The CIC Presidents Institute, which has evolved into the largest annual meeting of college and university presidents, provides useful information to address pressing issues and expert perspectives on the challenges that face independent higher education. Leaders in higher education will explore the topic, “Securing a Better Future: Strategic Directions for Campus and Country,” during the January 4–7 meeting at the Marco Island Marriott in Marco Island, Florida.

Keynote speaker Roger W. Ferguson, Jr., president and chief executive officer of TIAA-CREF and former vice chair of the board of governors of the U.S. Federal Reserve System, will address “Leadership for the Fiscal Challenges Facing Campus and Country.” Shirley M. Tilghman, president of Princeton University and a distinguished molecular biologist who is renowned for her national leadership on behalf of women in science, will take up the topic, “The Future of Science Education in the Liberal Arts College.” Serge Schmemann, editorial page editor of the International Herald Tribune and recipient of both the Pulitzer Prize and an Emmy, will explore “Implications of Changes in Foreign Relations for American Higher Education.”

During the concluding plenary session, an unusual panel of some of the most innovative leaders on matters of assessment and accountability—Robert M. Shireman, deputy under secretary, U.S. Department of Education; Sylvia Manning, president, Higher Learning Commission of the North Central Association of Colleges and Schools; Peter T. Ewell, vice president, National Center for Higher Education Management Systems; and Edwin H. Welch, president, University of Charleston (WV)—will focus on “New Directions for Improving Higher Education Quality.”

CIC Announces New Walmart College Success Awards

CIC Launches Lilly Endowment-Supported Network for Vocation in Undergraduate Education

Lilly Endowment Inc. has awarded to CIC a grant totaling nearly $2.4 million for a program on Using Theological Exploration of Vocation to Strengthen Independent Higher Education. Page 16

(See pages 4–14)
In America, we lavish attention on our most talented fellow citizens—star athletes, film and television celebrities, brilliant scholars and scientists, and sometimes even college presidents—but we also insist that our celebrities not act like self-styled royalty. When members of America’s elite are aloof and ignore the public’s welfare, as many titans of Wall Street did—ruining the economy, then paying themselves bonuses—Americans resent it and call for retribution.

A former president of the University of Wisconsin once observed that in an earlier era when dairy farmers dominated the state legislature, its attitude toward the world-class university down the street had been highly deferential, but as the rate of college-going increased and more graduates of the University of Wisconsin were elected to the legislature, second-guessing of the university’s president became common. Legislation sometimes appeared to be attempts to settle grievances from undergraduate days.

Something like this is happening in American higher education today—but not for the reasons you might think. Most Americans don’t harbor resentments against their alma maters. nor is the popular critique of higher education mainly a matter of outrage over high tuition. Rather, the public criticism of colleges is, to a surprising extent, aimed at the educational experience itself. Discarding the baby with the bathwater, Zephyr Teachout’s widely-circulated essay argues that the traditional classroom-based college will soon be a relic of the past, that online education will replace it, and that the differences in reputation among colleges will no longer matter. I don’t know where Teachout went to college, but her view—especially that a college’s prestige won’t matter—seems more wishful than realistic. Even President Obama, in his speech to Congress arguing for a “public option” alternative to for-profit health insurance, drew a false analogy between this choice and a student’s choice between private and public colleges—apparently oblivious to the private colleges’ nonprofit status, their superior graduation rates, and the lower average family income of their students. The president (and his speechwriters) received a first-rate education at several private institutions, so one wonders how this pejorative view of private higher education got into the President’s speech.

College-bashing is in the air. Just a few years ago, then-Education Secretary Margaret Spellings spotlighted the University of Phoenix, a for-profit, largely online college with truly atrocious attrition rates, as the model alternative to the shortcomings of traditional colleges. (It’s worth noting that her own child enrolled at an excellent private, residential liberal arts college.) Several governors now advocate pie-in-the-sky three-year degree programs as the way to meet the national goal of more college graduates. (The flagship universities in their states, meanwhile, have been unable to graduate even half their students in four years, as the new book by McPherson, Bowen, and Chingos documents.) And a frequent columnist for the Chronicle of Higher Education recently castigated private colleges and universities as hypocrites for accepting federal funds while objecting to proposals for increased government interference. (He apparently believes that free speech is fine for journalists but not for academics.)

It’s baffling why all well educated, successful, and prominent Americans don’t want to extend to others the opportunity for precisely the kind of education that they received, preferring instead to shunt today’s students to new unproven models of a
college education. Despite personal success in life, why do those prominent individuals not express greater appreciation for the colleges that gave them so much?

Before we rush to abandon traditional American colleges and universities, it may be useful to recall what long experience has demonstrated about the American college’s formula for fostering the success of its graduates.

(a) Being a college student demands full engagement of the mind. While part-time study, one or two courses at a time, live or online, is certainly better than no study at all, an ideal college education should challenge a student to balance several areas of learning at once. The intersections among what is learned in several courses are most important in achieving the goals of a liberal arts education. Intense reflection is necessary.

(b) Over the full four years of study, the whole is much greater than the sum of the parts. Studying subjects to which a student is not naturally drawn is part of the recipe for success. A willingness to trust the institution’s requirements and the faculty to know better what ought to be studied is essential. Knowledge is cumulative, as Jerome Bruner reminded us long ago in his classic work on pedagogy. An explicitly integrative experience, especially in the senior year, is highly desirable.

(c) What happens outside the classroom—in conversations among students and between students and faculty members and through cultural, athletic, and other extracurricular activities—contributes to the totality of the educational experience. Ample evidence exists—from NSSE, Richard Light’s work, and other studies—that the most successful college experience includes more than formal coursework. The challenge should not be to excise these effective features of college because they cost money, but to find ways to pay for a complete college education so that all students can be fully engaged in campus life, not pulled away by other responsibilities.

(d) Although this kind of college experience may cost a lot of money, it represents very good value for use of both tax dollars and personal savings. Before governors complain too loudly about the attrition rates of state universities (and they are worse than those at smaller private colleges), the governors should consider the recidivism rates of those who have been in prison. A year in prison costs more than a year in college and produces far fewer long-term beneficial results for either the individual or society. Consider, also, the willingness of Americans to spend upwards of $35,000 for a car—a purchase that loses value the moment it is driven off the car dealer’s lot. Moreover, many of the costs of college are paid for by someone other than the student or the state government—federal grants, college endowments, and money raised by colleges specifically for scholarships. At private colleges, institutional aid equals six times the amount of federal financial aid, so strong is the commitment of private colleges to ensuring access for all people regardless of financial circumstances.

(e) College is worth the investment, measured in both personal and societal terms. The differential in lifetime earnings between college graduates and nongraduates is huge and dwarfs the average indebtedness of new college graduates. A sense of proportion matters: the average indebtedness of a new college graduate of $26,000 is reasonable. Surveys of alumni of private colleges show greater civic involvement and satisfaction in their lives than graduates of other types of colleges.

College-going in America has increased a lot in one generation and almost every American now aspires to attend college. These are admirable and appropriate achievements for our democracy. Although we have come a long way in increasing college access, the national record of ensuring timely graduation is not very good. However, it is the most traditional form of education—the residential liberal arts college—that has the best record. National policies and federal spending should encourage more people to have this experience if for no better reason than it is both more cost-effective and more effective pedagogically.

Some skeptics argue that the superior record of private institutions is derived from the affluence and better prior preparation of students before they arrive at college. This view is not valid: for every “at risk” factor in students—low-income, first-generation, minority group member, working while going to college, high school GPAs below “A”—students at small private colleges exhibit better retention and graduation records than comparable students at other kinds of colleges and universities. It’s the format of education, not affluence or better preparation, that accounts for small colleges’ effectiveness.

Other skeptics counter that the higher graduation rates result from small colleges being less demanding intellectually. This also is demonstrably not true: measures of cognitive growth by such assessment instruments as the Collegiate Learning Assessment make clear that the average amount of intellectual growth between freshman and senior years for students at small colleges exhibit better retention and graduation records than comparable students at other kinds of colleges and universities. It’s the format of education, not affluence or better preparation, that accounts for small colleges’ effectiveness.

Undergraduates often view colleges as monoliths that cannot be changed and that they can rail against with impunity. Those who lead colleges know otherwise: a relatively small
SPECIAL REPORT: 2009 Institute for Chief Academic Officers
Focus on the Future: Finances, Faculty, and Programs

The challenge of creating and sustaining high-quality academic programs while making necessary changes to ensure the financial stability of the campus in a time of fiscal constraints was the overarching theme of the 37th annual Institute for Chief Academic Officers, held November 7–10 in Santa Fe, New Mexico. Participation in the meeting set a record with 348 CAOs and other academic administrators in attendance and a total participation of 425 people. Despite tight budgets and travel restrictions, many CAOs indicated that attending this conference was a priority. “It has been a difficult year and we have had to trim budgets, but the CAO Institute is so valuable to my college that I chose to participate,” said Leslie Lambert, provost and vice president for academic affairs of Ferrum College (VA).


Issues such as financial forecasting, insights from chief advancement officers on the CAO’s role in fundraising, analysis of the costs of academic programs, using assessment to institute change, trends in enrollment, strategies for growth, and student retention were among the topics explored during the four-day meeting. The texts of many Institute presentations have been posted on the CiC website at www.cic.edu/conferences_events/caos/2009/resources.html.

When the Budget Sinks Can Student Learning Rise?

In his keynote address, Teagle Foundation president W. Robert Connor, who was presented with CIC’s 2009 Academic Leadership Award during the opening session, explored the common notion that budgetary difficulties mean that efforts to improve student learning must be postponed—and argued instead that CAOs can focus on changes that help the budget and student learning at the same time.

Taking a creative “story-telling” approach to make his point, Connor invented a fable about a chief academic officer who hoped to fulfill his aspiration to have students at his college set a shining example for students at other colleges—students who were excited to learn and who would bring the intellectual experience to a much higher level. “Mr. Grindstone consulted the wisest heads in the country, paid considerable consultant fees, and came up with a plan for the 21st century campus that included ten learning goals for students and four crucial steps to achieving those goals: 1) Develop ten new general education courses with a global perspective; 2) Bring in the highest quality professors to teach those courses to increase the visibility of the college; 3) Reduce the student-faculty ratio and reduce class size to precisely 19 students for all courses (which would surely attract the attention of U.S. News & World Report); and 4) Establish new merit aid scholarships specifically to attract students away from
the rival college.” This all looked terrific, Grindstone thought, until “something happened on Wall Street and the college president said, ‘We cannot afford to improve student learning now—we need to cut the budget to survive.’”

Grindstone became grumpy and snappish and he lacked the passion he used to have for his work. Finally, his wife could take no more, saying “When you started this job, you had a moral compass. You cared passionately about your students—not U.S. News or beating the competition. What’s happened to you?” The next day, as Grindstone was cleaning his desk, he came upon one sentence from the National Survey of Student Engagement: “The differences in student engagement between institutions is roughly one tenth of the differences within an institution.” Grindstone took this to mean that instead of focusing on the competition, he should pay more attention to students who are less engaged on his own campus.

“As he thought about it, a little spark of passion to improve student learning began to glow again. He approached the curriculum committee about engaging in qualitative assessment of student learning. Despite their aversion to evidence and data, committee members agreed and began asking ‘NSSE-like’ questions of students and found that some were highly engaged and some couldn’t care less about their academic experience, while others said that they hadn’t found a great difference between their college and high school experiences or that course lectures were boring and rote.”

In short, the committee members found that “the college experience was not as challenging for the students as they had expected, and so committee members began to ask for more evidence…. Gradually a change was taking place and Grindstone was able to suggest to faculty members that there were ways to improve student learning…and that changes to the curriculum needed to be grounded in evidence.”

In ending the fable, Connor said Grindstone learned that some questions must be asked regularly: Where are students in terms of critical thinking? What is the evidence on students’ writing abilities? Should the curriculum be revised to increase the retention rate of students? Which high-impact practices—such as internships, learning communities, overseas studies, and capstone experiences—should be undertaken to improve student learning?

Change is difficult, Connor said, but Grindstone found that “as one thing after another changes, little by little, people become more enthusiastic. Faculty members become more satisfied in their teaching; there is a buzz about the place; application rates go up; selectivity improves; retention and graduation rates are improved bit by bit; and the balance sheet looks better. Grindstone was able to put into place the changes he sought… and in the end realized that he could make progress on improving what he cared passionately about—student learning. He didn’t have to wait for the stock market to recover to begin making changes—he could do it now.”

The links between a robust liberal arts curriculum and a strong democracy framed the well-received plenary address by Azar Nafisi, author of Reading Lolita in Tehran: A Memoir in Books and Things I’ve Been Silent About: Memories and executive director of cultural conversations at the Foreign Policy Institute of Johns Hopkins University’s School of Advanced International Studies. Nafisi’s address received a rare standing ovation. Excerpts of her remarks follow.

“This is a great time for us to be having this conversation because we are in a time of crisis. Our attention as a nation is on the financial and political worlds, on Wall Street and flu shots. But there exists a much deeper crisis in our vision and attitude and the way we see our relationship to the world.

Perhaps this is the most important place to discuss this crisis. We [in higher education] are at the heart of society; our institutions are places of knowledge where we question not just the world but ourselves as well. We can play an important role in posing the right questions. We should not change tactics but rather change attitudes toward the liberal arts and the importance of the relationship between the liberal arts and professional schools.

How do we sell the liberal arts? We can’t sell them. The reason that we need the liberal arts is clear—[we need them] like we need our hands or our blood—to live. The liberal arts are about life and thinking and imagining and recreating. In every culture, people need meaning and vision in order to feel and to live. Without vision and meaning, life would come to an end.

We need to have faith and confidence, not arrogance, in ourselves to find creative means to connect and bloom. As far as I am concerned, imaginative knowledge is a way to relate to and change the world.

My experiences living and teaching in Iran has shaped my work and views here in the United States…. When we think of Iran now, we don’t think about its great history and 3,000 years of tradition and culture. The first dominant image is that of President Mahmoud Ahmadinejad. On his last trip to the U.S. he was interviewed by every major media outlet. He always had a smirk on his face, as if he had just broken the neighbor’s window and gotten away with it. What did Iran get from him? He has reduced us; he reduced our image and our vision. Since the Iranian revolution, Muslim countries have all been reduced
“The reason that we need the liberal arts is clear—[we need them] like we need our hands or our blood—to live. The liberal arts are about life and thinking and imagining and recreating. In every culture, people need meaning and vision in order to feel and to live.”

—Azar Nafisi

The past lives constantly in the present….

Extreme situations are morals for life and help us discover the best and worst in ourselves. Iran has become a distorted image of what we can be.

The first idea of democracy is about freedom of individuals. It’s also about freedom to elect representatives and freedom to work independently and interdependently with each other. The only way to be democratic is to not make the liberal arts a handmaiden to politics.…

When I was teaching in Iran, people would come to the university from all over to listen. Then the university banned visitors because one talk I gave on the modern novel caused a riot and the university had to close down and the lecture series was discontinued. I was talking about democracy and the idea of literature being based on the democratic imagination.

The greatest lesson of Lolita is that we as readers are the jury. Vladimir Nabokov does not preach to us; his lesson is that monsters who rape our children and raid our countries don’t come with a brand—they come as poets and writers and statesmen and holy men. We must have independence of thought and imagination to differentiate between words and reality. We have to go back to these lessons and teach our children not greed and success but passion and meaning. That is what has made this country what it is. Independence gives us the power to negotiate.

Nabokov said we each need to have the passion of a scientist and the precision of a poet. This is the idea behind science and the liberal arts: passion, precision, curiosity, and a genuine urge to know. We need to go to the depths in order to become universal. Literature is about ‘the other.’ Curiosity about others brings empathy. No amount of political correctness will allow us to empathize with a woman who is stoned or raped.

We need to find ways of having debates about crises in society as well as in ourselves. We need to link to the community and to society, and we need to train students to link to the community and to link to allies in society. Libraries and bookstores are our allies. It’s a shame that so many are closing— we must defend libraries and bookstores; they are a key part of our democracy and allow us to talk to writers and poets.

One of the most powerful defenses of the worth of the liberal arts and the humanities came from physicist Robert Wilson who asked Congress for money to build the world’s most powerful accelerator. He was asked by Congress: What contribution will it make to national defense? His answer: ‘It has only to do with the respect with which we regard one another, the dignity of men, our love of culture. It has to do with: Are we good painters, good sculptors, great poets? I mean all the things that we really venerate in our country and are patriotic about. It has nothing to
do directly with defending our country except to make it worth defending.’

‘Without the liberal arts, will this country be worth defending? We need to think about that.”

The Economy and the Future of Private Colleges and Universities

Focusing on developments in pricing, student aid policies, and enrollment patterns over time will help chief academic officers plan for the future, said Sandy Baum, senior policy analyst at the College Board, in her plenary address.

Colleges are facing critical economic pressures today, Baum said, including declines in endowment earnings and annual giving, an increasing demand for financial aid, and pressure to find quick fixes for budget imbalances. Campus leaders think about financial issues constantly, yet “a lot of common wisdom out there is not necessarily grounded in evidence.”

She described some of the findings related to private colleges in the College Board’s 2009 publications, Trends in College Pricing and Trends in Student Aid, which are published every fall. “Average tuition and fees at private nonprofit four-year colleges and universities increased by 4.4 percent in 2009–2010 over the previous year. It was a historically low increase, but because the Consumer Price Index (CPI) declined by 2.1 percent for the year, which meant that inflation-adjusted increases in prices this year are larger than current dollar increases, the increase was not so small.”

Private college prices are rising faster than the CPI, but the trend is downward, Baum said, compared with an increase of 6.5 percent over the previous year at public four-year colleges and universities. “People blame the colleges for high tuition rates at public colleges, but with decreases in state budget funding and rapidly rising enrollment, they can’t keep up with it. Public institutions may take the lead in solving price problems, but all colleges need to learn to be more cost-effective.”

Students are “vaguely aware of price differences between public and private four-year institutions, but they don’t really understand why there is a difference—they don’t consider graduation rates, time-to-degree, or other factors that impact the overall cost of college.”

In looking at the distribution of full-time undergraduate enrollment by sector, the interesting story, said Baum, is in the for-profit sector. “It is growing very rapidly. The percentage of full-time undergraduates enrolled in the for-profit sector increased from 2 percent in 1990 to 6 percent in 2000 and 10 percent in 2007. The share of students enrolled in all other sectors declined over this 17-year period.” Students, including low-income and nonwhite students, are choosing for-profit colleges, which are significantly more expensive than public institutions. “It’s a real problem. These institutions don’t have discounts or grant aid, and students are borrowing tons of money to go to these schools, which are cheaper on the sticker price but not on the net price.”

The concept of the “net price” is difficult for people to understand, Baum said, “but we have to make people better understand what they’ll actually pay and the importance of net price. On average, tuition and fees net of grant aid declined for the lowest-income students at private colleges between 2003-2004 and 2007-2008. Net tuition grew at an average annual rate of less than 1 percent for lower-middle and highest income students at private colleges. Consequently, even though sticker prices are increasing, it is important to get people to understand that net price is not increasing. We must be willing to make this case to the public and explain it to students.”

Endowments are also greatly misunderstood, Baum said. “We have to make it clear that the headlines about endowments are focusing only on a few schools. Very few institutions have significant endowments and most have very little or no endowments at all. This is another piece of information that will help explain college costs.” The real problem, she said, is family income. “How do people keep paying for our institutions? The dramatic message is that of growing inequality. The percentage growth in mean family income over three decades declined by 3 percent for the poorest 20 percent of families; average income rose 15 percent for the middle 20 percent of families and 78 percent for the wealthiest 5 percent of families.” The result, Baum said, is that people at the top of the income distribution can pay college prices; those at the bottom are finding it increasingly difficult.

This is where student aid comes in. For the past decade (1998-1999 to 2008-2009), Baum said, grant aid per undergraduate student increased an average of 3.4 percent per year after adjusting for inflation, while federal loans grew 4 percent per year. “When you look at student aid by type, federal loans constituted 45 percent of the $125.7 billion in financial aid received by undergraduates in 2008-2009, grants from all sources constituted 49 percent, institutional grant aid constituted 19 percent, and Pell Grants 14 percent. Financial aid is becoming a bigger part of the budget in both public and private institutions.”

Students are increasingly dependent on institutional grant aid, Baum noted, but “the federal government has been doing well with student aid, with lots of changes in the last year. The
Pell Grant had been stagnant for years but it was increased significantly this year, to a maximum of $5,350 for the poorest students.” The increase from $4,310 in 2007-2008 represents the largest dollar increase since the program was established in 1974-1975, she noted.

Finally, Baum turned to student debt. “The headlines shout that students are drowning in debt and are panicked about student loans. But the facts are these: among all 2007-2008 bachelor’s degree recipients, 34 percent graduated with no education debt, while 10 percent had borrowed $40,000 or more.” She warned that an increasing number of students are borrowing too much money, but that whether it is too much depends on the type of degree earned. “It is fine for engineering students to borrow substantially, but it is not fine for other students such as those in teaching who will earn less. We have to help people understand that education is worth borrowing for, but that borrowing must be done carefully. We need to explain better the value of the education they are receiving and the pricing strategies. People don’t understand about financial aid and they think college is much more expensive than it actually is. We simply must explain it better.”

Recruitment, Retention, and the New Economy

How can chief academic officers capitalize on new developments in enrollment and retention? This was the question addressed during the closing plenary session by John Lawlor, founder and principal of The Lawlor Group, and Catherine R. Cook, co-founder of Miller/Cook & Associates, Inc.

In his presentation about branding and value, Lawlor described the changing higher education marketplace, noting in particular that transfer students, students attending for-profit institutions, students from the South and West, international students, and older, nontraditional students are populations that colleges should target for recruitment. He also said geography, online courses, and population growth will factor into the recruitment picture.

“Four-year colleges should expect to see a fairly significant growth in transfer students. This presents an opportunity,” he said, but asked, “Are you prepared to deal with them?” He also warned that for-profit colleges are growing rapidly. “There has been a 99 percent increase in enrollment at four-year, for-profit institutions since four years ago; 5 percent of all undergraduates now attend a for-profit institution.” He traced the success of for-profit institutions to “good marketing” and suggested that nonprofit colleges should target transfer students.

Lawlor also said geography matters in recruitment. Most students (52.8 percent) go to a college that is within a 50-mile radius of their home. “There is plenty of opportunity to entice students from farther away, and brand recognition of your college would help attract them.”

Colleges could also tap into the growing market of online courses, particularly those colleges located in rural areas with smaller populations.

Population growth of high school graduates in the South and West present a key opportunity for recruitment. “These populations historically haven’t gone to college. You need to think about how to recruit students from these areas and do it differently. Is the culture at your institutions prepared to teach these predominantly minority and low-income students?”

International students are another key population to target for enrollment, Lawlor said. There has been a 10 percent increase in the rate of international student enrollment between 2006–2008. Again, he asked, “Are you prepared for those students?”

A population that is older and wiser—but without a college degree—represents a “huge opportunity,” Lawlor said, noting that 70.6 percent of U.S. adults who are 25 and older do not have a college degree. “Education for them is still relevant. They need more education to advance in their jobs or careers and they’ll be seeking that education.”

One key problem that private colleges need to address, he said, is that the economic downturn has led to a real hesitation to consider private colleges. “People aren’t spending—they are saving more and they are loan-averse. There is a higher sensitivity among families toward tuition and financial aid. Even those with the willingness and ability to pay are starting to question college costs.”
However, he stressed that many institutions are succeeding in this marketplace through innovation. “Desperation is best friends with new ideas. Will you seize the moment?” A focus on value and providing personal attention are key, he said. “How will you enhance the value proposition for your institution?” One way, he suggested, is through advising. “This does not mean helping students pick classes—it is helping them decide on a major and answering questions such as ‘What can I do in terms of a job or career if I major in this?’ Advising gets at the whole issue of value added.” Another way is through “personal attention—cards, letters, and emails are also very effective and persuasive” and will improve recruitment and retention.

Catherine Cook cautioned the CAOs not to take comfort in the recent headlines that proclaimed, “Enrollment numbers are steady!” Why? Because this “increased enrollment is accompanied by second-guessing and more intense scrutiny of higher education.” She said that colleges “are subject to the foibles of the economy, but perceptions of economic impact differ dramatically depending on the age group. Families of students say that the recession has caused stress in the family and forced them to make cutbacks. Grandparents, on the other hand, are not stressed—they are the ones now helping to pay for students to go to college.” She suggested that more recruitment efforts be targeted at grandparents.

Cook also noted that applications for admission had an impact on enrollment numbers this year. “Student behavior has changed. Online applications now outpace paper applications, and because many colleges have waived online application fees, students are submitting multiple applications. This led to larger applicant pools this fall and colleges accepted more students than in the past…. Yet while 75 percent of students who complete an application are accepted, they increasingly tend to remain suspended in ‘accepted status’ for months longer than in recent years, she noted.

There are ways to move those students to commit to a college, Cook said. “The message is: visit us, apply for aid, accept your financial aid package, and submit your deposit. Your website should assure the quality of your academic product. Online messaging can be important. You need to redirect and confirm their interest in your campus.”

Students and families say they want to learn more about their anticipated major. “So who on your campus creates that message and who delivers it?” Cook asked. Prospective students want to learn more about other students who pursued this major. “Do you have a senior survey to address that question?” They also want to “learn more about what to expect in the first six weeks of enrollment, be assured that your college understands the students’ goals and needs, and they want to learn more about their advisor. This is important content for admissions, marketing, and your website,” Cook stressed.

While recruitment is important, she said “the bottom line is that retention is even more important.” She encouraged CAOs to think about retention: “What is your re-recruitment plan? How do you build excitement about your institution and sustain parental satisfaction? The happier the parents are, the more likely you will retain the student, even if the student isn’t particularly happy. So ask yourselves: Are you treating your enrolled students and families as well as you treat alumni?”

“We have to speak passionately again about our institutions. If we don’t, we [higher education] might be the next bubble. We have stories to tell and we must help people understand that there are life, academic, and career outcomes that are achieved only by students who graduate from the institutions in this room.”

—Catherine R. Cook

Using Data to Make Tough Decisions in the Face of Fiscal Constraint

The use of comparative data in institutional planning and decision making was prominently featured in the 2009 Institute for Chief Academic Officers. The economic downturn has forced colleges to take a closer look at revenues and expenses and make tough decisions to cut costs while preserving programs central to institutional mission. Sessions featured benchmarking with institutional performance indicators using CIC’s Key Indicators Tool (KIT) and Financial Indicators Tool (FIT) as well as analysis of instructional costs to guide curricular decisions.

In “Benchmarking to Gauge Institutional Health,” two chief academic
“The goals of an academic program review were to avoid across-the-board cuts, reduce the number of programs that could make future claims on limited resources, and enhance enrollment yields.”

—Ronald P. Mahurin

officers described their use of CIC’s benchmarking reports to predict trends and comparative data for institutional planning and decision making. Referring to his institution’s use of the KIT and FIT, James J. Lakso, provost and vice president for student development at Juniata College (PA), said that the CIC reports “help us think about who we are.” Campus leaders must ask themselves if the data support their perceptions of institutional identity and strengths, he said. Because Juniata compares itself to the many strong liberal arts colleges in the region, Lakso said that the comparative data indicate that sometimes “we’re fighting out of our weightclass.” Using enrollment data in the KIT has prompted leaders at Juniata to adjust their enrollment targets for the coming year.

Thomas J. Enneking, provost and vice president for academic affairs, described how leaders at Marian University (IN) use CIC’s KIT and FIT reports. “You can really get a lot of information out of these reports,” Enneking said. He noted that the U.S. Department of Education and regional accrediting agencies, such as the Higher Learning Commission of the North Central Association, are increasingly relying on financial ratios to gauge institutional financial health. With the economic downturn, institutions are forced to monitor expenses and look for ways to cut costs. At Marian, Enneking and the chief financial officer input more recent data from audited financial statements into their FIT report and make projections based on various budgeting scenarios. “It is easier to make cuts or hold spending when you are experiencing financial hardship,” Enneking said.

With support from TIAA-CREF, the KIT and FIT are prepared annually and distributed free of charge to CIC member presidents by the Austen Group. Information about the reports is available on the CIC website.

A second concurrent session, “Balancing the Quantitative and the Human Sides of Curriculum Analysis,” presented a method of curriculum analysis that considers prospective student information (external demand), graduation information (internal demand), and cost-per-student-credit-hour by program. The goal of such an analysis is to identify programs that, from a business perspective, should receive more funding, that are healthy at current levels of funding, that need to be more efficient, or that may no longer make sense for the institution. Rich Lloyd, vice president for college initiatives at Hastings College (NE), noted that in developing the institution’s strategic plan, campus leaders assisted by consultants from the Austen Group collected data about the prospective student market and conducted a price leveraging study as well as a survey of non-matriculants. Using this evidenced-based approach to decision-making, Lloyd said leaders at Hastings are better able to understand student-making and yield for particular programs and courses with a goal of increasing enrollment and net tuition revenue. He noted that decisions about changes in curriculum and programs need to be made in the context of institutional mission.

Ronald P. Mahurin, vice president for academic affairs at Houghton College (NY), described an academic program review that was part of a larger institution-wide effort to enhance the alignment of resources and programs to mission. The goal, Mahurin said, was to avoid across-the-board cuts. Houghton sought to reduce the total number of programs that could make future claims on limited resources without automatically cutting the number of untenured faculty members. Mahurin worked with faculty leaders and department heads to enhance enrollment yields, recognizing that “shared sacrifice” was required. The process, he noted, is creating a “culture of reflection” and self-evaluation.

The session included a presentation by Michael Williams, president of the Austen Group, of an analytical tool that provides an institution with a thorough examination of the program mix, demand, and cost for all academic program offerings. Some programs with higher costs may be deemed critical to mission achievement and thus worth the added expense. An example is a music performance program. With this information, an institution is able to make strategic decisions in light of mission, demand, and cost.

Four Faculty Generations at Work

The professoriate of independent colleges, comprised of faculty members from four distinct generations, increasingly resembles medieval farming households where four generations of family members lived under the same roof. Managing such a diverse faculty is a challenging task for CAOs, said Cathy A. Trower, research director and co-principal investigator of Harvard’s Graduate School of Education’s Collaborative on Academic Careers in Higher Education (COACHE) and Stephen Allred, provost at the University of Richmond (VA). During a well-attended session, they said that generational thinking and evaluating old models of faculty engagement in light of new
realities allows for smoother sailing and avoidance of colliding expectations.

Trower acknowledged that generational traits do not necessarily apply to all members of a particular age group but argued that diverse influences and key characteristics very much affect what faculty members expect from an institution and what CAOs can expect in return. Trower identified traditionalists, born 1925–1945, as being deeply loyal to a college and having a self-image of “Keepers of the Grail.” Baby Boomers, born 1946–1960, are often idealistic, optimistic, competitive, and question authority but also live by the mantra of “Thank God it’s Monday.” Members of Generation X, born 1961–1980, are much more likely to be skeptics, distrustful of institutions and authority, highly adaptive to new technologies and change but also “Work to Live.” Finally, Millenials, born 1981–2000, are realists, globally concerned, and cyber savvy but also can suffer from attention deficit disorder and have widely experienced that “It’s all about me.”

These significant character differences, Trower argued, affect how faculty members think about and act regarding change, what motivates them, how flexible they are in the workplace, their acceptance of workloads, how they conceptualize productivity, what incentives they desire, how they expect to be reviewed, how they integrate life and work, and which career paths to which they aspire and at what pace.

Allred expounded on Trower’s general argument with examples of how effective engagement of both candidates for faculty positions and current faculty members must vary depending upon the generation(s) of the faculty group. Having hired 50 percent of the faculty since 2000, Allred shared some of the issues important to younger candidates for professional appointment including spousal hiring options (inter-institutional collaboration can provide options), generous parental leave policies and availability of child care facilities, and the attractiveness of teaching in interdisciplinary programs. He also argued that because there is significant value in securing faculty members for the long term, CAOs would be well advised to implement generationally-specific review, rewards, and recruitment practices. With four generations represented among the faculty, Allred suggested, the CAO’s role is not only to manage each generation in diverse ways but also to assure protection of the institution’s core values.

Insights from the Chief Advancement Officer

In a preview of CIC’s plan to ask chief academic officers to bring chief advancement officers to the 2011 Institute, Myra Garcia, vice president for institutional advancement at Wagner College (NY) and Eric Becher, vice president for institutional advancement at the College of Saint Elizabeth (NJ), shared “Insights from the Chief Advancement Officer” with Institute participants. Despite the many challenges of raising funds in today’s economic climate, it is especially important to stay in touch with donors, reassure them, and be present for them because they will be more likely to contribute to the college again in good times. In stressing the importance of maintaining relationships with potential new donors, Becher compared the college-donor relationship to a courtship—“You wouldn’t propose on the first date; you would romance her, take her to dinner, invite her to the football game, and learn more about her before popping the question.”

Garcia and Becher presented institutional advancement as three pillars in support of the college through communication (“telling the story”); relationship development (“making connections and creating relationships”); and resource development. Academic officers are especially effective in telling the story to prospective donors of the need for support of scholarships, academic programs, facilities, and faculty and staff development.

During the discussion that followed the presentation, it became apparent that not all advancement officers include academic officers in campus fundraising and not all work equally effectively with academic administrators and faculty members. In response, Garcia and Becher addressed the roles that are appropriate for each position. They advised that academic officers should, for example, collaborate with advancement officers to design successful capital campaigns. Garcia described an ineffective campaign to raise funds to support the “renovation of Old Main” that became highly successful when it was reconceptualized as “help build the new Main at Wagner College.” The presenters also suggested that chief academic officers compile an annual wish list for advancement officers to
Purposeful Tools for Teacher Preparation

Two sessions at the CAO Institute highlighted topics and materials featured on a new CIC resource, the Teachers for the 21st Century (Teach 21) website. This site contains resources regarding three important topics in higher education today, particularly as they are related to teacher preparation: the use of multimedia records of teaching practice to enable faculty members to make public their typically invisible practices of teaching and to support their scholarship of teaching activities; Electronic Portfolios (ePortfolios) to enable faculty and students to reflect upon their learning or professional development or to support program or institutional assessment; and Digital Storytelling to enable faculty, students, and others to create digital stories with which they share reflections on their experiences in learning. The site originated from CIC’s four-year Teachers for the 21st Century program that recently concluded and was made possible through generous funding from the Microsoft Corporation.

Discussing the challenge of “Balancing the Two Faces of ePortfolios,” Helen Barrett, one of the principal facilitators of the Teach 21 program and research associate with the Center for Advanced Technology in Education of the College of Education at the University of Oregon, highlighted and exemplified the divergent roles ePortfolios can play both in institutional assessment efforts and in documenting student learning outcomes. She argued for the need to clearly identify the purpose of an ePortfolio—whether it is being used as a learning portfolio for formative assessment, as an assessment/accountability portfolio for summative assessment, or as a showcase portfolio for employment applications and self-marketing. Barrett also focused on differences between the “portfolio as workspace,” a formative approach to learning with feedback for improvement, and the “portfolio as showcase” of achievements, often used for summative assessment, accountability, or marketing. Sarah H. Laws, provost at Midway College (KY), which had a team of participants in the Teach 21 program, presented a case study of the utility of ePortfolios in satisfying accreditation requirements.

Calling for “Making Practice Public: A Vision for K-16 Faculty Development,” Désirée Pointer Mace, the other principal facilitator for the Teach 21 program, assistant professor of education at Alverno College (WI), and cofounding editor of Inside Teaching.org, made the case for the utility of multimedia records of teaching practices (MRTs). Traditionally, only artifacts of teaching practices such as syllabi, notes, and evaluations remain once courses and classes end. With video and audio recording equipment now relatively inexpensive and easy to handle, it is increasingly possible to capture the actual act of teaching and to share those MRTs with other teachers by posting them on websites. This practice alleviates the “diaspora and invisibility” of individual teachers and also establishes libraries of effective teaching practices for use in teacher education courses. Pointer Mace argued that MRT production and sharing can significantly enhance faculty collaboration, mentorship, development, evaluation, and assessment. She warned, however, that the most difficult aspect of creating MRT collections is to combine the movies with explanatory materials that help reviewers understand teaching behavior and preparation.

Marie Joan Harris, CSJ, provost and vice president for academic affairs at Avila University (MO), supported several faculty teams in the Teach 21 program and emphasized in her presentation the positive impact that MRTs have had in Avila’s education department. The use of MRTs has increased collaborative learning, improved translation of teaching theory into practice, and improved the confidence of novice teachers in managing classrooms. Harris also said MRT collections can be highly useful in orienting new faculty members to institutional teaching practices, recruiting students by demonstrating potential learning experiences, promotion and tenure decisions, and accreditation visits.

“Using multimedia records of teaching practice makes it possible to capture the actual act of teaching...which alleviates the diaspora and invisibility of individual teachers and establishes libraries of effective teaching practices for use in teacher education courses.”

—Désirée H. Pointer Mace
Today’s college libraries are faced with the challenge of keeping up with technology’s rapid pace of change and the need for increased resources at a time when belts are being tightened across campuses. CAOs attending the session on “Advancing the Library and Information Technology Program in Tough Financial Times” had the opportunity to hear about possible solutions through collaboration among librarians, information technology staff, and chief academic officers within an institution as well as between institutions.

Among the possible approaches to these challenges—discussed by Linfield College’s (OR) Susan Barnes Whyte, library director, and Irving Wiswall, chief technology officer—were careful coordination of library and IT staff, consortial cooperation, management of digital collections, and use of “cloud computing” providers. In addition, William Deeds, vice president for academic affairs and dean of the college at Morningside College (IA), discussed possible ways to configure the physical space of the library to increase effectiveness, encourage use of library resources, and facilitate collaboration among students and faculty members.

“International experience is not a thrill but a necessity,” Davidson argued, yet too few students actually study abroad. Whereas 45 percent of first-year students express an interest in studying overseas, only 3 percent actually end up taking at least one course for credit abroad. In addition, many of the students who do live and study abroad do so only for short periods of time and in English-speaking countries. Two of the hurdles Davidson identified are failure of academic credits to transfer back to the home institution and financial aid difficulties, especially in the current economic climate. Davidson also highlighted the increasing competition American colleges and universities face, fueled by the Bologna process in Europe, in recruiting international students and faculty members.

Huber stressed the positive impact of having established as early as 1983 an international education center at St. Thomas charged with advising students and developing international partnerships. Over 60 percent of all students now participate in study-abroad activities. Beach acknowledged the particular challenges smaller colleges face in internationalizing their campuses, but he suggested that international study opportunities are useful as retention and marketing tools and help promote a college internationally. Lyon’s highly successful Nichols International Study Program, he said, proves the value of focusing resources on study abroad opportunities.

The days of slide projectors and poor reproductions of images are a thing of the past in art history courses across the country. James Shulman, president of ARTstor, provided CAO Institute participants with an introduction to ARTstor’s digital image library that includes more than a million images that can be used in a wide range of courses across many disciplines. ARTstor provides high-quality reproductions from museums and other collections around the world and makes it possible for the user to zoom in on any part of the image and see it in remarkable clarity. Shulman also explained how an investment in ARTstor could, in the long run, eliminate expenses tied to purchasing and maintaining individual institutional collections. Attendees also learned about ARTstor’s latest innovation—Shared Shelf, a platform that users across the world can use to upload, catalogue, and share images with one another.
2009 Institute for Chief Academic Officers Awards

The 2009 CAO Institute in Santa Fe, New Mexico, featured an opening awards ceremony on Saturday, November 7, honoring individuals who have had a significant impact on independent higher education.

W. Robert Connor, president of the Teagle Foundation, was presented with the 2009 Award for Academic Leadership for his dedication to the improvement of student learning in the liberal arts and sciences.

Jeanne L. Narum, founding director of Project Kaleidoscope, received CIC’s 2009 Award for Academic Excellence for her work in building and sustaining strong undergraduate programs in the fields of science, technology, engineering, and mathematics.

Jane T. Jakoubek, vice president for academic affairs and dean of the faculty at Monmouth College (IL), accepted the 2009 Chief Academic Officer Award for serving as chair of the CIC New Chief Academic Officers Workshop, developing a new curriculum for that program, and sharing her skills at leadership development and conflict management.

Jeanne L. Narum, founding director of Project Kaleidoscope, received CIC’s 2009 Award for Academic Excellence for her work in building and sustaining strong undergraduate programs in the fields of science, technology, engineering, and mathematics.

Retiring Task Force members Katie Conboy, vice president for academic affairs at Stonehill College (MA) and chair of the Chief Academic Officers Task Force, and Randall Basinger, provost at Messiah College (PA), were honored for their service on the CIC CAO Task Force.

Susan Kneten (left), presidential spouse at Barton College (NC) and chair of CIC’s Presidential Spouses Task Force and former CAO spouse at Nebraska Wesleyan University, helped honor Mary Ann Rehnke, CIC’s vice president for programs for 23 years who retired in September. Rehnke received a special award from the CAO Task Force and also accepted CIC’s Award for Distinguished Service.
CIUs 2010 Presidents Institute will examine the role of independent colleges and universities in helping to secure a better future for higher education and for the country. Over the years, private colleges have demonstrated resilience and adaptability in the face of challenges to their existence and threats to the nation. While today's problems are perhaps greater than any faced in a generation, America's small and mid-sized private colleges are exhibiting imagination, flexibility, entrepreneurial spirit, and a degree of self-sacrifice unmatched by many of society's institutions. Through creative academic programs, innovative revenue sources, adaptive responses to changing demographics, and new strategic directions to serve both campus and community, independent colleges are helping to define the future.

In addition to the plenary speakers, the Institute will feature practical presentations and discussions on issues that typify presidential responsibilities, from board relations to fundraising to adapting to the changing economy. An open forum, “Promising Approaches to Accreditation and Accountability,” will provide opportunities for in-depth discussion of promising approaches to and nettlesome issues led by Sylvia Manning, president of the Higher Learning Commission of the North Central Association of Colleges and Schools.

Other workshops will offer additional opportunities for hands-on learning. “The Role of Risk Management in Sustaining Organizational Health” will be led by Roger Ferguson, president and chief executive officer of TIAA-CREF, and two of his colleagues, Stephen Gruppo, executive vice president for risk management, and Erwin Martens, senior managing director, risk management. A panel of experienced college presidents will address the viability of the traditional business model common to small, modestly endowed colleges and discuss several current approaches to reinventing this business model in a workshop on “New Business Models for Smaller Colleges: Modes of Delivery, Structural Change, and Entrepreneurship.”

Two post-Institute seminars will be offered on the afternoon of January 7. The “CIC/Aspen/Wye Seminar on Leadership” will again be led by David Townsend, director of Wye Programs for the Aspen Institute and tutor at St. John's College (Md), and will provide an opportunity for intellectual renewal and a time to engage in substantive scholarly discussion. In addition, “Practical Approaches for Implementing the Presidents’ Climate Commitment,” will provide participants with practical strategies for implementing and institutionalizing the American College and University Presidents’ Climate Commitment and will be led by Richard Cook, president emeritus of Allegheny College (PA), Anthony Cortese, president of Second Nature, and David Shi, president of Furman University (NC).

Advanced registration is required for all workshops and some workshops require an additional fee. As in previous years, the Presidents Institute will include a full Spouses Program in addition to the New Presidents Program held on January 3–4. Complete registration information is available at www.cic.edu/PresidentsInstitute.

**FEATURED SPEAKERS AT THE 2010 PRESIDENTS INSTITUTE**

**Roger W. Ferguson, Jr.**, President and Chief Executive Officer, TIAA-CREF

**Shirley M. Tilghman**, President, Princeton University

**Serge Schmemann**, Editorial Page Editor, International Herald Tribune

Robert M. Shireman, Deputy Under Secretary, U.S. Department of Education

Sylvia Manning, President, Higher Learning Commision of the North Central Association of Colleges and Schools

Peter T. Ewell, Vice President, National Center for Higher Education Management Systems

Edwin H. Welch, President, University of Charleston (WV)
CIC Launches Lilly Endowment-Supported Network for Vocation in Undergraduate Education

The Lilly Endowment Inc. has awarded CIC a grant totaling nearly $2.4 million (the second largest in CIC history). The funding will support three programs: (a) establishment of a Network for Vocation in Undergraduate Education over six years; (b) extension for another four years of the leadership development program on Presidential Vocation and Institutional Mission that encourages presidents and “prospective” presidents to consider vocation and its connection with the purposes of the institutions they lead; and (c) the preparation of a report on the 2005–2009 Presidential Vocation and Institutional Mission program.

CIC President Richard Ekman said, “Over the past several years, the Council of Independent Colleges has made a commitment to advancing vocational exploration as a guiding force in American independent higher education. The concept of vocation emerged as a significant factor from various sources and has been applied in different ways for different campus constituencies. CIC has identified three promising projects that capitalize on what has been learned about the theological exploration of vocation and how it can be adapted and developed to strengthen colleges and universities, their leadership, and the education they provide for their students.”

These projects include:

**Network for Vocation in Undergraduate Education (NetVUE).** The Lilly Endowment grant enables CIC to establish a network of colleges and universities that wish to sustain campus efforts in the theological exploration of vocation. Through national and regional conferences, the development and exchange of resources, and participation in online networking services, CIC expects that participating institutions will deepen vocational exploration on their campuses. Institutions that have well established programs in the theological exploration of vocation will disseminate the results of their work through this network and help other institutions that wish to enter the conversation.

Among the goals of NetVUE are to share knowledge, best practices, and reflection on experiences among previously involved campuses and facilitate the incorporation of additional colleges and universities into this enterprise. For more information about NetVUE, visit www.cic.edu/NetVUE.

“We have discovered,” said Craig Dykstra, Lilly Endowment’s senior vice president for religion, “that structured programs that encourage and guide students in the theological exploration of vocation do indeed help them draw on the wisdom of their religious traditions as they make decisions about their futures and figure out how to lead lives that really matter. We have been approached by hundreds of colleges and universities seeking to enhance their educational programs by incorporating vocational reflection more intentionally into their curricular and co-curricular activities. We are delighted that CIC is committed to sustaining and extending this important conversation and helping colleges across the country to advance their educational missions in this way.”

NetVUE activities will be managed by Shirley Roels, CIC senior advisor for NetVUE, who is based at Calvin College (MI). Roels was the director of Calvin’s PTEV initiative. In addition to her NetVUE responsibilities she directs the Van Lunen Center, which offers executive management education for Christian school administrators and is a professor of management at Calvin. NetVUE will also benefit from an advisory group comprised of representatives from participating institutions.

**Presidential Vocation and Institutional Mission Seminars.** Four annual cycles of additional leadership development seminars will be held over the next five years for presidents and those aspiring to be presidents. CIC has already held six successful year-long series aimed at increasing the commitment of campus leaders to aligning personal vocation and institutional mission.

“Presidents who participated in the seminars have become more reflective about their leadership responsibilities and consequently more effective leaders of their institutions,” Ekman said. “Furthermore, prospective presidents, a number of whom have since been appointed to presidencies, report that the lessons they learned from the seminars guided their approach to the
CIC to Offer Fourth Seminar on Teaching About Islam and Middle Eastern Culture

Twelve CIC faculty members from a range of fields have been selected to participate in a seminar in Amman, Jordan, on Teaching About Islam and Middle Eastern Culture. This is the fourth seminar cosponsored by CIC and the Council of American Overseas Research Centers (CAORC), and is made possible through support from the U.S. Department of State with additional support from the Carnegie Corporation of New York. Despite the short time frame for the nomination process necessitated by notification of the availability of funds, CIC selected the participants from a strong pool of 68 nominees.

Like CIC’s highly successful 2004, 2005, and 2007 seminars, the program will take place at the American Center of Oriental Research (ACOR) in Amman, Jordan, on January 3–19, 2010. ACOR director Barbara A. Porter is coordinating the program and will lead the seminar.

Designed specifically for independent college and university faculty members who are not experts in Islam or Middle Eastern culture, the seminar is offered to full-time faculty members in all fields, of all faiths, and from institutions associated with any religious denomination (or none at all) and who are U.S. citizens. Participation expenses will be covered by the U.S. Department of State and—for the first time in this seminar series—the home institution of the seminar participant is eligible to receive a grant of up to $3,000 from the Carnegie Corporation of New York to support the follow-up activities that the participant undertakes to share the experience with his or her home institution and community.

Like the previous seminars, the program offers participants the opportunity to learn more about this part of the world and about how to develop new courses or adapt existing courses to include knowledge and insights gained at the seminar. Seminar topics will include the ancient and modern history of Jordan, women in Islam and women’s groups in Jordan, the three monotheistic faiths in the Middle East, and environment and water issues, among others.

ACOR is a research institution dedicated to promoting research and publication in the fields of archaeology, anthropology, history, languages, Biblical studies, Arabic, Islamic studies, and other aspects of Middle Eastern culture.

Participants will include Michael Bradley, professor of political science and philosophy, Blackburn College (IL); Millie Burns, assistant professor of art, Marymount Manhattan College (NY); William Campbell, assistant professor of theology and religious studies, The College of St. Scholastica (MN); Alaine Hutson, associate professor of history, Huston-Tillotson University (TX); Kurt Jefferson, professor of political science, Westminster College (MO); Michael Klabunde, associate professor of English and history, College of Mount St. Joseph (OH); Christian Krokus, assistant professor of theology and religious studies, University of Scranton (PA); Brian Lang, associate professor of religion and philosophy, Jamestown College (ND); Rita Lester, associate professor of religion and philosophy, Nebraska Wesleyan University; Vernon Pedersen, associate professor of history, University of Great Falls (MT); Sara Raley, assistant professor of sociology, McDaniel College (MD); and Rosamond Redman, assistant professor of religious studies, Mount St. Mary’s College (CA).

CIC expects the outcomes of these programs to include:

• A deeper understanding of the intellectual and theological substance of vocational exploration;
• An examination of the role of theological reflection and vocational exploration in a variety of institutional contexts;
• Shared knowledge, best practices, and reflection on experiences across participating campuses;
• Development of a network for sustaining an extended program in the theological exploration of vocation;
• Incorporation of additional colleges and universities into this enterprise;
• Increased attention in independent colleges and universities to the importance of the connection between institutional mission and presidential vocation; and
• Longer, happier, and more effective presidencies and greater satisfaction among governing boards with the quality of candidates for presidencies.

The American College Presidency as Vocation. This publication will consider the effectiveness of the 2005–2009 Presidential Vocation and Institutional Mission seminar program and examine whether participants’ experiences ultimately improved their institutions. William V. Frame, CIC senior advisor and president emeritus of Augsburg College (MN), with assistance from Richard T. Hughes, distinguished professor and senior fellow, Ernest L. Boyer Center at Messiah College (PA), will interview past seminar participants, seeking tangible evidence as to whether the program has made positive contributions to the satisfaction and durability of presidencies in America’s small and mid-size private colleges and universities. The results will be shared with presidents and prospective presidents, their spouses, and others in all sectors of higher education in a book, tentatively titled The American College Presidency as Vocation.
Investing in College Student Access and Success Was Foundation Conversation Focus

Senior foundation officers who spoke at CIC’s 21st annual Conversation between Foundation Officers and College and University Presidents addressed how their foundations support access to and success in higher education, especially among such underserved populations as first-generation and low-income students as well as students of color. Speakers also explained why their foundations focus on certain initiatives and not on others; what they choose to fund and why; what changes they see coming to philanthropy; and the possible impact of those changes on the kinds of programs they will support in the future.

The 2009 Conversation, which was held on Tuesday, October 13, at the TIAA-CREF headquarters in New York City, focused on the theme of Investing in Access and Success: Colleges and Foundations Join Forces to Educate All Students. More than 100 CIC presidents participated in the meeting.

Keynote speaker Jamie Merisotis, president of the Lumina Foundation for Education, discussed “Educating College Students in a Time of Changing Demographics and Uncertain Economics.” This is an issue at the forefront of thinking at Lumina, which “focuses exclusively on getting more Americans into and through college,” Merisotis said. “Degree completion now stands at 40 percent. We want to increase college completion rates by 20 percent, so that by the year 2025, 60 percent of Americans will attain high-quality degrees and credentials. This is a big, ambitious goal but we are convinced it is attainable. It is crucial for the nation’s economic sustainability.” He added, “If we hope to remain competitive, we have to aim high.”

The more compelling reason for pushing this big goal, Merisotis said, is that “the changing workforce demands it.” Experts agree that middle class jobs are less attainable without postsecondary training. By the year 2018, 63 percent of all jobs will require a college degree, and employers are already pleading for better educated workers and employees with higher skill levels. He stressed that “if we hope to avoid a serious shortfall in the supply of qualified workers, more college-educated employees are required.” The Lumina Foundation has developed a widely disseminated strategic plan that is focused on improving degree completion. The plan identifies three critical outcomes that lead to achievement of the goal:

1. Students must be prepared academically, socially, and financially;
2. Higher education attainment rates must be improved; and
3. Higher education productivity must be increased to expand capacity and serve more students.

Several strategies must be employed to move more students toward degree completion, Merisotis said, including “using quality data at all levels to inform policy and decision making; defining student learning outcomes by workforce needs; advocating for the redesign and improvement of developmental education; supporting student success in minority serving institutions; and pushing for smoother systems of transfer and credit so that students move easily between institutions.”

In addition, he advised that “America’s higher education system must move to a value-added approach with measurable outcomes. High-quality learning outcomes must be defined and student performance tracked.” Independent colleges and universities “can and should lead the way—it is your core mission.” He urged the presidents in attendance to do more to “demonstrate the value of your degrees and your ability to foster the success of at-risk students.” To reach the 60 percent goal, “we must do a better job of serving minority and low-income students. You’re doing good work with these students—now we need to bring it to scale and gain committed partners in enhancing student success” throughout higher education, said Merisotis.

During the question and answer period, Merisotis was asked for advice about where presidents should focus their energies to create new capacities. His recommendations included:

- Emphasize institutional research that demonstrates why you are successful in educating and graduating first-generation, low-income, and minority students.
- While you may have great graduation rates, you need to focus on the students that don’t graduate.
- Provide seed money to begin programs.
- Help these students by providing more financial aid.
Focus on creating better transfer systems.
• Help identify the best assessment tools.
• Find a way to partner with a community college.
• Assist faculty with retention.
• Work with business and government to determine the future needs of the workforce.
• Publish models that have worked.
• Help find ways to recruit minority faculty members.
• Link effective K-12 and higher education programs.

In conclusion, he stressed that while the Lumina Foundation does not fund single institutions, a consortium of colleges and universities could provide institutions the opportunity to gain resources from the foundation. Such a collaborative venture could be crucial “to achieving the dream.”

Eduardo Martinez, program director of the UPS Foundation, and Matthew Quinn, founding executive director of the Jack Kent Cooke Foundation, explored “How Foundations Work with Colleges to Make a College Degree Possible for All Students.” Martinez echoed Merisotis on the call for educating a more diverse student population. “Without a pool of well-educated, diverse workers, we don’t have a viable business,” he said. The United Parcel Service “is one of the most diverse companies in the world, with tremendous diversity among its employees, suppliers, and customers. This is the reason we are successful.” Martinez said that in 2008, UPS employees provided 1,600 colleges and universities with gift matches. In addition, the foundation has partnerships with the United Negro College Fund and the Hispanic Scholarship Fund, offers tuition assistance to minority students, and provides a generous tuition assistance package to UPS employees.

In addition, Martinez noted that UPS partnered with the Foundation for Independent Higher Education in 1974 and created the UPS Endowment Fund, which has grown from the initial $4.2 million investment to over $34 million. More than $44 million in scholarship support has been awarded to over 17,000 students nationwide at 650 private colleges and universities. Also with the support of UPS, FIHE established competitive grant programs to encourage collaboration among colleges, universities, corporations, and community and government agencies. The grant programs support projects that foster success for underserved students and enhance services at institutions of private higher education. Since 1999, the National Venture Fund and the First Opportunity Partners Venture Fund programs have awarded more than 110 grants to the FIHE network partners. The economic impact of these programs exceeds $16 million to date.

Matthew Quinn explored how college leaders could work more effectively with foundation executives to secure funding for important projects. As a foundation officer, he said, “it’s hard to say ‘no’—there are lots of good proposals and ideas—but politics are involved in determining which to fund.” He offered suggestions that might facilitate the discussion between presidents and foundations. “As you talk with foundations, be good car salespeople. Have a good idea and a good product, then key into the needs of the foundation and show that what you’re doing will help the foundation.” Quinn advised the presidents “to find out what a foundation has done before, what its interests are. Then determine how your campus can contribute to its success.” He asked them to think about the question, “How is your way of changing lives unique and how is it compatible with the foundation, helping it to fulfill its mission?”

George Irish, vice president and Eastern director of the William Randolph Hearst Foundations offered brief concluding remarks on “Promoting Access to High Quality Higher Education.” He said that Hearst’s commitment to education focuses on providing access to a quality education, particularly for first-generation and minority students. “This is where the foundation felt it could make the greatest impact in communities across the country,” he said, adding that the foundation approaches its goal by “listening to the primary campus constituents—presidents and students—and attempting to work collaboratively. We don’t impose or dictate and we are not rigid in our grant-making methodology.” Irish noted that the foundation has over the years “established endowments at 1,200 colleges and universities (including many CIC institutions) and has awarded $300 million in grants to higher education institutions and $150 million in scholarships to 40,000 students.

Facilitators for the Foundation Conversation’s small-group discussions included Barbara Gombach of the Carnegie Corporation of New York; Jane Daniels of the Henry Luce Foundation; Max Marmor of the Samuel H. Kress Foundation; and Steven Wheatley of the American Council of Learned Societies.

More information about the Foundation Conversation is available on CIC’s website at www.cic.edu/foundationconversation.
A new series of seminars on *Teaching Pre-Modern European Art in Context*, made possible through the generous support of the Samuel H. Kress Foundation, will be offered each summer for the next three years. Each of these week-long seminars for full-time faculty members who regularly teach art history at smaller colleges and universities will be hosted by a museum with a significant Kress Collection of pre-1830 European art. The goal of the seminars is to strengthen the teaching of art history—a discipline that is fundamental to a liberal arts curriculum—to undergraduates at smaller colleges and universities.

The first seminar will take place at the Birmingham Museum of Art in Birmingham, Alabama, in July 2010 and will concentrate on the topic of artistic workshop practices of late medieval and Renaissance Italy. The High Museum in Atlanta, Georgia, will host the summer 2011 seminar that will explore themes that appear in Renaissance through 19th century art, with an emphasis on the Italian Renaissance. The third and final seminar in summer 2012 will take place at the Allen Memorial Art Museum at Oberlin College (OH), and will focus on religious art.

These seminars will be especially valuable for faculty members at institutions without large campus museums or proximity to major art museums. Art historians, studio artists, or faculty members trained in other disciplines such as theatre arts, English, or communications are eligible to participate if they teach art history. There is no fee for those selected to participate.

The 2010 seminar, “Artistic Workshop Practices of Late Medieval and Renaissance Italy,” at the Birmingham Museum of Art will be co-led by Jeannine O’Grody, chief curator and curator of European art at the Birmingham Museum of Art, and Tim Smith, assistant professor of art history at Birmingham-Southern College (AL). The seminar will draw on paintings in the museum’s extensive Kress Collection. Many of these works were made in well known workshops and provide the opportunity to explore the organization of artistic production and the evolution of various types of paintings. Participants will examine individual paintings and consider aspects of style, subject, iconography, and compositional devices. Changes in conservation approaches to panel paintings will also be discussed, as will museological practices and issues related to exhibition.

“Strengthening the teaching of art history at colleges and universities—many of which have limited faculty resources in art history—is critical,” said CIC president Richard Ekman. “The seminars will have significant value for the faculty members who participate, the colleagues with whom they will share their new knowledge, and the students who enroll in their courses. We are most grateful to the Samuel H. Kress Foundation.”

“We are delighted,” says Max Marmor, president of the Samuel H. Kress Foundation, “to be supporting CIC’s important effort to enhance the teaching of art history at its hundreds of member institutions. We share the Council’s belief that direct exposure to works of art is essential to a liberal education. These pioneering seminars—each hosted by an outstanding art museum with strong collections of European art and an equally strong commitment to teaching, learning, and scholarship, and each led by specialists who share the same commitment—will open the eyes of countless students to the rich artistic heritage to which they are heir.”

A distinguished advisory committee will oversee the seminars. Members include:

- Gail Andrews, director, Birmingham Museum of Art;
- Betsy Fleming, president, Converse College (SC)
- Dorothy Kosinski, director, The Phillips Collection
- Ellen McCulloch-Lovell, president, Marlboro College (VT)
- Amy Meyers, director, Yale Center for British Art
- David Pollick, president, Birmingham-Southern College (AL), Chair
- Philip Verre, chief operating officer, High Museum of Art
- Daniel Weiss, president, Lafayette College (PA)
- Stephanie Wiles, John G.W. Cowles Director, The Allen Memorial Art Museum, Oberlin College (OH)

For more information, visit the CIC website at www.cic.edu/arthistory.
Seminar on Ancient Greek Texts Assists Faculty Members

The fourth annual seminar on Ancient Greece in the Modern College Classroom for CIC faculty members, held July 13–17, 2009, at the Center for Hellenic Studies in Washington, DC, repeated last year’s highly popular seminar topic on “Homer and Hesiod.” Twenty-two full-time faculty members from CIC member colleges and universities spent a week at the Center’s facility to explore the Homeric Hymns and the poetry of Hesiod.

The seminar, directed by Gregory Nagy, 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), was designed to give faculty members from all disciplines the opportunity to extend their knowledge of ancient sources and develop strategies for incorporating them into their courses.

Through discussion of the Homeric Hymns and Hesiod’s two major poems, the Theogony and Works and Days, the seminar not only provided an overview of the ancient cultural landscape but also examined the importance of these texts in the evolution of Mediterranean civilizations. Participants considered ways in which these poems could contribute to the development of courses in a variety of disciplines by informing discussions on topics including the cosmology of ancient Greece, the protocols of human-divine interactions, and the relationship between rulers and the ruled.

Katherine Bentz, assistant professor of fine arts at Saint Anselm College (NH), expressed the sentiments of a number of fellow participants when she said, “the discussions gave me insight and a clearer understanding of the idea and origins of the genre of poetry, as well as the reception of Homer in later periods of antiquity. The secondary literature provided me with a ‘crash course’ in the theory and methodology of the field of Homeric literature studies, which is extremely useful background material for a non-specialist. I found the fellowship and discussions with other faculty from similar types of institutions to be invaluable.” Participants also had the chance to work collaboratively on materials for their courses and had access to the Center’s renowned library. Following the seminar’s completion, one participant created a blog in order to maintain contact with others in the group.

The seminar was made possible through the generous support of the Gladys Krieble Delmas Foundation.

2009 ANCIENT GREECE IN THE MODERN COLLEGE CLASSROOM SEMINAR PARTICIPANTS

Ellie Bagley
Assistant Professor of Philosophy and Religion
Rocky Mountain College (MT)

Corinne Benedetto
Associate Professor, School for New Learning
DePaul University (IL)

Sean Benson
Associate Professor of English
Malone College (OH)

Katherine Bentz
Assistant Professor of Fine Arts
Saint Anselm College (NH)

Carmella Braniger
Assistant Professor of English
Millikin University (IL)

Lisa Darian
Associate Professor of English
Hartwick College (NY)

Jerome Denno
Associate Professor of English
Nazareth College (NY)

June-Ann Grieveley
Assistant Professor of Religious Studies
Sacred Heart University (CT)

Gary Grieve-Carlson
Professor of English
Lebanon Valley College (PA)

Nicholas Hunt-Bull
Assistant Professor of Philanthropy and Political Theory
Southern New Hampshire University

John Jacobs
Professor of English
Shenandoah University (VA)

Lisa LeBlanc
Associate Professor of Humanities
Anna Maria College (MA)

Linda Linzey
Assistant Professor of English
Southeastern University (FL)

Ian Machnes
Associate Professor of English
Albion College (MI)

Kristina McBride
Assistant Professor of English
Brevard College (NC)

Steven Patterson
Assistant Professor of Social Sciences
Lambuth University (TN)

Stuart Patterson
Assistant Professor of Liberal Arts
Shimer College (IL)

Felicia Ruff
Assistant Professor of Theatre and Speech
Wagner College (NY)

Mary Jo Sodd
Professor of Theatre
Central College (IA)

Michael Vander Weele
Professor of English
Trinity Christian College (IL)

Beth VanRheenen
Associate Professor of Languages and Literature
Lourdes College (OH)

Edward Woodfin
Assistant Professor of History and Politics
Converse College (SC)
Improving Student Learning is Focus of CIC/CLA Summer Meeting

The CIC/Collegiate Learning Assessment (CLA) Consortium summer meeting, held August 2–4, 2009, in Jersey City, New Jersey, was the fifth CIC/CLA summer meeting and the second for the 47 institutions participating in Phase III of the Consortium. Approximately 140 participants met to discuss using the Collegiate Learning Assessment as a tool to improve teaching and learning on college campuses.

Referencing nautical images drawn from the meeting’s location on the banks of the Hudson River, Barbara Gombach, project manager in education at Carnegie Corporation of New York, commented, “Liberal arts colleges are collectively the trim tab on the vessel of American higher education. The segment of higher education that CIC institutions collectively represent is positioned—like the small trim-tab on the rudder of a ship—to play a role in reforming domestic higher education that its size belies.” With measures such as the CLA in hand, she continued, CIC colleges are leading the charge to increase graduation rates without sacrificing educational quality and access.

Moderating a panel of provosts, Teagle Foundation president W. Robert Connor engaged panelists with questions related to student success. The panel suggested that institutions provide faculty members with the time and resources necessary to help them use available data to improve student learning and create stronger links between courses and larger institutional goals. “Change will not occur overnight,” Connor said. “It takes time, dedication, and commitment.”

Charlie Blaich, director of inquiries for the Center of Inquiry in the Liberal Arts at Wabash College (IN), discussed the educational practices that predict improvement of various student outcomes. Using results from the Wabash National Study, a longitudinal study dedicated to identifying high-impact strategies that promote learning, Blaich noted the importance of discussing assessment results with students to maximize their probability of improved learning.

During the closing session Roger Benjamin, president of the Council for Aid to Education that developed and administers the CLA, noted that human capital is now regarded as the key to economic and social development and said that educational institutions, the principal venue for human capital development, would benefit if higher education were to embrace better forms of assessment.

Participants also heard from CLA staff and campus faculty members about the challenges and successes they have experienced in administering the tool and had the opportunity to benefit from advice given by Marc Chun, CLA’s director of education, and Alex Nemeth, program manager. During concurrent sessions, faculty members from Consortium institutions exchanged course-level performance tasks developed through their participation in the CLA in the Classroom program.

The work of the CIC/CLA Consortium was also featured in a CLA Spotlight web conference on November 4, 2009. Speakers included Linda DeMeritt of Allegheny College (PA), Terrence Grimes of Barton College (NC), and Mary Ann Gawelek of Seton Hill University (PA).

CLA Consortium member institutions at the summer conference included: Alaska Pacific University, Allegheny College (PA), Aurora University (IL), Averett University (VA), Barton College (NC), Bethel University (MN), Cabrini College (PA), Carlow University (PA), Charleston Southern University (SC), College of Notre Dame of Maryland, College of St. Benedict/Saint John’s University (MN), College of St. Scholastica (MN), Dominican University (IL), Drake University (IA), Franklin Pierce University (NH), Hastings College (NE), Hilbert College (NY), Illinois College, Indiana Wesleyan University, Jamestown College (ND), John Carroll University (OH), Juniata College (PA), LaGrange College (GA), Loyola University New Orleans (LA), Lynchburg College (VA), Marian University (WI), Morningside College (IA), Nebraska Wesleyan University, Seton Hill University (PA), Southwestern University (TX), Springfield College (MA), Stephens College (MO), Stonehill College (MA), Texas Lutheran University, The University of Findlay (OH), Trinity Christian College (IL), University of Charleston (WV), University of Evansville (IN), University of Great Falls (MT), Upper Iowa University, Ursinus College (PA), Ursuline College (OH), Wagner College (NY), Westminster College (MO), Westminster College (UT), Willamette University (OR), and William Woods University (MO).
The challenges of the current economic climate was a key reason for participation in the ninth annual CIC/AIR Data and Decisions® Workshop, held September 27–29, in Carmel, Indiana. Teams from 25 CIC institutions learned how to make better use of comparative data to become “data informed” rather than “data driven” institutional decision makers. Several of the teams included presidents and chief academic officers who are new to their current positions.

The CIC/AIR Data and Decisions Workshops are designed to help college and university leaders make strategic decisions based on data about their own institutions and up-to-date information about peer institutions. Cosponsored by CIC and the Association for Institutional Research (AIR), the three-day workshop focused on such topics as the role of strategic assessment in institutional management, conducting reviews of institutional vulnerabilities and competencies, and identifying types of comparison groups and methods for constructing them. Participants learned how to access and make use of the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS) as well as CIC’s benchmarking reports, the Key Indicators Tool (KIT) and Financial Indicators Tool (FIT).

Presenters for the workshop included Mary Ann Coughlin, professor of research and statistics, Springfield College (MA); Harold V. Hartley III, CIC senior vice president; Richard Howard, professor of educational policy and administration, University of Minnesota; Gerald McLaughlin, director of the office of institutional planning and research, DePaul University (IL); Josetta McLaughlin, director of the school of management, marketing, and information systems, Roosevelt University; and Randy Swing, executive director, AIR.

The workshops are supported by a grant to AIR from the National Center for Education Statistics. To date, 225 CIC member colleges and universities have participated in the workshops.

Campuses represented at the 2009 workshop were: Averett University (VA), Bellarmine University (KY), Briar Cliff University (IA), Burlington College (VT), Dominican University (IL), Fontbonne University (MO), Florida Memorial University, Franklin College (IN), Freed-Hardeman University (TN), Hartwick College (NY), John Carroll University (OH), Marian University (IN), McKendree University (IL), Mount Mary College (WI), Our Lady of the Lake College (LA), Peace College (NC), Pikeville College (KY), Saint Anselm College (NH), Saint Peter’s College (NJ), Shenandoah University (VA), Silver Lake College of the Holy Family (WI), St. Bonaventure University (NY), St. Joseph’s College (NY), Texas College, and Washington Adventist University (MD).

NEW CIC PROJECT TO STUDY LEARNING OUTCOMES AMONG URBAN INSTITUTIONS

A new CIC project, Creating Pathways to Educational and Economic Opportunity in Urban Colleges and Universities, will explore the role of urban independent colleges and universities (institutions situated in cities or urban areas with populations over 100,000) in improving student learning, particularly among underserved undergraduates such as first-generation and low-income students. The program is funded by a generous grant from the Carnegie Corporation of New York.

One aspect of the Pathways project is a study of learning outcomes among students in urban institutions using the Collegiate Learning Assessment (CLA). Results of this study will inform future project activities. A second aspect of the project is the addition of ten urban institutions to the CIC/CLA Consortium of 47 institutions. These ten new institutions, together with ten urban institutions already part of the Consortium, will form a 20-institution urban cluster for the Pathways project.

The Pathways project allows the CIC/CLA Consortium to grow to 57 institutions. In addition to increased networking capabilities among institutions, results of this new project will include improved learning outcomes data, web conferences, and publications highlighting the lessons learned by institutions participating in the project.

Economic Challenges Faced at 2009 Data and Decisions® Workshop
Some of the nation's top higher education journalists will speak at the 2010 College Media Conference, scheduled for June 23–25 in Baltimore, Maryland, at the Tremont Plaza Hotel, the conference site for the past four years. The conference is cohosted by CIC and the American Association of State Colleges and Universities.

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

A new highlight of the conference will be a set of concurrent sessions, “Meet the (Higher ed) Press,” featuring in-depth discussions with several reporters and editors from the two major higher education publications, The Chronicle of Higher Education and Inside Higher Ed. Many stories from these publications make their way into national and regional press reports. Two back-to-back sessions will provide the opportunity for attendees to meet both with Chronicle editor Jeff Selingo and several staff reporters and IHE editor Scott Jaschik and staff reporters. The goal of these sessions is to allow ample time for campus professionals to get to know these key journalists, delve deeply into the workings of the publications, learn what topics and features will be covered in the future, and get tips on pitching story ideas or opinion pieces.

In addition, the preconference workshop on Wednesday, June 23, will focus on social networking: “Using Social Media, Blogs, and Webzines to Publicize Your Experts.” More information about the 2010 conference and registration materials will be available on www.collegemediaconference.org in January.

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**2010 College Media Conference Speakers Announced**

- **Tamar Lewin**  
  Higher Education Reporter  
  *The New York Times*

- **Jay Mathews**  
  Education Reporter/Blogger  
  “Admissions 101”  
  *Washington Post*

- **Steve Drummond**  
  National News Editor  
  *All Things Considered*  
  National Public Radio

- **Robin Gradison**  
  Producer  
  *ABC World News*

- **Federico Quadrani**  
  Supervising Producer  
  *NBC Today Show*

- **Maria M. Ebrahimji**  
  Director/Executive Editorial Producer  
  *CNN Network Booking*

- **Jim Warren**  
  President and Publisher  
  *The Chicago Reader*

- **Kenneth Terrell**  
  Education Editor  
  *U.S. News & World Report*

- **Christie Garton**  
  Curator/Blogger  
  *USA Today.com’s Kindness Community*

- **Jeff Selingo**  
  Editor  
  *The Chronicle of Higher Education*

- **Scott Jaschik**  
  Editor  
  *InsideHigherEd*

- **David Marcus**  
  Higher Education Reporter  
  *Newsday*

- **Betsy Mason**  
  Science Editor  
  *Wired.com*

- **Cat McGrath**  
  Producer  
  *Learning Matters*

- **Jennifer Connic**  
  Editor  
  *Millburn-Short Hills Patch*

- **David Collins**  
  Reporter  
  *WBAL-TV, Baltimore*
CIC Launches Information Fluency in the Disciplines Workshops

A new CIC program to prepare students to use information more effectively in coursework and research projects in their major fields of study was launched this fall. The Information Fluency in the Disciplines workshops are intended to help institutions move beyond information literacy in the general education curriculum to information fluency in humanities majors. Four workshops, each focusing on a different discipline of the humanities, will be offered over four years for campus teams of faculty members, librarians, and chief academic officers. CiC senior advisor Susanne Woods, provost and professor of English emerita, Wheaton College (MA), is the program director.

The first workshop will focus on literature and will be held March 4–6, 2010, in New Orleans, Louisiana. Four-person teams from 23 institutions were selected for this workshop.

In announcing the new program, CiC President Richard Ekman said, “The Information Fluency in the Disciplines workshop in literature will help teams develop programs for upper-level English or other literature students to obtain a better understanding of the availability, authority, and uses of relevant information resources in their major field of study. The primary focus will be on English literature, but the workshop will also be appropriate for other modern languages and literatures.”

Participants in the literature workshop will explore topics such as: faculty-librarian collaboration in helping students acquire information fluency; the role of chief academic officers in promoting information fluency across the campus; new, online, and traditional resources for literary study; methods of evaluating the success of an information fluency program; uses of space and budgets to promote information fluency; and strategies for implementing change on campus.

There is no fee to participate. A generous grant from the Andrew W. Mellon Foundation provides each participating institution with funds to offset most travel and hotel expenses. In addition, all workshop materials and most of the meals during the workshop will be provided.

The workshops are cosponsored by the Association of College and Research Libraries (ACRL) and the Council on Library and Information Resources (CLiR) and are endorsed by the Modern Language Association (MLA), the Appalachian College Association (ACA), and the United Negro College Fund (UNCF).

More information about the workshops is available at www.cic.edu/conferences_events/workshop/information_fluency.asp.

New Program Develops Leadership Capacity of Librarians

CiC, in partnership with the Council on Library and Information Resources (CLIR), has been awarded $713,000 by the Institute for Museum and Library Services (IMLS) to offer an array of programs that develop the leadership capacity of librarians at small and mid-sized private liberal arts colleges and universities. The three-year project will provide librarians with professional development opportunities through participation in workshops and leadership institutes.

An online evaluation has been sent to all CIC member library directors to solicit input on the design of programs that would be most helpful. The resulting new workshops and programs will be announced by both CLIR and CiC in the coming months.

“This grant has great significance for CLIR,” said CLIR President Charles Henry. “It engages us with institutions that will deepen and broaden our understanding of leadership and also represents a programmatic collaboration with CiC, which we have long sought. We are pleased to partner with CiC in this fundamentally important effort.”

In announcing the program, CiC President Richard Ekman said, “CiC is delighted that the Institute for Museum and Library Services has decided to support the professional development of librarians who work in smaller colleges and universities. To enhance librarians’ ability to serve their campus communities more effectively, this generous grant will provide opportunities for CiC to work with a leading organization in this field, CLIR, to strengthen small college libraries and their leadership.”
CIC Receives Grant for Walmart College Success Awards

CIC has received the largest grant in its history—$3 million from the Walmart Foundation to support a second cohort of institutions to receive Walmart College Success Awards. The grant will support 30 competitively-selected CIC member colleges and universities with exemplary records in the education of first-generation students. These funds will be used over a two-year period for projects that are likely to increase the retention and graduation rates of first-generation students.

Grants of $100,000 will be awarded to the 20 institutions with programs that show the greatest promise of increasing retention of the largest number of first-generation students. Ten $50,000 awards will be designated for worthy projects that have a smaller scope of impact or are more experimental in nature. The newly selected 30 institutions and the 20 initial College Success Award recipients (selected in June 2008) will work together as a network to assist first-generation college students, learn from one another, and serve as models for other colleges and universities. This will be accomplished through a conference in 2011 and through online networking and other activities. Funding also will support the production of a final publication on best practices from both cohorts, to be disseminated at the end of the grant period in 2013.

“The 20 colleges and universities selected for the initial awards in 2008 have done a great job in rising to the challenges of retaining and graduating first-generation students”

—Margaret McKenna

Citing data from the American Association of Community Colleges, Ekman noted that more than six million students a year enroll for credit at the nation’s community colleges. However, only 26 percent actually transfer to a four-year college. In addition, the six-year graduation rate of first-generation students at public four-year institutions is only 44 percent compared with 61 percent at private colleges and universities. “In short, if we are to achieve the ambitious national goal of increased numbers of college graduates, the lessons learned from the experiences of private colleges will need to be heeded by national policymakers and others,” Ekman stressed.

CIC members with an undergraduate enrollment that includes at least 30 percent first-generation students among the most recent classes of first-year students are eligible to apply. The application deadline is February 12, 2010, and award recipients will be announced by March 26, 2010. For more information about the Walmart College Success Awards and for application materials, visit the CIC website at www.cic.edu/CollegeSuccess.asp. Descriptions of the 20 programs currently underway at colleges and universities initially granted awards are also posted on the website.
Woodrow Wilson Fellows in the Arts

When Woodrow Wilson Visiting Fellows visit CIC member campuses, they usually give a public lecture, visit classes, and share meals with small groups of students and faculty members. When the Fellow is an artist—writer, sculptor, actor, or playwright—his or her reach may extend even more deeply into the campus community. Arts Fellows may lead writing workshops, engage students in creating a campus-wide fine arts project, or stage a small theatrical production.

In response to the growing demand for Woodrow Wilson Fellows with experience in the fine and performing arts, CIC recently added several very talented artists to the roster. It isn’t necessary for a college to offer academic programming in the arts for a visit from an artist to be highly successful. These Fellows would be equally comfortable being sponsored by departments of English, political science, religion, or international affairs.

Applications are still being accepted for Woodrow Wilson Visiting Fellows visits to campuses for the spring 2010 semester. For details about participation in the program, including biographical information about the growing list of distinguished individuals who are now serving as Visiting Fellows, visit www.cic.edu/visitingfellows.

NEW WOODROW WILSON VISITING FELLOWS

Stephen Lang is a distinguished film and theatre actor. Currently co-artistic director of the New York City Actor’s Studio, he was nominated for a Tony Award for his stage work.

Margaret Edson wrote her only play, Wit, in 1991. After initially garnering much criticism, the play won the Pulitzer Prize in 1999. She is now an urban elementary school teacher and gifted orator.

In his current project, Robert Shetterly is producing hundreds of portraits around the theme of “Americans Who Tell the Truth.” The portraits, and a book by the same title, foster discussion on the necessity of dissent in a democracy, the obligations of citizenship, sustainability, U.S. history, and how democracy cannot function if politicians do not tell the truth and the media do not report it.

Jay Neugeboren is the author of 17 books, including two prize-winning novels (The Stolen Jew and Before My Life Began), two prize-winning non-fiction books (Imagining Robert and Transforming Madness), and three collections of award-winning stories.

Sculptor Don Meserve has a background in industrial design and architecture. After launching his career in Scandinavia, he helped develop the furniture design program at the Rhode Island School of Design. Now a full-time sculptor, Meserve produces figural and narrative works in all media.

Author Joanna Catherine Scott is interested in sharing the process of becoming a writer and poet with students. Her novels include Child of the South, The Road from Chapel Hill, The Lucky Gourd Shop, Charlie, Cassandra, and Lost. Her other works include Indochina’s Refugees: Oral Histories from Laos, Cambodia and Vietnam and the prize-winning poetry collections, Breakfast at the Shangri-la, Fainting at the Uffizi, and Night Huntress.
The highlight of the sixth annual CIC/New York Times Partnership’s Presidents Council meeting in New York City was the opportunity to meet with two leading higher education reporters, Jacques Steinberg and Kate Zernike. The 30 presidents who participated in the October 12 event at the Times also learned about the New York Times Knowledge Network and discussed plans for the 2010 Student News Editors Workshop.

Times reporter and blogger Jacques Steinberg said that his blog, titled The Choice (www.thechoice.blogs.nytimes.com), examines all facets of the college admissions process and is aimed at students and parents. He said the blog will not be “ivy centric” and welcomes hearing from presidents of lesser-known colleges and universities with topic ideas. An animated discussion of issues of potential interest to Steinberg included helping students think broadly about admissions; financial aid; college tours; new ways to study; what to expect in college as compared with high school; parental expectations; dealing with debt; special programs for nontraditional students; academic support (tutors, mentors); and ten things to keep in mind in athletics. Steinberg also said he was interested in tapping campus officials who could participate in Q&A discussions on the blog on these or other topics.

Reporter Kate Zernike expressed interest in story ideas on topics such as programs for first-generation students, college admissions, community college transfers, quality of the undergraduate experience, and changing demographics. She said she would welcome hearing from CIC college leaders who could find ways to put these subjects in the context of a “current issue”—to make it news. She was very interested in learning how the economy is affecting colleges, how the recession is shaping decisions on campus, where tuition goes, who is admitted, how colleges assemble a class, who is coming to college, and what kinds of students colleges are trying to enroll. She was looking for a campus that would “open its books” and provide comprehensive access and answers to these questions.

Mark Bechara, senior education manager at the Times, described the New York Times Knowledge Network, which partners with campuses to develop unique continuing education online courses and programs. The Network’s benefits include instructional design support, increased visibility through advertising in the Times, and full access to Times resources such as archives and multimedia dating back to 1851, guest journalists, and webcasts or live online course interactions. More information is available at www.nytimes.com/knowledge.

Participants also discussed plans for the next Student News Editors Workshop, which will take place at the Times in mid March 2010.

Marjorie Hass, president of Austin College (TX), was elected 2010 chair of the Partnership, succeeding Les Garner, president of Cornell College (IA).
Books of Note

Two recently published books will be of interest to presidents and other leaders of small and mid-sized private colleges and universities.

Crossing the Finish Line: Completing College at America’s Public Universities
By William G. Bowen, Matthew M. Chingos, and Michael S. McPherson © 2009
An important new book by William G. Bowen, Matthew M. Chingos, and Michael S. McPherson, Crossing the Finish Line: Completing College at America’s Public Universities, provides a comprehensive look at the determinants of graduation rates at the nation’s public universities—and what might be done to improve them. The authors identify the causes of the college dropout crisis, suggest the need for improving the first-year experiences of students from low-income families and those of black and Hispanic men, and explore why graduation rates are stronger at private colleges than at public institutions.

“Today, resource constraints at even the most prestigious flagships can prevent undergraduates from attending the courses they really want to attend, never mind having direct access to tenured faculty members; in these respects small, highly selective liberal arts colleges have an advantage, which is one reason that they have such high graduation rates.” A discussion of the difference in graduation rates by family income quartile notes that “the evidence suggests that having additional family resources matters more in a somewhat amorphous setting—such as at a large public university—and less in an intimate setting, such as a private college or a public honors college within a large university. In the more intimate settings, the institutions themselves may be providing more of the support for students from all backgrounds that family resources help to buy for the more affluent students in the less intimate settings.”

The authors also found that residential, on-campus living does improve graduation rates and shorter time-to-degree. Although the authors stressed that it would be unrealistic to expect public universities to become more residential, their data show that, “Other things more or less equal…students who lived in a university residence hall during their first semester were more likely to graduate than were off-campus students after controlling for differences in entering credentials and background characteristics, including family income.”

The implications of this major study are enormous for the ongoing efforts by advocates of private colleges to make an even stronger case for the superior track record of small colleges.

President to President: Views on Technology in Higher Education, Volume II
Edited by Jacqueline Powers Doud, Marylouise Fennell, and Scott D. Miller © 2009
CIC and SunGard Higher Education sponsored the second volume of a series of books on technology in higher education. The first volume of the series, President to President: Views on Technology in Higher Education, addresses the strategic role of technology in transforming institutional operations. President to President: Views on Technology in Higher Education, Volume II, features essays written by CIC member presidents based on their direct experiences with technology. The first six chapters of Volume II are available for download on SunGard’s website at www.sungardhe.com/presidenttopresident/chapters.html#chapter_downloads. A print edition will be distributed to CIC members at the January 2010 Presidents Institute.

The chapters authored by presidents include “Beyond the Board Book: Internet Communication With Trustees” by Theodore E. Long of Elizabethtown College (PA); “To Improve Institutional Performance, Aim High and Go ‘Bi’” by Larry Goodwin of The College of St. Scholastica (Mn); “Technology and Students: ‘Call my Cell” by Richard Artman of Viterbo University (WI); “Advancement: Connecting to Constituencies Inside and Out” by Christopher R.L. Blake of Mount Mercy College (IA); “Leveraging Technology to Increase Enrollment, Capacity, and Revenues” by Arthur Kirk of Saint Leo University (FL); “Standing Out in a Crowd of Peer Institutions: Leveraging Your IT Investments and People for Routine Innovation” by Kevin M. Ross of Lynn University (FL); “The Battle to do More with Less Takes a Turn for the Worse” by Kevin Manning of Stevenson University (MD); “The Role of Portals in Higher Education” by Michael Victor of Lake Erie College (OH); “Top Ten Things Presidents Should Avoid if Innovation is to Thrive” by Esther Barazzone of Chatham University (PA); and “Retaining Learners…An Institutional Initiative” by Ruth Knox of Wesleyan College (GA).
CIC Members Report Record Enrollments

Despite the tough economic times, many CIC campuses are reporting record levels of enrollment. Davis & Elkins College (WV) reported that its first-year class was up 50 percent this fall, reaching record enrollment after a steep drop last year. President Buck Smith personalized the recruitment process by learning the names of students and their parents, meeting with them in person, contacting them individually through phone calls and letters, and foregoing mass mailings and advertising campaigns. Lourdes College (OH) broke its enrollment record for the sixth year in a row. Mount Mary College (WI) reported the highest enrollment in the college’s history at 1,929 students, and Wilson College’s (PA) fall enrollment reached a 36-year high and is up more than 18 percent over 2008. Centre College (KY) surpassed last year’s record enrollment with a fall total of 1,216 students. Roanoke College (VA) reached record enrollment for the fifth straight year; Eckerd College (FL) announced the highest fall enrollment numbers in the college’s 51-year history; and Huston-Tillotson University (TX) saw a 12 percent increase in enrollment, the highest since 1952. With a large class of incoming first-year students and improved retention rates, Chowan University (NC) broke the 1,000 student mark (an institutional goal), the largest enrollment in Chowan’s history. Mount Vernon Nazarene University (OH) increased enrollment by 30 percent, bringing total enrollment for fall 2009 to 2,622 students.

Other institutions reporting record enrollments include Berry College (GA), Bethany College (WV), Birmingham-Southern College (AL), California Lutheran University, Campbellsville University (KY), Ferrum College (VA), Lewis University (IL), Lyon College (AR), Marian University (IN), North Central College (IL), Samford University (AL), University of Richmond (VA), Trine University (IN), Utica College (NY), Westminster College (PA), William Woods University (MO), and Xavier University (OH).

Announcing New Programs, Majors, and Schools

Rollins College (FL) launched its pilot program, the Rollins Plan, this fall. The program is designed to create a common experience for students, helping them develop a better understanding of the institutional mission and prioritizing the knowledge, skills, and virtues that should be learned by a liberally educated person. The program is comprised of a series of seven courses balanced across divisions and focused on a “big idea” or theme. The Rollins Plan was developed to engage students actively both within and outside of the classroom and deepen the connection between theory and practice as well as the relationship between the college and the larger community. Courses integrate methodologies from different divisions, build academic skills, and foster curricular innovation and flexibility. The themes for 2009–2010 are Global Challenges: Florida and Beyond and Revolution.

Saint Joseph’s College of Maine has established a new fine arts major with a curriculum featuring two-dimensional and three-dimensional design, drawing, painting, art history, graphic design, sculpture, ceramics, photography, and printmaking. Olivet College (MI) offered several new academic majors and...
minors at the start of the 2009 fall semester. The new areas of study include: an actuarial science major, computer science major and minor, computer science education major and minor, information technology management major, music major with a concentration in musical theatre, and writing major.

Dominican University (IL) has announced the first PhD program in its 108-year history. The doctorate in library and information science, to be administered through the university’s nationally recognized Graduate School of Library and Information Science, accepted its first cohort of students this fall. One of only 50 programs in the country to be accredited by the American Library Association, Dominican’s graduate library school is particularly distinguished in the areas of children’s and youth literature, community informatics, cultural heritage/archival studies, and the management of public libraries.

Lynchburg College (VA) now offers a master of science in nursing with emphases in clinical nurse leader and nursing education. This interdisciplinary program incorporates business classes and includes clinical practicum sites at hospitals, clinics, and nursing facilities in central Virginia. Barton College (NC) announced its first graduate degree program, a master of education in elementary education.

This fall Dominican College (NY) introduced a BA in communication studies that prepares students to be effective communicators, ethical leaders, and innovative media practitioners. The 120-credit program includes a choice of one of two tracks: media communication and organizational communication.

Centenary College (NJ) announced a new Saturday-only MBA program that will start next spring. The program, with classes offered in two locations, will run year-round and take students only two years to complete.

Career Assistance for Students

With the tough economy and growing unemployment making it harder for graduates to find jobs, many Cic institutions are helping students prepare for the job market. Lourdes College’s (OH) “Backpack to Briefcase” program is providing seniors with the skills necessary to launch their careers after graduation. The program helps students conduct a job search through hands-on experiences such as mock interviews, job shadowing, and courses on business etiquette, attire, and dining. The program also instructs students on how to navigate the graduate school application process.

Moravian College (PA) is piloting a program this fall to help sophomores and juniors prepare for the competitive work environment. The Career Connections program aims to increase students’ success during their transition from college to the workplace while they are still in college. The program is designed to help students make better career decisions by connecting them with professionals in their fields of interest and providing work experience within related organizations. Benedictine University (IL) this fall brought human resource professionals and career counselors together to offer tips for job seekers during a “Developing Your Employment Toolbox” event. A panel discussion covered topics such as networking with professionals; marketing oneself effectively; proactive job search strategies; researching companies and organizations; making connections in your field of interest; and innovative resume writing and interviewing techniques.

Grants, Gifts, and Awards

Wilson College (PA) announced that it has received a $4.3 million gift from a local family, 12 members of whom attended Wilson. The Appenzellar-Buchanan gift will support

Wilson College (PA) hosted 24 women from the Middle East this summer as part of a ten-day program focusing on business and entrepreneurship. The women—many of whom are studying finance or business in their home countries—came from the Middle Eastern nations of Jordan, Kuwait, Lebanon, Oman, and the United Arab Emirates.
the new Brooks Complex for Science, Mathematics, and Technology and will have a total impact of $8.6 million because it will be matched by Wilson graduate Marguerite Brooks Lenfest, Class of 1955, and her husband, H.F. “Gerry” Lenfest. The Lenfests established a $10 million challenge grant to encourage support of the sciences at Wilson. They were also the recipients of CIC’s award for philanthropy in 2008.

Marian University (IN) recently announced a $5 million gift from an anonymous donor. The gift is designated for student scholarships and will be used as a matching fund for other donors to create endowed scholarships.

The J. Crayton Pruitt Foundation, Inc., has made a gift of property to Eckerd College (FL) valued at $2.8 million. The gift will support the construction of the new Pruitt Center for Ceramic Arts and Sculpture, which will quadruple the current space available for throwing, glazing, and firing pottery and will include a sculpture area as well as student studios. In addition the gift will enhance or create endowments to support the college’s writers’ conference, the creative arts collegium, the letters collegium, the library, and other programs.

Cazenovia College (NY) announced this fall a $2 million gift commitment from the Dorothy and Marshall M. Reisman Foundation for the naming rights to the college’s Art and Design Building. The gift is the largest single gift in the college’s history.

A St. Louis businessman has anonymously donated $2 million to Culver-Stockton College (MO) to create an experiential learning and travel fund to help finance student travel abroad as part of the curriculum. The donation is the largest single gift from an individual donor in the college’s 156-year history and will help the college toward its goal of sending 50 percent of students abroad for international experiential learning.

Springfield College (MA) recently received a new AmeriCorps grant of $1.6 million that will enable the college to continue to help greater Springfield schools and nonprofit organizations for the next three years. The grant will support 85 students per year who will become AmeriCorps members, with each student contributing 900 hours of community service. The volunteers will help school children; individuals and families receiving physical and mental health services; and organizations that recruit, train, and manage volunteers.

The University of Charleston (WV) recently announced that it has become the beneficiary of a $1 million gift from the estate of Edgar Loring, who graduated from the university, then known as Morris Harvey College, in 1948.

Forming Partnerships

Valparaiso University and Concordia College (NY) announced the creation of a jointly sponsored Center for Global and Professional Studies. Collaborative programs will be developed and offered on both campuses in business, media/communications, law, nursing, social sciences, and the humanities. In addition the center, which will be launched in summer 2010, will facilitate international study and faculty development on both campuses.

Continuing education programs at Eckerd College (FL) will be enhanced by a new partnership with the New York Institute of Finance (NYIF), a financial training organization for financial services companies and multinational corporations. NYIF-branded courses will be featured as part of Eckerd College’s continuing education offerings.

New and Recently Renovated Facilities

In May, Cardinal Stritch University (WI) opened its 24,000 square-foot City Center site in a former brewery building in downtown Milwaukee. The building is the new home of Stritch’s college of education and leadership and several other academic programs.
programs and includes office space for 65 staff and faculty as well as classrooms that can be opened up into meeting space with audiovisual capability and wireless Internet access. City Center is seven miles from the main campus and is integral to the university’s efforts to expand its reach into the central city and serve the underserved.

**California Lutheran University** recently opened Trinity Hall, its first residence hall to include classrooms, six-bedroom suites, and studio apartments. The addition of classrooms is one of the building’s many features that promote sustainability. In addition, the 200-car parking lot has permeable paving that allows storm water to filter through it and a treatment unit that removes contaminants before they reach public waterways. A gray water collection system infrastructure in the building will eventually allow sink, shower, and laundry wastewater to be used for irrigation after treatment.

**Ohio Northern University** recently held a ribbon-cutting and dedication ceremony for the new Mathile Center for the Natural Sciences. The building includes 21 classrooms, five seminars/conference rooms, 21 laboratories, 34 offices, and four storage spaces and connects the Meyer Hall of Science with the Robertson-Evans Pharmacy building. It is named for Clayton and MaryAnn Mathile, who initiated the campaign to construct the center by pledging $5 million plus an additional $5 million in matching funds.

**Otterbein College** (OH) officially dedicated its new 135-room Science Center, which underwent a $20 million renovation and addition in October. The new facility will bring departments together in modules that will include a large teaching lab, a small project lab, and offices for faculty members in several disciplines.

### Environmental Leadership

Several CIC institutions have been recognized for excellence in their environmental work and are the recipients of prestigious grants and awards. Agriculture Secretary Tom Vilsack announced that the U.S. Department of Agriculture’s Rural Energy for America Program will award **Luther College**’s (IA) Wind Energy Project, LLC, a $500,000 grant and a $1.3 million loan to fund the installation of a 1.65 megawatt wind turbine that is expected to generate about one-third of the electrical energy needed by the college each year.

**Furman University** (SC) recently announced that it has received a $2.5 million grant from the U.S. Department of Energy that will allow the university to replace an aging heating and cooling system with an environmentally friendly and more efficient geothermal heat pump system. The grant is funded through the U.S. Recovery Act for the exploration and development of new geothermal fields and research and technologies. Of the 28 colleges and universities nationwide to receive a grant, Furman was the only liberal arts college. Furman also received a 2009 Climate Champion Award from Clean Air-Cool Planet in recognition of its leadership and excellence in finding solutions to global warming and climate change.

**Franklin College** (IN) accepted honors for its achievements in the recycling category of the Indiana Governor’s Awards for Environmental Excellence during the Association of Indiana Solid Waste Management Districts’ annual conference. The college was honored for its development of a campus composting project. Faculty members used the program as a case study experiment in their courses, asking students to compile and analyze data to determine what combination of brown and green materials resulted in the fastest breakdown of materials and what produced the most nutrient-rich compost. Compost harvested from the bins was used in landscaping around campus. The college’s composting efforts resulted in 50 tons of waste being converted, saving the college approximately $6,500 in vendor fees and landscaping materials.

### Celebrating Achievements

CIC congratulates the state winners of the 2009 Professors of the Year awards who are from CIC member institutions: Duane H. Pontius (Physics), **Birmingham-Southern College** (AL); Jerry Sweeten (Biology), **Manchester College** (IN); Peter Nichols Richardson (German), **Linfield College** (OR); Angela B. Shiplet (Mathematics and Computer Science), **Wofford College** (SC); and David Haskell (Biology), **Sewanee: The University of the South** (TN).

### 2010 Winter Olympic Athletes

Kicking off the march towards the 2010 Winter Olympic Games, the U.S. Freestyle Ski Team recently released its athlete roster for the 2010 season. A total of 36 athletes have been named to the team, and 14 **Westminster College** (UT) students are on the roster—more than one third of the 2010 team. Westminster currently has 39 students on the U.S. Ski and Snowboard Team who compete in a variety of sports, from snowboarding to cross-country skiing.

### Changing Status

**Heidelberg College** (OH) has officially changed its name to Heidelberg University.
CIC in the News

USA Today published an editorial by columnist Richard Whitmire, “Why Men Warrant a Break on College Admissions” (December 1) that quotes CIC President Richard Ekman, and the Grand Rapids Press highlighted the launch of CIC’s Network for Vocation in Undergraduate Education program (November 28).

Coverage of the 2009 CAO Institute by the Chronicle of Higher Education included “A Defender of the Liberal Arts Contemplates Their Changing Role” (November 9) and “Despite Success of Some Programs, 3-Year Degrees Draw Skepticism at Meeting” (November 10). Ekman was quoted at length in “Turnaround President Makes the Most of His College’s Small Size” (November 15). The Chronicle also published a Q&A with Ekman, “Private Colleges are Breathing Easier This Fall, Said President of Council” (August 27).

A CIC study of the career patterns that lead to the college presidency, A Study of Career Patterns of the Presidents of Independent Colleges and Universities, was featured on the Inside Higher Ed website in a July 23, 2009, story, “Presidential Career Paths,” by editor Scott Jaschik. CIC President Richard Ekman was also quoted in the Inside Higher Ed story “Dodging the Bullet” on private college enrollments (July 20) and CIC was mentioned in “Higher Ed Groups in Survival Mode” (July 29).

The collaboration between CIC and University Business provided MaryAnn Baenninger, president of the College of Saint Benedict (MN), the opportunity to publish a column on “Building Partnership between CAO and CFO Builds Institution’s Strength” (October 2009).

Staff News & Notes

Virginia (Ginny) Coombs joined CIC as vice president for annual programs on October 1, 2009. She has primary responsibility for the Institute for Chief Academic Officers, the Spouses Program at the Presidents Institute, and the Department/Division Chairs Workshops. Coombs served most recently as provost and vice president for academic affairs at Keuka College (NY), where she also was professor of modern languages. Earlier she served in similar roles at the University of Wisconsin-River Falls, Oklahoma City University, and Central College (IA). While at River Falls, she also served briefly as interim chancellor. Early in her career she was associate academic dean of Concordia College (MN). Coombs’s field of specialization is German linguistics and she has taught at Bucknell University, Indiana University, and University of California-Berkeley in addition to the institutions where her faculty appointments accompanied her administrative positions. Coombs brings to CIC a deep understanding of American higher education and direct experience in the rich variety of institutions both in CIC’s sector of higher education and well beyond it. She succeeds Mary Ann Rehnke, who retired in September after serving CIC for 23 years.

CIC president Richard Ekman participated in the Colloquium on “Quality Assurance in Higher Education: An International Dialogue on Progress and Challenges” that was held October 22–24 in Istanbul, Turkey, at the Hollings Center for International Dialogue. CIC members Edwin Welch, president, University of Charleston (WV), and Abdallah Sfeir, provost, Lebanese American University (Lebanon), also participated in the Colloquium.

CIC vice president for communications Laura Wilcox served as chair of the Women Administrators in Higher Education conference, “Celebrating 35 Years of Advancing Women in Higher Education.” The September 18 event at the national Center for Higher Education in Washington, DC, attracted more than 100 participants and featured a special address by Martha Kanter, under secretary of the U.S. Department of Education. Barbara Hetrick, senior vice president, and Ginny Coombs spoke to a seminar of doctoral students in higher educational administration from the University of Maryland–College Park on October 26 about CIC, private colleges and universities, and the value of independent higher education.

In November, Eric Godin, manager of research projects, and Harold V. Hartley III, senior vice president, led a “CLA Spotlight” web conference about the CIC/CLA Consortium that featured three CAOs from participating institutions. Hartley also served on a panel discussing “Institutional Use and Data-Informed Action” at the National Survey of Student Engagement (NSSE) 10th Year Symposium in October and co-authored “The Effects of Boards of Trustees at Private Colleges on Fundraising,” a paper presented in November at the Association for the Study of Higher Education annual meeting.
disturbance—a shortfall in enrollment, a bitter fight within the faculty, a scandal—can disturb the equilibrium for a long time. Smaller, private institutions may have advantages of resiliency and adaptability that often elude the larger universities, but large universities have the advantage of scale when coping with government demands for increased regulation.

Nearly all institutions of higher education now enroll very diverse student populations, and clashes of expectations will be more frequent than in the past. Alumni—especially successful alumni—need to consider the value of the education they’ve received before assuming that the system is fundamentally flawed. Colleges can do better at increasing timely graduation and improving intellectual rigor, but any changes should be built on the proven success of the traditional model, not aimed at its evisceration. And we must oppose those wrong-headed individuals, however prominent, who predict doom for higher education as we know it and who lack the stamina for incremental change that builds on proven strength.

STAFF SPOTLIGHT—People Who Make CIC Work

Veronica Relph joined CIC as conference coordinator in spring 2008. She is responsible for assisting with logistical aspects of CIC conferences, workshops, and seminars. While her main responsibilities are the registrations and accounting of all of CIC’s major events, she also helps find future hotel sites, develops materials for conference folders, and acts as a liaison for event participants.

She came to CIC from Diversity Best Practices (a division of Working Mother Media) where she was a conference and events coordinator and membership assistant. Earlier, Relph completed internships at the Museum of Contemporary Art in Los Angeles and the Los Angeles Philharmonic/Hollywood Bowl. She graduated cum laude in 2003 from the University of Southern California with a BA in art history and a minor in public management.

Relph is an avid traveler and has traveled to more than 20 countries and lived and worked in Australia for a few months.

CIC NEWS

THE BOARD OF DIRECTORS AND STAFF OF CIC WELCOME THE FOLLOWING NEW MEMBERS SINCE SUMMER 2009

New Institutional Members
Centenary College of Louisiana
Coker College, SC
Samford University, AL
Virginia Intermont College
Young Harris College, GA

New Affiliate Members
Collaborative on Academic Careers in Higher Education, MA
Independent Colleges and Universities of Florida
Lehigh Valley Association of Independent Colleges, Inc., PA

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

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

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

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

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

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

STUDENT AFFAIRS (cicstaff-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 (cicadvancement-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.

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

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## Calendar of Events

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