>January 3–4, 2007</td>
<td>New Presidents Program</td>
<td>Tucson, AZ</td>
</tr>
<tr>
<td>January 4–7, 2007</td>
<td>Presidents Institute</td>
<td>Tucson, AZ</td>
</tr>
<tr>
<td>February 1–3, 2007</td>
<td>Transformation of the College Library Workshop</td>
<td>Savannah, GA</td>
</tr>
<tr>
<td>February 26, 2007</td>
<td>CIC/New York Times Student News Editor Workshop</td>
<td>New York, NY</td>
</tr>
<tr>
<td>March 1–3, 2007</td>
<td>Transformation of the College Library Workshop</td>
<td>Portland, OR</td>
</tr>
<tr>
<td>March 23–25, 2007</td>
<td>Learning Spaces and Technology Workshop</td>
<td>Tacoma, WA</td>
</tr>
<tr>
<td>March 30–31, 2007</td>
<td>Department Chair Workshop</td>
<td>San Francisco, CA</td>
</tr>
<tr>
<td>April 12–14, 2007</td>
<td>Transformation of the College Library Workshop</td>
<td>Cleveland, OH</td>
</tr>
<tr>
<td>May 22–24, 2007</td>
<td>Department Chair Workshop</td>
<td>Chapel Hill, NC</td>
</tr>
<tr>
<td>May 30–June 1, 2007</td>
<td>Department Chair Workshop</td>
<td>Philadelphia, PA</td>
</tr>
<tr>
<td>June 5–7, 2007</td>
<td>Department Chair Workshop</td>
<td>Minneapolis/St. Paul, MN</td>
</tr>
</tbody>
</table>