A record number of presidents (312) and spouses (186) participated in the CIC 2005 Presidents Institute, held January 4–7 in Marco Island, Florida, making it the largest annual gathering of independent college presidents in the nation.

Keynote speakers and panelists addressed the theme of “The President’s Portfolio: Competition, Complexity, and Change.” Fred Bergsten, director of the Institute for International Economics, opened the Institute with a very well-received discussion of the consequences of the demographic transformation of America on colleges and universities; and Deanna Bowling Marcum, Associate Librarian of Congress, recommended ways for campus leaders to manage information resources in this era of the digital information explosion. Other speakers discussed topics such as board governance, finance, and institutional management. (See Special Report on the 2005 Presidents Institute, pages 9–17.)

Kenneth Prewitt, Carnegie Professor of Public Affairs at Columbia University, delivered an informative speech on the consequences of the demographic transformation of America on colleges and universities; and Deanna Bowling Marcum, Associate Librarian of Congress, recommended ways for campus leaders to manage information resources in this era of the digital information explosion. Other speakers discussed topics such as board governance, finance, and institutional management. (See Special Report on the 2005 Presidents Institute, pages 9–17.)

During the 2005 Presidents Institute, CIC Board Chair Mary Pat Seurkamp presented Thomas Emmet with the Allen P. Splete Award for Outstanding Service, sponsored by Jenzabar. Emmet, thought of as the “dean of consultants,” received a standing ovation for his 50 years of service in higher education (see story, page 17).

CIC Announces New Programs

CIC is launching several new activities this year and is extending its work in current programs.

Partnering with the National Institute for Technology & Liberal Education, CIC will offer five additional workshops on libraries and information literacy and two New Learning Spaces workshops over the next three years (see story, page 5).

This summer, CIC will launch a three-year program designed to guide current presidents, as well as prospective presidents, in reflecting about each leader’s sense of “calling” as it relates to the mission of the college that the president leads or might lead (see page 18).

In addition, CIC is convening a consortium of institutions to share experiences in the use of the Collegiate Learning Assessment, a new approach to assessing the “value-added” of a college education (see page 18).

CIC also will extend its work in its ongoing Survey of Historic Campus Architecture and Design, creating the first national architecture and landscape database and website of independent college campuses (see page 18); and will expand initiatives that use data to benefit institutions, including updating the Key Indicators Tool (see page 19); and launching a Making the Case website for the effectiveness of independent institutions (see page 8).
A
most every successful reform
movement in America began as a
voluntary association of concerned citi-
zens and evolved eventually into a politi-
cal movement. Sometimes this process
took a generation or longer—as the
examples of the anti-slavery, temper-
ance, and women’s suffrage move
ments show. We should anticipate that the
growing efforts by colleges and universities
to have an impact on the world
around them will follow a similar path.

Alexis de Tocqueville may have been the
first to notice the tendency of
Americans to create “public associa-
tions” every time a societal need arose.
Rather than expect government to
address the need—or to seek the gov-
ernment’s permission to launch a new
institution—Americans from early days
have been quick to establish new organ-
zations to address a very wide range of
perceived needs—marketing agricultural
products, preparing ministers, training
engineers, prohibiting liquor, outlawing
slavery. These “voluntary associations”
(historian Oscar Handlin’s term) may be
seen as the equivalent of today’s NGOs.
Certainly they were hallmarks of a
young nation.

America’s colleges are themselves
part of the tradition of voluntary associa-
tions with social missions. Hiram
College’s (OH) founding mission in the
mid-19th century was in part to increase
educational access for rural youth.
Marygrove College (MI) shifted its
focus in the late-20th century to the
needs of the inner-city Detroit com-

munity. Many colleges that once served one
population now also help others both to
gain access to college and to complete
college successfully. Private colleges and
universities, many extremely long-lived
in comparison with the short life spans
of business entities or public university
campuses, can often point to impressive
track records of aiding their communi-
ties. Social progress in education has
benefited from commitments to access
and equity over long periods.

Yet, it has not been enough for col-
leges to make their educational pro-
grams more accessible. Colleges now
reach into their communities as never
before to work with others to address
issues of shared concern. Pedagogies
such as service-learning and internships
make abstract subject matter more vital
to undergraduates and enhance depth of
learning at the same time that they fos-
ter work by students and faculty mem-
bers that has practical value to commu-
nities. Rhodes College (TN) students
have opportunities, for example, for
research internships at the world-class
St. Jude Hospital—helping sick children
get better while doing research in col-
aboration with career scientists.

Are the activities of our colleges to
improve their communities approaching
a political phase? Might this be politics
on campus in the best sense? For years,
we worried that voting by young people
was declining. The 2004 presidential
election appears to have stopped that
decline, and colleges and universities
played active roles in encouraging stu-
dents and others to register to vote. The
concept of volunteer service, embodied
most clearly in the 1960s creation of the
Peace Corps and VISTA, has led in
some ways to Project Pericles, a group of
mostly smaller colleges and universities,
which links the study of the liberal arts
to more active and informed civic
engagement, including in the political
process. We already know that 52 per-
cent of young people who attend inde-
pendent colleges and universities volun-
teer to help in their communities (in
contrast to 41 percent of students at
Presidential Services

Presidential Contracts Service Updated

A revised presidential contracts website, including results from a survey on agreements related to presidential employment and deferred compensation, will be operational by May 1.

Since 1998, Scott D. Miller, president of Wesley College (DE), and Anne Deming, former president of Notre Dame College of Ohio, have coordinated on behalf of CIC a “best practices” website and services for CIC presidents seeking examples of presidential employment contracts and approaches to performance evaluation. Upon Deming’s recent retirement, Earl D. Brooks, II, president of Tri-State University (IN) and Marylouise Fennell, former president of Carlow University (PA) and now senior counsel at CIC, have joined Miller in coordinating the project. “Thanks are due to Scott, Anne, Earl, and Weezie for volunteering their time to create and manage this helpful resource for college presidents,” said CIC Board Chair Mary Pat Seurkamp, president of the College of Notre Dame of Maryland.

In the past, CIC presidents could acquire sample contracts at the Presidents Institute or by writing to Miller or Deming. A large demand for information led to the establishment of a restricted access website designed exclusively for CIC presidents in 2000. Since then, the site has averaged more than 300 visitors annually, with more than 100 presidents accessing the site at least four times a year.

Results from a new survey conducted over the past few months will be included in the updated website, with information on sample employment, deferred compensation, and spousal agreements, as well as evaluation instruments. CIC will notify member presidents when the restricted site is available for use. For more information about the service, contact Miller at millersd@wesley.edu.

The encouraging picture of private colleges as agents of social progress stands in contrast to the findings of recent opinion research on public attitudes toward all kinds of institutions. This research suggests that people no longer have faith in government or business, and that skepticism is pervasive about the ability of these institutions to serve the common good. Moreover, colleges and universities are viewed as doing too much to educate people for their “individual benefit” and too little to educate people for the “common good.” We need to listen carefully to these skeptics, but also to remind them that, more than most institutions of our society, colleges and universities—especially smaller, private ones—do make positive political and social contributions by producing graduates with enhanced public consciousness. With long traditions of serving their communities and an updated understanding of what involvement in the community really means, these voluntary associations strive today as they did at their founding to make the world a better place.

(President’s Desk, cont’d from page 2)

public universities).

The ameliorative role of colleges in their communities is sometimes prized for different reasons than the ones we acknowledge directly. Columbia University’s Kenneth Prewitt, in his thought-provoking presentation at the 2005 CIC Presidents Institute, analyzed changes in institutional mission statements and concluded that diversity in the student body, once treated as an issue mainly of insuring equitable access to college, is now more often viewed as a desirable educational characteristic of the student experience during college (see “Demography, Diversity,” page 9).

Three New President-Trustee Dialogues Being Held This Spring

Approximately 25 colleges and universities, each with a president and one or two trustees (usually including the board chair) are expected to participate in one of three President-Trustee Dialogues being held this spring in North Carolina, Indiana, and Ohio.

The Dialogues, funded by a grant from the Henry Luce Foundation, are hosted by Kent Chabotar, president of Guilford College (NC), on March 2; Jerry Israel, president of the University of Indianapolis (IN), on April 6; and Diana Stano, president of Ursuline College (OH), on April 21.

The focus of the meetings is the critical roles of the president and board leaders and their essential partnership. The approach centers around the exchange of participants’ experiences and insights rather than formal presentations. Among the issues to be discussed are trustee responsibilities, board development, and board governance. Participants will also examine the board’s role in shaping institutional strategy by exploring approaches to engaging trustees in marketing and branding, enrollment management, and long-range planning.
Kent John Chabotar has been president of Guilford College (NC) since 2002, where he also teaches political science. Previously, he served as vice president for finance and administration and as treasurer at Bowdoin College (ME). A budget and finance specialist, Chabotar earlier moved back and forth between a successful business career and teaching assignments at Harvard University, the University of Massachusetts, and Michigan State University.

Mark T. Cregan, C.S.C., became Stonehill College’s (MA) ninth president in 2000 and is a Stonehill alumnus. Previously, he was the pastor of Sacred Heart Parish, a large inner-city parish in the Bronx, New York. As the parish’s chief administrative officer he was responsible for schools, buildings, outreach programs, pastoral activities, finances, and fundraising. During that time the multilingual Cregan also maintained a general practice law office, serving low-income clients with immigration, family, estate, and real estate problems.

James A. Davis has served as president of Shenandoah University (VA) since 1982 and previously held a number of positions as a faculty member and in administration at Ferrum College (VA). He won a special election to the Virginia General Assembly’s House of Delegates in 1978, and was re-elected in 1979 and again in 1981. In addition to his responsibilities as a delegate, Davis has served on several statewide boards and commissions.

L. Jay Lemons was named president of Susquehanna University (PA) in 2002. Earlier he served as chancellor of the University of Virginia’s College at Wise, and as assistant to the president of the University of Virginia. He is an enthusiastic advocate of community service and a proponent of partnerships between the university and elementary and secondary schools. Lemons serves on a number of regional and national boards, among them the Greater Susquehanna Valley Chamber of Commerce, Sunbury Community Hospital, and United Way of Central Pennsylvania.

Luther Luedtke assumed the presidency of California Lutheran University in 1992 after two decades at the University of Southern California, where he held a series of positions as professor and director of graduate studies in English, chair of American studies, and director of the school of journalism. He is an accomplished scholar, and has been a Fulbright lecturer in Germany and director of the American Studies Research Centre in India. He received his Ph.D. from the University of Virginia’s Curry School of Education in higher education administration.

Trudie Kibbe Reed, in January 2005, became Bethune-Cookman College’s (FL) first female president since Marcy McLeod Bethune founded the school. Kibbe Reed previously served at the helm of Philander Smith College (AR), and for many years served as a senior administrator for the United Methodist church.

Lisa Ryerson became Wells College’s (NY) first alumna president in 1995. She is known for her advocacy of gender equity and commitment to providing increased access to higher education. Ryerson has written on issues such as the benefits of women-centered education, gender equality in education and society, women in leadership, and business-education partnerships.

John Strassburger has served as president of Ursinus College (PA) since 1995. During his tenure both enrollment and the college’s endowment have soared. Previously, he served as academic vice president at Knox College (IL). He has published in the fields of architecture, American history, and liberal education. He currently serves on the Commission on Leadership of the American Council on Education and is a trustee of several cultural and educational organizations.

CIC Board of Directors Welcomes New Members

CIC is pleased to announce the election of eight new members to serve on the Board of Directors.

CIC Board of Directors Welcomes New Members

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Mellon Grant to Support Additional Library Workshops

A $500,000 grant from the Andrew W. Mellon Foundation will support five additional Transformation of the College Library workshops, and two New Learning Spaces workshops over the next three years. Teams from more than 80 CIC member institutions have already participated in previous library workshops; the new grant will enable 100 additional institutions to participate.

“This most welcome grant should go a long way toward meeting the high level of interest that has previously been expressed in these opportunities,” said CIC President Richard Ekman in announcing the grant and library workshops. “The workshops will focus on the dramatic changes now occurring in college libraries and are intended to help small and mid-sized colleges and universities deal successfully with those changes,” he added. The programs will address such critical issues as advancing information literacy as an element of liberal education; the role of the library in teaching and learning through collaboration between librarians and faculty members; the changing use and conception of the physical space of the library; the challenges of using technology in improving students’ learning; and setting institutional priorities for library-related costs when they increasingly exceed standard budget guidelines.

The new workshops are being offered by CIC in partnership with the National Institute for Technology & Liberal Education (NITLE), a group of 81 colleges that collaboratively strengthen teaching and learning through instructional technologies. In addition, the Council on Library and Information Resources and the Association of College and Research Libraries are co-sponsoring the workshops, and the Appalachian College Association (ACA) and the United Negro College Fund (UNCF) have endorsed them.

Applications are due May 16.

Each institutional team that is accepted as a participant will receive a travel subsidy of up to $1,600. All independent colleges and universities are eligible to apply. Preference will be given to institutional teams that have not already attended one of these workshops and are members of CIC, NITLE, ACA, or the UNCF.

Jo Ellen Parker, executive director of NITLE, said “The transformative potential of digital technologies for academic libraries is enormous, particularly for libraries on small undergraduate-centered campuses. Envisioning the 21st century library is a pressing priority for America’s liberal arts colleges.”

In addition to the library workshops, CIC and NITLE will offer two New Learning Spaces workshops in 2006 and 2007, to be led by Jeanne Narum of Project Kaleidoscope. These types of workshops have not previously been available to most CIC members. Topics will include the overall planning process; creating spaces that support active, hands-on investigation; “cyberinfrastructures” and the library as an integrated learning center; creating and locating informal spaces that students will use; sustainability issues; and linking the development of new learning spaces to institutional planning. One of the most important lessons participants can expect to take away from this workshop series is that as colleges design new learning spaces, the problems they need to solve are tomorrow’s, not today’s.

For more information about the library workshops, visit the CIC website at http://www.cic.edu/conferences_events/workshop/library/2005/index.asp. Information about the New Learning Spaces workshops will be posted in June 2005.

Mark Your Calendars!

CIC’s 17th Annual Conversation Between Foundation Officers and College and University Presidents
“Who Will Achieve Social Change? What Do Foundations Expect From Colleges?”
Monday, September 19, 2005
8:30 a.m. – 2:00 p.m.
TIAA-CREF Wharton Auditorium
730 Third Avenue, between 45th and 46th streets
New York City

Information about registering for the program and making hotel reservations will be available in May 2005.
The fourth annual series of spring workshops for department/division chairs sponsored by CIC will focus on the theme of “Effective Personnel Practices.” The workshops, designed to serve both experienced and new chairs, will offer opportunities to explore strategies for department and division chairs to work effectively in sensitive situations with colleagues, staff, and students.

Workshop topics will include:

**Preventive Law.** Lawyers familiar with legal issues at private colleges and universities will explain the basic principles with which department chairs should be familiar and situations in which it is necessary to document actions. Emphasis will be placed on legal planning and preventing legal problems.

**Theory and Practice of Conflict Resolution.** Conflict between individuals or groups within a department or between departments often emerges but chairs are not always prepared to find and resolve the source of the problem. Frameworks for understanding the source of conflict and approaches to addressing the underlying issues will be explored.

**Legal Issues in Hiring, Non-Renewal of Contracts, and Firing.** Legal experts will explain how legal problems arise and offer strategies for preventing litigation in the hiring and firing of faculty members and staff as well as procedures to consider in non-renewal of contracts for faculty members. Key concepts such as equal treatment, breach of oral and written contracts, and implied contracts will be examined.

**Conducting Difficult Conversations on Personnel Issues.** Department chairs can prevent many personnel issues from mushrooming into major problems through early intervention. Sometimes chairs delay difficult conversations with colleagues because they lack expertise in tactfully encouraging change or in delivering bad news. Participants will explore how to have a frank conversation with a colleague or staff member when he or she may have done something potentially harmful to the institution.

**Support for Personnel in Stressful Circumstances.** Department chairs are on the front line playing a key role in helping faculty members and staff succeed during times of change such as a transition in administration, the implementation of a new curriculum, or adjustments to a budget reduction. What strategies might chairs employ during difficult times to effectively lead the department and encourage their colleagues?

**Working with the CAO.** What do CAOs expect of department chairs? What are the do’s and don’ts for chairs in creating an effective working relationship with the CAO?

Speakers on legal issues will include Steve Hirschfeld, a partner in Curiale Dellaverson Hirschfeld Kraemer & Sloan, LLP, a practice involving labor, employment, and higher education law, who is also the chief executive officer of the Employment Law Alliance, the world’s largest network of labor and employment lawyers; attorney Claire Guthrie Gastañaga, principal of CG2 Consulting and a seminar leader on a variety of higher education management and legal subjects including faculty hiring procedures, academic ethics, and sexual harassment policies; Philip Moots, president of Moots, Cope and Stanton, a private law practice specializing in legal problems of colleges and universities and employment law; and R. Peter Carey, a partner in Mandel, Lipton and Stevenson Ltd., who has extensive experience with employment issues, including employment discrimination.

Other speakers at the workshops will be Rita Callahan, a mediator, trainer, and consultant working with organizations and individuals to improve the ability of people and groups to manage conflict, who also co-chairs the Workplace Section of the Association for Conflict Resolution; Nancy Geist Giacomini, an educator, mediator, and editor of Mastering Mediation: A Guide for Training Mediators in the College and University Setting; and Jane Jakoubek, vice president and dean of academic affairs at Hanover College (IN), who has worked to strengthen faculty leadership of academic departments through research on institutional change and the support of new faculty members.

Several experienced chief academic officers will also make presentations, including Sharon J. Washington, provost and vice president of academic affairs at Spelman College (GA); John F. Piper, Jr., dean of the college and professor of history at Lycoming College (PA); and Carl H. Caldwell, vice president for academic affairs and dean of Anderson University (IN).

Campuses are encouraged to send several department chairs to a workshop so they may support one another in managing change upon return to their institution. For more information about registering for the program and hotel arrangements, visit the CIC website at [http://www.cic.edu/conferences_events/workshop/teaching/2005Dept_Div.asp](http://www.cic.edu/conferences_events/workshop/teaching/2005Dept_Div.asp)
CIC Sponsors Second Seminar in Jordan on Teaching About Islam and Middle Eastern Culture

Due to the popularity and impact of CIC’s January 2004 Teaching About Islam and Middle Eastern Culture seminar, the U.S. Department of State provided additional funds that made it possible for CIC to offer a second seminar at the American Center of Oriental Research (ACOR) in Amman, Jordan. In collaboration with the Council of American Overseas Research Centers, the three-week-long seminar from December 28, 2004 through January 18, 2005 provided 12 faculty members at CIC colleges and universities from various fields the opportunity to learn more about the Middle East.

Coordinated by ACOR Director Pierre Bikai, the seminar allowed participants to immerse themselves in Jordan’s culture. As Gary Scudder, professor of history at Champlain College (VT) commented, “The Middle East is a crossroads of Judaism, Christianity, and Islam. When you’re a historian, you live for the chance to explore this part of the world.” Seminar participants resided at ACOR, which is used mainly as a base of operations for archeologists conducting field work in the region; and attended lectures on topics that ranged from the religion, geography, and history of Jordan, to the study of Arab poetry and traditional textiles. Seminar presenters included many scholars and a Jordanian prince.

For many participants, invitations into the homes of both Christian and Muslim Jordanian families for dinner proved to be one of the most interesting aspects of their experience. Michael Lodahl, professor of religion at Point Loma Nazarene University (CA) said “Our most insight-laden times were during our visits to the homes of Jordanian families for dinner and conversation. Some of our best conversations occurred with more typical families.” Debra Picchi, professor of anthropology at Franklin Pierce College (NH) cited a concern in Islamic countries “that Americans don’t know a lot about Islamic cultures, and they feel—whether this is true or not—that America dislikes them, distrusts them. And they feel that the reason we dislike them and are afraid of them is because we’re ignorant. So they try to teach us about Islamic culture.” Overnight visits to Petra and the Dead Sea, as well as tours of desert castles such as Karak, and the Crusader forts Azraq and Hallabat, were also part of the seminar experience.

ACOR is 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 studies. Founded in 1968, ACOR provides advice, coordination, research facilities, and living and meeting space for scholars, and serves as a liaison between both academic and private Jordanian institutions and international scholars interested in working in the Arab world. As Professor Lodahl pointed out, “Nothing beats just being there.”

**TEACHING ABOUT ISLAM AND MIDDLE EASTERN CULTURE SEMINAR PARTICIPANTS**

<table>
<thead>
<tr>
<th>Faith Childress, Assistant Professor of History, Rockhurst University (MO)</th>
<th>Michael Lodahl, Professor of Religion, Point Loma Nazarene University (CA)</th>
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<tr>
<td>Robert Dash, Professor of Politics, Willamette University (OR)</td>
<td>Julie Perry, Assistant Professor of English, Thomas More College (KY)</td>
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<tr>
<td>David Davis, Associate Professor of History, Millsaps College (MS)</td>
<td>Debra Picchi, Professor of Anthropology, Franklin Pierce College (NH)</td>
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<tr>
<td>Charles Guthrie, Associate Professor of History, University of Indianapolis (IN)</td>
<td>Darla Schumm, Assistant Professor of Religion, Hollins University (VA)</td>
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<tr>
<td>Paul Hanson, Professor of History, California Lutheran University</td>
<td>Gary Scudder, Professor of History, Champlain College (VT)</td>
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<tr>
<td>James Lazenby, Assistant Professor of Philosophy, Gwynedd-Mercy College (PA)</td>
<td>Philip Wittman, Professor of Political Science, Carroll College (MT)</td>
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This spring, CIC is launching the “Making the Case” section of its website through a series of web seminars or “webinars,” to introduce the site to presidents, communications directors, and others on member campuses who could use the data to make a more effective case for the forms of education offered by small to mid-sized, private colleges and universities.

The webinars will be held in May and June. Each will last about one hour, during which participants will be able to view the website on their computers while listening to presenters on a phone line. Comments and questions can be submitted during the “webinar” through a data interface. Invitations and instructions will be sent to member presidents as well as communications, information technology, and advancement officials. Webinar participants will be the first to have access to the Making the Case website, which will remain in “beta stage” until after the webinars. Upon completion of the third webinar, all CIC members will be given access to the website.

The Making the Case website was created at the suggestion of member presidents, who urged CIC to develop data and tools to help them make a stronger case for the sector. The site consists of five sections: Key Messages and Data, Books and Reports, Media Activity, Speeches and Addresses, and Supporting Resources. Key Messages and Data is the main section, and includes new research findings from alumni and student surveys, as well as a consolidation of existing data from a variety of sources. The data is organized under six messages, which assert that private colleges and universities are affordable for students and families, provide access and success for diverse students, enable student success, engender alumni satisfaction, and involve students and alumni in contributing to the public good.

CIC plans to add new resources, links, and data to each section of the site and aims to make the website the “go-to” place for evidence on the effectiveness of private higher education.
Special Report on the 2005 Presidents Institute

The 2005 Presidents Institute, with the theme of “The President’s Portfolio: Competition, Complexity, and Change,” explored board governance, finance, and institutional management, among many other issues, and featured the following major addresses.

The United States and Globalization

The following are excerpts from C. Fred Bergsten’s keynote address. Bergsten is director of the Institute for International Economics. The full text of his speech can be found on CIC’s website at www.cic.edu/conferences_events/presidents/2005resources.asp.

“…Globalization is central to the theme of your whole meeting—competition, complexity, and change…. It is, in fact, you and your institutions—the institutions of higher learning in the United States—which essentially will make or break the process of globalization for our society and our economy.

…First, globalization—along with the advances of technology—has been the dominant economic, as well as international, trend of the second half of the 20th century, and probably will be for the 21st century as well.

(cont’d on page 10)

The Challenge of Managing Information—For Learning, Research, and Posterity

Big cost savings for the nation’s college and university libraries are not in the immediate future, began Associate Librarian of Congress Deanna Bowling Marcum during her Presidents Institute address. However, institutions can take advantage of many “potential cost efficiencies—ways to contain costs while taking advantage of digital technology to help students learn more efficiently, to help professors teach more effectively, and to help scholars work more productively,” she said.

Marcum stressed that institutions “must exploit digital information technology to stay viable—to attract good students, good teachers, and financial support.” She cited daunting statistics about the average four-year American campus library in 2004: circulation totaled 33,657; 5,485 reference transactions were performed; 36.11 percent of its budget was spent on library materials; it contained 186,249 volumes; and added 5,388 volumes last year. She then compared these facts with the volume of new information that has been created: new stored information grew 30 percent between 1999 and 2002; print, film, magnetic, and optical storage media produced about 5 exabytes of new information in 2002 (the equivalent of 37,000 new libraries with collections the size of the Library of Congress); and the World Wide Web now contains 170 terabytes of information on its surface, a volume that equates to 17 times the size of the Library of Congress.

(cont’d on page 10)

Demography, Diversity, and What’s Ahead for America’s Colleges

The good news, demographically, is that for the foreseeable future, there will be a replenishment of the younger cohort coming along to enroll in higher education, said Kenneth Prewitt, Carnegie Professor of Public Affairs, School of International and Public Affairs at Columbia University, during his remarks at the Presidents Institute. “But American higher education will become more ethnically, religiously, culturally, and racially diverse because that’s the nature of the American population.”

These developments will present challenges for the nation’s colleges and universities, he said during his address, “Demography, Diversity, and What’s Ahead for America’s Colleges.” Prewitt noted the enormous population shift to the southwest; the continuing movement from rural to urban areas, which now include “ring cities,” or small cities that have grown up around major metropolises; and the biggest demographic change in America’s population—that of racial, ethnic, and national origin.

Prewitt emphasized that historically, while the nation diversified and transformed demographically in the 19th century, “higher education steadily expanded its number and type of institutions, and the number of students admitted—but it simply ignored some races, religions, cultures and, indeed, a gender: women, considered ineligible for promotion into elite circles.” Then came the GI Bill and civil rights movement,

(cont’d on page 10)
Globalization has added something like $1 trillion per year to the standard of living in the United States.

...Second, for us as a society to be able to take full advantage of globalization, and to turn it and its twin, technology advance, to our national benefit, requires a quantum leap of further improvement in the education level of the American workforce, the population and society as a whole—and that is where you and your institutions must play an absolutely central and decisive role.

...Third, if we fail to achieve further substantial upgrading of the educational capacity of the American polity, we risk losing the huge gains from globalization that we've already achieved, because of the political backlash against it. Globalization, like any dynamic economic change, generates costs and losers, as well as gains and winners. And in the very narrow battle between them that we now experience in the United States, we could, in fact, lose the entire gain if we do not further equip our people to take advantage of the phenomenon, rather than feel victimized by it, as so many do.

And that, in a nutshell, is why...the role of American higher education...will be a decisive factor in whether we, as a society, are able to continue improving our standard of living, our wherewithal, our national well-being, for the next half century, or more, to come.

...We've just finished some truly brand new and cutting edge research at my Institute.... Using a variety of methodologies to make sure that we pass all methodological tests, we have concluded that the U.S. economy today is about $1 trillion richer as a result of America's integration with the world economy over the last half century.... So it may shock you to learn that when we study the impact of globalization on domestic attitudes and politics in this country, we learn that despite these huge net benefits...the public is split pretty much down the middle on attitudes toward globalization.

...But then we ask, 'What explains this split and difference in attitudes?' And that's where you all come in, in a dramatic way. One, and only one, variable explains the changes, the differences in attitudes in the country toward globalization...education.

Half the American workforce, or close to it, consist of high school graduates or less. And those workers are terrified of globalization because they feel that they are unable to meet its competitive challenges, unable to take advantage of it. They do feel victimized by it. And therefore, they oppose it. Or at least oppose any further expansion in it.

By contrast, all of the analyses show that college graduates—even anybody who's even had a couple of years of college—strongly support globalization because she or he feels he can take advantage of it, and gain from it, over her or his lifetime. And so the crucial variable in taking advantage of globalization—indeed in being able to maintain a domestic political foundation for an open international economic strategy, is education, and particularly higher education.

Our study showed that for every additional one year in the average education level of the population, support for globalization went up 10 percent. So if you could convert the average worker from being a high school graduate, where she or he is today, even to being a graduate of a community college, but preferably a four-year college like you all have, we would then have a solid majority for globalization that we could build on for the foreseeable future, maintain the huge benefits already achieved, and go on to achieve the further opportunities that are out there.

...And so, as I say, the bottom line for this group, as you contemplate your own institutional futures, the future of higher education as a group, is to keep in mind that this major new phenomenon, worldwide, decisively important in our own society, must be at the center of your planning. As you think in terms of your own curricula and what to train people in, as you think of attracting additional students to come to college, and make the investment, the globalization phenomenon should be at the very center of your attention and theirs.

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Marcum questioned whether presidents, faculty members, or librarians were aware of these developments. “Are...
your librarians tracking what’s becoming available via the web, including all its free resources? Are your librarians and faculty alerting your students to good web resources for their papers? Are you educating your faculty about new digital library developments of potential help to them in their research and teaching? Are you even taking steps to be sure they know of the databases to which your library subscribes?

“Digital library development creates huge opportunities for liberal arts colleges to expand resources available to their teachers and students. If you aren’t taking advantage of them, you are missing a chance to capitalize on resources you don’t have to develop and in many cases don’t have to pay for,” she emphasized. There are several things colleges and universities can do to increase cost efficiencies and expand resources:

• Subscribe to digital databases through OCLC, Solinet, Nylinc, and other library consortia, which collectively negotiate prices with publishers.

• Support efforts by the American Library Association and others to restrain the growth of intellectual property restrictions.

• Work with your campus librarians to support use of newly developing “open access” resources.

• Develop information literacy programs on your campus.

Marcum also discussed ways to eliminate inefficiencies in digital-resource development. “Libraries and IT shops must cooperate to produce resources that work for teaching and scholarship. [And] faculty must provide input to ensure that such resources are needed and usable.” One possibility is to consolidate libraries and instructional technology units under one dean of academic resources, with a faculty advisory committee—but she cautioned that an “institution’s solution needs to reflect its own nature and needs. The important thing before dynamiting departmental walls is to find out whether informal collaborations already are working, and how to deal with territorial sensitivities if they aren’t.”

She cited examples of what some campuses are doing about this “nearly universal problem”:

• freeing library space by acquiring or building relatively inexpensive repositories off-campus for print resources that are the least used;

• collaborating with nearby colleges to build such off-campus repositories for their combined use;

• making their collections accessible to students at all schools in a consortium, whose librarians then work together on non-duplicative book and journal purchasing; and

• building library additions or revamping libraries to provide room not just for books but also for things students need in proximity to library materials—things such as space for social interaction, group study, literacy training, and learning-resource creation.

“A great burden is on you, your faculty, and your librarians to keep track of digital developments in collections creation, open-source publishing, materials preservation, literacy training, teaching enhancement…. But doing so can help keep your institution cost-effective and competitive,” she noted.

Marcum concluded by stressing that it is the campus library that serves as the portal to the information universe—the web is “where the students live and where their expectations are met…. It is the library’s job to move itself to this new environment. The best libraries have made the transition from a book repository to an open door to the information universe.”

The full text of Marcum’s address is available on CIC’s website at http://www.cic.edu/conferences_events/presidents/2005resources.asp.

The nation’s changing demographics will present major challenges for higher education in the coming years, said Kenneth Prewitt of Columbia University.

(Prewitt, cont’d from page 9)

and higher education responded by broadening its definition of education.

“A social justice mission gets added to the definition of what we think higher education is about in this country. And with that idea planted in the sixties and the seventies, the task broadened. Social justice was quickly seen to be about more than redressing the legacy of slavery. It was about all groups historically discriminated against—Native Indians, Hispanics, and Asians. Civil rights became minority rights, and in due course, the minority rights revolution encompassed other groups historically discriminated against, in particular women and the disabled, who had been denied access to labor markets and educational opportunity.”

“So America’s story is a demographic story, and is a story of growth and diversification. The American higher education story was, for much of its history, a story about the failure to match this demographic diversification. It was a story of restriction and exclusion. The rules changed radically in mid-century for racial minorities, ethnic minorities, national origin minorities, and especially for women—and now, of course, the term diversity is widely embraced,” Prewitt said.

“If we look at how diversity is used by American universities and colleges, we see repeated references to groups historically discriminated against. But higher
education does not stop at this point. The diversity initiative extends well beyond compensating for earlier discrimination. Many colleges and universities note geographic spread, how many students are foreign, how many states or foreign countries are represented on campus. Religious diversity is frequently mentioned, as is economic background. Fewer, but still a noticeable proportion, mention diverse lifestyles and sexual orientations, and stress how many different intellectual persuasions are found on campus.”

Today, Prewitt said, “higher education is articulating a new theory about what it takes to educate successfully. It is as if we had shifted pedagogy from the curriculum committee to the admissions office. Indeed, the rhetoric about diversity found on campus websites implies that the failure to produce a diverse student body impairs the quality of education.” However, he noted that a search of the term “diversity” on about 50 CIC campus websites produced very little information about diversity initiatives. He noted that “17 states have now introduced bills (none of these will pass, but nevertheless...) requiring that institutions of higher education diversify their faculty in terms of political party affiliation or political orientation…. They are making the argument that if you want to take the word ‘diversity’ seriously, as a theory of education, then we’re going to make sure that the faculty is diverse in terms of what it thinks and knows and talks about.”

While he noted that what makes sense for large research universities does not necessarily make sense for much smaller institutions, Prewitt cautioned the CIC presidents “that we have let loose an argument about education which suggests we can only educate if the student body represents everything. And that will not sit well, and indeed may be incorrect, with respect to smaller, private colleges, which have a different kind of mission.”

Nevertheless, he added, “some of you will have to become more diverse because that’s going to be your student body. Some of you will want to become more diverse because you also believe that will enrich the educational experience. In the aggregate, higher education has to reflect the demography if we’re going to be a robust part of the American scene…. But that doesn’t mean that what has to be true in the aggregate is true in each particular. It remains for you, it seems to me, to begin to articulate that argument.”

Prewitt concluded by urging conference participants “to think hard about the consequences, the implications, of allowing this vocabulary [of diversity] to…take center stage in how we think about our educational mission.”

The full text of Prewitt’s speech is not available, but he has provided supplemental material with much of the same information, on CIC’s website at http://www.cic.edu/conferences_events/presidents/2005resources.asp.

Governance as Leadership: The New Covenant Between Boards and Presidents

To reach the highest level of performance and provide the greatest institutional value, boards of directors must practice three modes of governance—fiduciary, strategic, and generative, according to Richard Chait, the closing plenary speaker.

Chait, professor of higher education at the Harvard Graduate School of Education, based his talk on his recently published book, Governance as Leadership: Reframing the Work of Nonprofit Boards, co-authored with William Ryan and Barbara Taylor. Boards of trustees usually work in one or two of these governance modes and, as a result, aspects of governance are neglected, Chait noted. They should work in all three modes in order to be effective, he said. Two of the modes, fiduciary and strategic, are familiar; the third, generative, is less so.

Chait explained that “in the fiduciary mode, boards oversee operations, deploy resources wisely, ensure legal and financial integrity, and monitor results—this fundamental work provides colleges with legitimacy, integrity, and accountability to sustain the public trust. In the strategic mode, boards think and act like a strategic partner—they scan the environment, monitor performance relative to benchmarks, provide the technical know-how needed to produce advantage, and operate as a general management consulting firm with a wide range of professional expertise.”

Boards operating in the generative mode, on the other hand, think and act like a source of leadership for the college—they discern and frame central problems with the president that are not easy to answer. “This mode demands a focused effort on such broad areas as: What’s the question? What meaning do we make of what’s happening? In concert with the president, the board confronts harsh realities, and is steeped in the values, cultures, and traditions of the college,” Chait said.

The goal is to have a standardized, uniform approach to board governance, but in the generative mode, the board provides distinctive contributions well into life of institution. Working in this mode requires that board members “be in a different place and think in a different way literally. The greatest leverage
of leadership is when problems are not yet grasped and when we ask: How else might we look at this? Is the problem really the problem? Presidents should invite the board on a regular basis to the headwaters of the decision-making stream, where challenges are framed rather than ambushed downstream.”

Chait suggested new practices for boards and presidents:

- Engage in playful, intuitive thinking—Be open to hypotheticals; suspend the rules of logic.
- Think retrospectively and discuss already emerging strategies—Where and how did we stumble upon unplanned successes and what lessons have we learned? Can we reinterpret the past to chart a new future?
- Deliberate differently—Design meetings more like retreats, use task forces, foster robust discourse, promote collegiality, tap the collective mind of the board, pose catalytic questions.

In the generative mode of governance, Chait stressed, “collegiality supplants congeniality on the board, and the pedagogy of governance taps the collective mind of the board rather than the individual expertise of an individual…. This results in less micromanagement in exchange for macroengagement, and fusion of thinking—not division of labor.”

Chait said his book issues an invitation to institutions to think about doing business differently, which “requires a change of mindset about what governance is and new ways to gauge output.” And he urged presidents who want to move in this direction to “just do it—don’t make big announcements about your plans. Do something that you think will engage the board in active discussion, for example, conduct a self-study of the board and ask trustees whether their talents are fully utilized and what they think the institution should be worrying about.”

Attracting Media Coverage on Small Campuses

What is newsworthy today in higher education, and how can small and mid-sized independent colleges and universities in particular attract media attention? Three media representatives during a panel discussion presented tips that were meant to aid presidents in understanding the factors that might lead to increased visibility for their campuses in newspapers, magazines, and broadcast media.

(continues on page 16)
THE 2005 CIC PRESIDENTS INSTITUTE, AT THE UNIVERSITY OF WASHINGTON, ATTRACTION RECORD-BREAKING ATTENDANCE. PERFECT WEATHER AND A BEAUTIFUL SETTING FOR THE INSTITUTE.

UPS Foundation President Evern Cooper accepted CIC's Award for Philanthropy on behalf of the UPS Foundation. The Foundation earned the CIC Award for its ongoing commitment to the private sector of higher education, particularly through its support of the Foundation for Independent Higher Education (FIHE)/UPS National Venture Fund.

Presidents who are retiring from CIC's Board of Directors were honored during the Presidents Institute banquet. Pictured are JoAnne Boyle, Seton Hill University (PA) (left) and Lebanon Fairbanks, Mount Vernon Nazarene University (OH) (center). Retiring Directors not pictured are Esther Barazzone, Chatham College (PA); James Doti, Chapman University (CA); Henry Tisdale, Claflin University (SC); and Peggy Ryan Williams, Ithaca College (NY).

CIC's spouses task force helped organize another successful Spouses Program at the Institute. Pictured here are (l-r) Nancy Wood, Defiance College (OH); Mary Ann Rehnke, CIC's vice president for programs; Jani Flynn, Springfield College (MA); Edward W.S. Neff, The Sage Colleges (NY); Regina E. Boehm, Keystone College (PA); and Dinah L. Taylor, Cumberland College (KY).

CIC Board Chair Mary Pat Seurkamp (far right) presented three sponsors with awards for ten consecutive years of support of CIC's Presidents Institute. Accepting the awards on their organizations' behalf were (l-r) Glenn Stine and Lynn Gangone of Kaludis Consulting Group, Andrew Nagorski of SunGard SCT, and Jean Dowdall of Witt/Kieffer Education and Not-for-Profit Practice.
The Presidents Institute

The Marco Island Marriott in Florida, a successful program for spouses, and for the opening reception and dinner.

5 (l-r) Steven C. and Jane Bahls, president and spouse of Augustana College (IL) pose with Tim and Mary Ellen Summerlin, president and spouse of Schreiner University (TX).

6 The opening reception was enjoyed by (l-r) Susan Lennon, executive director of the Women’s College Coalition; Margaret Stallmeyer, president of Thomas More College (KY); Carol Leary, president of Bay Path College (MA); Donna Carroll, president of Dominican University (IL); Lynn Gangone, vice president of Kaludis Consulting (DC); and Patrice Werner, president of Caldwell College (NJ).

7 Following the opening keynote address by Fred Bergsten, conference attendees had time to meet and reconnect with friends and colleagues. William and Mary McGarry (left), president and spouse of Anna Maria College (MA) chatted with Lou and Mickey Agnese, president and spouse of University of the Incarnate Word (TX) during the event.

8 David and Lynne Joyce, president and spouse of Ripon College (WI) (left), talked with Brent DeVore and Nancy Nikiforow, president and spouse of Otterbein College (OH).
Greg Winter, higher education reporter for the New York Times, Tom Halligan, editor-in-chief of University Business, and Steve Drummond, national assignment editor overseeing education coverage for National Public Radio, warned against pitching self-serving stories. “There are 4,000 colleges and universities out there, and in my entire lifetime, I won’t be able to write 4,000 profiles,” Winter said. He explained that there is no shortage of education stories, so reporters often can pick those that appeal personally to them. “I try to publish stories that interest our readers and my special area of interest is money,” he explained. “I’ll write about equity, access, taxes, affordability, financial aid, and so on. I probably won’t write about a college’s individual efforts to recruit under-represented populations unless there’s something there that is truly unusual or is a part of a larger trend that represents a critical mass larger than a single institutional effort.”

Drummond noted that NPR covers several issues routinely and consistently. These include: “Who gets into college and why?” “What’s happening with tuition and costs?” “How are admissions processes changing?” “Are prospective students gaining access fairly?” “How will issues of homeland security and global conflicts affect campuses?” “Are the rights of students being compromised by military recruiting practices, free speech issues, foreign student visas?” He pointed out that NPR has hundreds of member stations across the country that use regional stories. He also suggested that college presidents might wish to provide commentaries for “Morning Edition” or “All Things Considered,” NPR’s two most popular programs with several million listeners.

Halligan, whose magazine, University Business, has a circulation of 40,000 that includes campus administrators across the country, explained that magazines today often spend money on other special ventures, such as webinars, satellite seminars, conferences and exhibits, and advertising ventures. These ventures provide other avenues for the colleges to get out their stories. “Colleges,” he said, “can discover what the magazine will be covering weeks and months ahead by looking up the magazine’s editorial calendar on the website.” His periodical covers a broad spectrum of academe, including Florida schools that weathered the hurricanes last fall, and how technology and business affect the future. He advises campus PR officers to keep their contact lists up to date with names of current, not past, reporters covering a beat.

During the Q&A session, Joseph Fink, president of Dominican University of California, suggested that the media should be doing more stories about the fact that private colleges and universities are increasingly enrolling and graduating more low-income and minority students than are public institutions. “Demographic changes in California have led to a real shift in the enrollment patterns of low-income students—more are going to private colleges now, such that private institutions in the state are now taking over the role that public colleges and universities traditionally had—educating low-income and minority students. Private colleges in California are committed to adjusting to these changes and ensuring that these students are taken care of. This is a new and important story—and the media should be paying attention to it,” Fink suggested.

At this, Winter perked up and said “That achieves the benchmark of news—if private institutions are indeed taking over the responsibility for educating a certain group of people, and we can justify that statistically with enrollment data—that is a story.”

Building Consensus on Branding

Many college and university “brand” initiatives fail to gain traction because “research is not done in advance, the brand is not grounded in mission and vision, the brand is not unique, or the campus community does not live the brand, leading to all sizzle and no substance,” according to Robert Sevier, senior vice president at Stamats. Sevier and John Roush, president of Centre College (KY), outlined the process, launch, and challenge of building internal consensus on a branding initiative during a Presidents Institute session.

Presidents must be involved in a “brand leadership strategy” if the brand is to create value, awareness, and relevance, Sevier said. He outlined several steps campus leaders can take to improve the chances of a successful branding initiative.

a) Build a brand promise that matters—the ideal promise is one that is important, believable, and distinctive. Develop five or six promise statements and then conduct “promise testing” to identify the brand promise that has the most credibility. Ask key external and internal audiences to evaluate the statements based on whether they are important, believable, and distinctive.

b) Develop a brand portfolio—create a graphic identity program with logo and tagline, then begin communicating your promise through integrated marketing, with all sectors of the campus working together to generate ‘buzz’ on the message.

c) Live your promise—follow through on the promise statement, and conduct staff training to ensure the entire campus is committed to the promise.

d) Strengthen the promise—conduct good research to determine whether you have moved the needle.

Roush described how his institution arrived at its brand promise: “Centre
The Centre brand promises that the institution “provides a personal education that enables students to achieve extraordinary success in advanced study and careers,” Roush said. The integrated marketing strategy succeeded because “we had full-campus participation in the project, were open about our intentions, and we conducted a continual campaign to convince internal and external audiences of the importance and rewards of consistency and integration in telling the college’s story more effectively.”

Spouses Program Attracts Record Attendance

The largest audience of presidential spouses in the history of the program explored a number of topics, including “Working with the Development Office on Fundraising,” “Raising Your Media IQ,” “Making a Place for Yourself in the Off-Campus Community,” and “Recognizing Destructive Student Behavior Patterns.” Participants also heard from Karla Kincannon, presidential spouse at Hiwassee College (TN) and the author of The Pilgrim and the Artist: Finding the Place of Your Own Resurrection; and Kathleen J. DeBoer, author of Gender and Competition: How Men and Women Approach Work and Play Differently, gave a lively presentation at the Welcome Luncheon.

In addition, presidential spouses led discussion groups on practical topics for their colleagues such as community building on campus, issues for male presidential spouses, maintaining a career while serving as presidential spouse, and organizing special events. Resources from some of these sessions are on the CIC website at http://www.cic.edu/presidents_caos/pres_spouses/2005PIL_spouse_resources.asp.

‘Revolution in the Stacks’ Needed to Combat Library Use Decline, Panelists Say

Without extended opening hours, plenty of space for active and cooperative learning, and even a coffee shop, libraries are doomed to become “student and learning free zones” on campus, warned Richard Detweiler, president of the Great Lakes Colleges Association, a former Distinguished Fellow at the Council on Library and Information Resources and former president of Hartwick College (NY), and Scott Bennett, CIC senior advisor and University Librarian Emeritus of Yale University, in their session on the “Revolution in the Stacks.”

To prevent libraries from becoming nothing more than storage facilities, the speakers called on college presidents, librarians, and other campus leaders to abandon the status quo and encouraged them, instead, to start thinking and talking about libraries in a new way. “We need fundamental and not just operational change,” Bennett argued, to create libraries that are not just warehouses for printed matter and gateways for information, but function as “places for learning.”

The concept of libraries and their operating structures developed at a time, Detweiler explained, when written materials, storage space, and readers were scarce. In today’s world of an abundance of paper and digital materials, new storage technologies, and large faculty and student audiences that are technology-savvy, the focus needs to shift from library operations to student and faculty needs. Only with a new perspective on what libraries are about, active learning spaces instead of shelves and hard drives of information, will funds be invested effectively and students encouraged to return from residence and dining halls to engage in their preferred collaborative methods of learning.

Detweiler and Bennett’s passionate presentation on an issue particularly relevant to CIC institutions given their focus on teaching and learning resonated strongly with the presidents in attendance. Some confirmed that their libraries are too quiet these days, and some vowed to return to campus to start a broad discussion on how libraries should operate and what they needed to offer to be attractive as learning spaces to a modern, technologically savvy generation of students and faculty.

Emmet and UPS Honored at Awards Banquet

A standing ovation greeted Thomas A. Emmet as he received the Allen P. Splete Award for Outstanding Service at the 2005 Presidents Institute. Emmet has many friends and admirers among CIC’s presidents for the valuable advice he has provided over the past 50 years. As president of Higher Education Executive Associates, he is often thought of as the “dean of consultants” in higher education.

The Splete Award has been sponsored by Jenzabar, Inc., an e-business and e-learning company dedicated to higher education, every year since 2001. “It’s evident from Tom’s remarks this evening, and from the very warm response he received, that he has given heart and soul—as well as the benefits of his fine mind—to the colleges of CIC,” Jenzabar Chairman and CEO Robert A. Maginn said of Emmet. “Jenzabar is delighted to sponsor an award that recognizes such an exceptional individual.”

The UPS Foundation received CIC’s 2005 Award for Philanthropy, in recognition of its ongoing commitment to the private sector of higher education. Through a generous endowment provided by UPS, the Foundation for Independent Higher Education (FIHE) has been able to provide tens of millions of dollars of scholarship aid to deserving students over a period of more than 30 years. The FIHE/UPS National Venture Fund has grown to more than $43 million.
CIC Announces New and Extended Programs

CIC Launches New Program on Presidential Vocation and Institutional Mission

The Lilly Endowment Inc. has awarded CIC a $799,984 grant to conduct a seminar-based program on Presidential Vocation and Institutional Mission. This first-ever grant to CIC from the Lilly Endowment makes possible a three-year program designed to guide current presidents, as well as prospective presidents, in reflection about each leader's sense of calling as it relates to the mission of the college that the president leads or might lead. William V. Frame, president of Augsburg College (MN), is the project director.

Craig Dykstra, vice president for religion at the Lilly Endowment, said, “In Lilly Endowment’s work with liberal arts colleges and universities, we have found that students and faculty are benefiting greatly from opportunities to explore their own sense of vocation. Many college presidents have concluded that a similar kind of inquiry into the deeper meanings and purposes of their work would benefit them personally and the leadership of their institutions. We are delighted that CIC will be conducting these seminars.”

A distinctive feature of the program is its simultaneous attention to mission and vocation as they relate to the role of the president. Each summer for the next three years, CIC will organize two, three-day seminars—one for presidents and their spouses, the other for prospective presidents and their spouses, where leading thinkers on these issues will serve as speakers and facilitators.

CIC Receives Second Getty Grant For Historic Campus Architecture and Design Project

The Getty Foundation, the philanthropic arm of the J. Paul Getty Trust, has awarded a grant of $280,000 to CIC in support of the CIC Survey of Historic Campus Architecture and Design. The new grant brings the Getty's support of this project to a total of $431,000.

“This grant makes possible the second phase of the program—the creation of the first national architecture and landscape database and website of independent college campuses,” said CIC President Richard Ekman. “America’s private colleges and universities include most of the oldest institutions of higher education in America and their evolving physical campuses tell us a lot about American education. Documenting the historic buildings on college campuses provides a new window into understanding the distinctive educational mission of a college, the values of its founders, and the ways in which the physical campus embodies—and supports—the educational program.”

The first phase of the project, begun in 2002, surveyed independent colleges and universities across the country to identify and evaluate places of historical importance. More than 360 institutions have submitted data, which has been entered into a database. The website will contain 3,600 images and other documentation of approximately 1,900 buildings and sites of historical significance.

CIC Senior Advisor Barbara S. Christen, an architectural historian,

Carnegie and Teagle Grants Support CLA Consortium

Thirty-four CIC member colleges and universities have signed up as participants in the CIC/Collegiate Learning Assessment (CLA) Consortium, supported by a new $50,000 grant from the Carnegie Corporation of New York that complements a previous grant from the Teagle Foundation. This project will enable participating colleges and universities to test the effectiveness of CLA as an indicator of the “value added” to students’ learning in their college years.

Representatives of the institutions will gather once a year to share the results of their testing and to develop continuous improvement strategies that build on their understanding of the CLA results. The 2005 meeting will take place July 18–19 in Washington, DC.

The CLA will provide tools that individual institutions can use for institutional improvement, and it will help to make the collective case for the effectiveness of independent colleges and universities. It may be particularly useful for institutions developing fundraising campaigns, institutional self-studies, or integrated marketing strategies.

For more information on the CIC/CLA Consortium, contact Hal Hartley, CIC director of research, at (202) 466-7230 or hhartley@cic.nche.edu.
Participants will discuss philosophical, theological, historical, and psychological frameworks for understanding vocation, and explore the question of congruence between their own talents and the institution’s deepest purposes. Among the questions they will address: How do leaders discern their personal vocations? How do presidents come to know institutional missions? Where do they find joy in their work? How can thoughtfulness of purpose in their leadership help to make institutions strong?

Following the summer meetings, participants will consult by telephone with seminar leaders and attend a winter follow-up meeting. They will read selected essays throughout the program.

In addition to William Frame as project director, the experts involved in advising, planning, and leading sessions at the seminar include Mihaly Csikszentmihalyi, director, Quality of Life Research Center, Claremont Graduate University; Paul J. Dovre, president emeritus of Concordia College (MN); Jean A. Dowdall, vice president, Witt-Kieffer, and former president, Simmons College (MA); Duncan Ferguson, director, Center for Spiritual Life, Eckerd College (FL); Anne L. Frame, presidential spouse, Augsburg College (MN); Richard T. Hughes, distinguished professor of religion, Pepperdine University (CA); Douglas Jacobsen, distinguished professor of church history and theology and Rhonda Hustedt Jacobsen, professor of psychology and assistant dean for faculty development, both of Messiah College (PA); Stephen G. Jennings, president, University of Evansville (IN) and former president, Oklahoma City University, Simpson College (IA), and College of the Ozarks (MO); Melanie M. Morey, senior director for research and consulting, NarrowGate Consulting; Mary Pat Seurkamp, president, College of Notre Dame of Maryland; Shirley H. Shovalter, vice president, programs, Fetter Institute and former president, Goshen College (IN); Jake B. Schrum, president, Southwestern University (TX); and Raymond B. Williams, director emeritus, Wabash College (IN) Center for Teaching and Learning in Theology and Religion.

Facilitating the 2005 seminar for current presidents, in addition to William and Anne Frame, will be Csikszentmihalyi, Hughes, the Jacobsens, and Morey. Facilitating the 2005 seminar for prospective presidents, again in addition to the Frames, will be Ferguson, Jennings, Morey, and Seurkamp.

For more information about the program, visit CIC’s website at http://www.cic.edu/projects_services/grants/vocation_mission.asp.

(Getty, cont’d from page 18)

directs the project. “We are thrilled that this new Getty Foundation grant enables us to develop a web-based image archive tool and gallery. The website, which will be open to everyone, will make the data widely available and provide an interpretive framework for it,” said Christen. The website will contain historical and visual documentation of buildings and sites, and make possible cross-referencing between institutions regarding architectural styles, and the historical, educational, and religious contexts in which an institution was working. “This information will serve as a scholarly foundation upon which subsequent studies about the architectural and planning histories of higher education can be based,” Christen added.

An advisory committee guiding the project includes Randall Mason, associate professor of architecture in the graduate program in historic preservation at the School of Design, University of Pennsylvania; Therese O’Malley, associate dean of the Center for Advanced Study in the Visual Arts at the National Gallery of Art in Washington, DC; Damie Stillman, professor of art history emeritus at the University of Delaware and editor-in-chief, Buildings of the United States series; John Strassburger, president of Ursinus College (PA); Thomas C. Celli, president of Celli-Flynn Brennan Turkall, Architects and Planners (PA); and Russell V. Keune, former director of international relations at the American Institute of Architects.

Key Indicators Tool To Be Updated, CIC Announces

A free benchmarking service introduced last year as a benefit for CIC member colleges and universities will again be provided in 2005 and 2006 with updated data. The Key Indicators Tool (KIT) provides comparative institutional data that can assist in institutional decision-making and is prepared by the Austen Group exclusively for CIC member institutions, using data available from the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS).

The KIT allows an institution to compare itself with other institutions (1) on 16 key indicators, (2) over a five-year period, (3) with similar institutions nationally, and (4) with other institutions in the same geographic region, of similar institutional size, and with similar financial resources. The 16 indicators, presented in Excel charts, include four measures of student enrollment, two indices of faculty staffing levels, and ten financial indicators that focus on tuition revenue and financial aid, as well as resources and expenditures. The KIT update will be provided electronically to each president in June 2005, and each president can decide which individuals or groups on campus will also have access to it.

The KIT has been very well received, according to Michael Williams, president of the Austen Group. “The format and the content seem to make intuitive sense to college and university presidents and that was our goal from the beginning. They are our audience. The 16 indicators that we chose are clearly of interest, though that number could grow and the specific indicators could change based upon responses and suggestions we receive.”

The value of the KIT lies in providing a framework for presidents and other campus officials to understand and discuss institutional challenges, Williams said. “For one institution, the issue might be tuition price, for another the discount rate, for another the graduation (cont’d on page 20)
(KIT, cont’d from page 19)

rate. The various indicators and the perspectives provided by the region, financial resources, and size comparisons for each indicator enabled us to view and discuss the issues important to the presidents from multiple perspectives.” The two most common uses of the KIT, according to Williams, have been as a tool to discuss the position of the college or university with senior administrators and to present important information about the institution’s relative position to board members.

Williams offered a few tips for presidents and other campus administrators on how to use the KIT most effectively:

- The president might schedule a time to walk through the institution’s Key Indicators Tool with one or two data-oriented people who are also trusted advisors, so the president has a sense of confidence that he or she knows how the KIT works and what it says about the institution. Every college and university has strengths and weaknesses, and presidents will want assurance that the strengths and weaknesses highlighted by the KIT are in line with their perceptions of the institution.

- Next, the president might schedule a time for the entire cabinet to work through the Key Indicators Tool together to discuss what they perceive the KIT says about major issues facing the institution. Since the KIT is based upon IPEDS information that is updated yearly, it will change once a year. Thoughtful examination of the KIT shortly after an update arrives can constitute an important component of the benchmarking data an institution uses for planning throughout the year.

- Finally, presidents might want to use selected charts and tables from the KIT to talk in an informed way about the institution with constituents, especially board members.

CIC expects to enhance the Key Indicators Tool over time. Possible enhancements include additional pages for each of the 16 key indicators that compare the institution to the median of a comparison group selected by the institution, and a “consultation add-on,” allowing presidents and their administrative teams to look at the KIT with a neutral but informed outside consultant.

And, as before, CIC and the Austen Group will continue to provide technical support free of charge. The 2005 version of the KIT will be e-mailed to presidents in June.

CIC/New York Times Partnership Activities in Full Swing

The CIC/New York Times Partnership has scheduled a number of activities for the coming year, including a full-day Student Newspaper Editors Workshop and a Presidents Council Meeting in New York City in fall 2005. In addition, the Partnership has been announced on the Times website (www.nytimes.com/college) and speakers from the Times have been visiting Partnership campuses throughout the academic year.

The Student Newspaper Editors Workshop, entitled “Inside the Times,” will be held on Monday, October 17, 2005 from 10:00 a.m. to 4:00 p.m. at the New York Times offices at 229 West 43rd Street, and is open to student newspaper editors at CIC institutions that have joined the Partnership. Participants will have the opportunity to work directly with the New York Times newsroom to explore the role of a newspaper and to develop their journalistic skills. Students will meet with correspondents, editors, and others from the Times to discuss the various aspects of the newspaper from newsroom and editorial to advertising. They will also participate in a workshop on the editing process. Finally, there will be time to interact with other student editors from around the country. More details about the event will be forthcoming.

Other Partnership activities include a Presidents Council Meeting in New York City for all Partner presidents on the morning of Tuesday, September 20, 2005, following CIC’s Foundation Conversation. In addition, several Partner institutions recently hosted Times editors, reporters, and others on campus. Editorial Page Editor Gail Collins spoke in January at The Sage Colleges (NY) on the topic of her latest book, America’s Women: 400 Years of Dolls, Drudges, Helpmates, and Heroines; Education Editor Jack Kadden visited Juniata College (PA) in March to give a presentation on “Educational Reform: A Journalist’s Perspective”; and Health and Science Editor Denise Grady is scheduled to speak at Rider University (NJ) in April on the topic of “Critical Decisions: A Talk About Radical Treatment Options.”

CIC member colleges and universities may still join the Partnership. To do so, contact Laura Wilcox at (202) 466-7230 or lwilcox@ cic.nche.edu.
Campus Update

A compendium of relevant news from CIC member institutions

Celebrating Achievements

Wagner College (NY) received the 2005 TIAA-CREF Theodore M. Hesburgh Award, one of the nation's most prestigious awards to recognize innovative undergraduate faculty development programs. The award was given for Wagner's First Year Program, which integrates freshman classroom work with civic learning through service experiences in the community.

Six staff and faculty members from CIC institutions have been selected for participation in the 2005 Frye Leadership Institute, an intensive, two-week residential program to be held at Emory University (GA), and co-sponsored by EDUCAUSE and the Council on Library and Information Resources. Participants will have the opportunity to explore and analyze leadership challenges within higher education and interact with some of the field’s finest colleagues. Selected CIC participants include: Debra Bruxvoort of Central College (IA), Sylvia Contreras of Edgewood College (WI), Richard Holmgren of Allegheny College (PA), Medaline Philbert of Pace University (NY), Faye Priestly of Johnson C. Smith University (NC), and Michael Reder of Connecticut College.

In other award news, four of the ten educators chosen this year as “2005 Outstanding First-Year Student Advocates” were from CIC member institutions. Congratulations to Phyllis Cremer of Woodbury University (CA), Lois Fennelly of Bethune-Cookman College (FL), Carole L. Isaak of Elizabethtown College (PA), and Philip Shahbaz of Azusa Pacific University (CA). The award was given to these four faculty members by the National Resource Center for the First-Year Experience & Students in Transition and Houghton Mifflin for improving the educational experience of first-year college students.

Individual students from the University of Richmond (VA) and three other CIC colleges—Juniata College (PA), Rhodes College (TN), and William Jewell College (MO)—recently made USA Today's 16th annual All-USA College Academic Team. Each student was selected for the 60-person, three-tiered Team based on intellectual achievement and leadership on and off campus. USA Today along with a panel of representatives from higher education organizations comprised the selection committee. The four CIC students selected include Scott Erwin (University of Richmond), Emily Abdoler (William Jewell College), Sunita Arora (Rhodes College), and Jeremy Weber (Juniata College).

Mount Holyoke College (MA) received a 2005 Excellence in Academic Libraries Award from the Association of College and Research Libraries (ACRL). Mount Holyoke was the winner in the college category of the award, and the honor recognizes the institution’s library for providing exemplary services and resources to further the school’s mission of academic excellence. Achievements by Mount Holyoke’s library considered by ACRL include continually evolving and technologically advanced learning resources, expanding multimedia databases, and being one of the first undergraduate institutions to combine its library, computing, media resources, and electronic services into a single facility.

Cutting-Edge Science

Benedictine University (IL) will join an international team of 32 universities and national laboratories participating in the MINOS experiment, a cutting-edge particle physics project. The MINOS experiment will be conducted in the U.S. at Fermilab—one of the world’s top particle physics research facilities—and aims to unlock the mysteries of the neutrino, one of life’s most fundamental and least understood subatomic particles. The study involves beaming a high-powered stream of neutrinos through a 450-mile underground detection tunnel, which allows scientists to analyze the inner characteristics of the neutrinos. Such studies may lead to breakthroughs in modern physics that could revolutionize the current scientific understanding of the universe.

(Con’d on page 22)
Innovative Learning

Two CIC institutions are raising the bar for innovative learning. Regis University (CO) has adopted the Responsive Model, a new custom-built, business-training software platform for MBA students. The Responsive Model allows students to run a fictional business using parameters that permit almost infinite variables and are controlled by true market forces. Teams access the Model via a web portal that includes links to competitors’ stock prices, international exchange rates, and the American Stock Exchange; and in a continually re-adjusting real-world-oriented matrix, they can immediately see the results of their decisions. As stated by the school’s MBA faculty chair: “It’s the difference between writing an analysis on why Nike is a successful company, and actually running Nike.”

Hendrix College (AR) will launch a new engaged learning curriculum known as “Your Hendrix Odyssey: Engaging in Active Learning,” which may become a new model for undergraduate learning in America. The curriculum combines traditional liberal arts education with pragmatic, engaged learning experiences, and will guarantee every student at least three hands-on projects as well as a transcript that features both academic and experiential components. Hendrix refers to the initiative as “learning beyond the book,” and expects the new curriculum to produce flexible, innovative, and responsive students equipped to deal with “the new post 9/11 world.” Hendrix’s academic efforts to date have already been awarded the prestigious Arthur Vining Davis Foundation 2005 Award for Excellence.

Community Involvement

Three CIC schools—Elon University (NC), Spelman College (GA), and Tusculum College (TN)—are among 13 institutions selected by the Carnegie Foundation for the Advancement of Teaching to participate in a pilot project to develop one of the new Carnegie Classifications of Institutions of Higher Education. The pilot project will focus on developing a community engagement classification (the exchange of knowledge and resources between higher education institutions and their larger communities for mutual benefit), and is part of an overall revision of the Foundation’s widely used classification system. The new classification system will be introduced in the second half of 2005 to coincide with the Foundation’s centennial.

Creating Partnerships

Several CIC campuses have enhanced their academic effectiveness by creating new partnerships with other colleges or organizations both at home or abroad. Roger Williams University (RI) has created a partnership with Basra University in Iraq. The partnership—believed to be the first formal partnership between an American and Iraqi University—establishes a scholarship for a Basra University student; involves sending $10,000 worth of laptops, microscopes, books, and other materials to the Iraqi school; and will likely bring a student and marine biology professor to the Roger Williams campus in fall 2006.

California Lutheran University has created partnerships with two foreign universities: the Lutheran University of India and Tumaini University in Tanzania. The agreement with the Lutheran University of India provides for academic cooperation, faculty and curriculum development, and student exchange programs. The agreement with Tumaini University provides for a study abroad program that will complement an already active and global CLU exchange program.

Four CIC colleges in Indiana—Ancilla College, Bethel College, Goshen College, and Saint Mary’s College—have partnered with six other colleges and universities in the state to form the Indiana Careers Consortium (INCC). The Consortium was formed with the goal of cultivating professional development and career opportunities in Indiana in order to increase the number of graduates who remain in the state after graduation.

Brenau University (GA) signed a three-year, renewable cooperative agreement with Kaxil Liuc, a Yucatan-based ecology group. The agreement should create research and intercultural study opportunities for Brenau students and faculty in the Yucatan region, specifically the 4,500-acre, Yucatan-based Helen Moyers Biocultural Reserve that is managed by the group.
CAMPUS UPDATE

(OH) has signed an agreement with the Los Angeles County Sheriff’s Department (LACSD) to offer LACSD personnel the opportunity to enroll in Tiffin’s master of science in criminal justice degree program, with a concentration in homeland security administration. St. Bonaventure University (NY) has partnered with George Washington University Medical Center (GWUMC) to jointly establish an undergraduate/graduate program allowing SBU students to begin their medical education at GWUMC’s School of Medicine after their senior year at SBU.

In addition, John Cabot University (Rome, Italy) has partnered with Roma Tre, the Italian State University, as well as Bocconi, the prestigious private Milan university. The accord with Roma Tre calls for cooperation in courses and joint seminars, and the agreement with Bocconi involves hosting a Bocconi course of study on the JCU campus.

Announcing New Programs

Numerous CIC schools have expanded their academic offerings with new degree programs. Chatham College (PA) has added a new bachelor’s degree in interior architecture; Villa Julie College (MD) has added a bachelor of science degree in medical technology; Mount Vernon Nazarene University (OH) will launch a new intercultural studies major; Champlain College (VT) will offer a new bachelor’s degree and seven-course professional certificate in information security; and Alverno College (WI) will add a master of science in nursing degree program to begin in fall 2005.

Bennington College (VT) has launched a new educational initiative, the Democracy Project, which expands its undergraduate curriculum to include an in-depth exploration of democracy. In addition to the multi-faceted academic perspectives—historical, philosophical, political, economic, and cultural—the project enlists the involvement of activists— journalists, lawyers, politicians, public intellectuals, and artists—whose insights emerge from the world of action. Students who elect to concentrate in the Democracy Project will integrate an intensive off-campus component (called the Field Work Term, a seven-week winter internship term) with their on-campus curriculum.

And William Woods University (MO) has revised its current criminal justice program to provide a homeland security emphasis. The new program will provide a unique approach to national security issues by focusing on an understanding of the historical, sociological, and psychological aspects of terrorism, combined with the practical legal and forensic framework of criminal justice.

Campaign Completions

Several CIC schools successfully reached the financial goals of their current campaigns: Austin College (TX) recently completed its $120 million capital campaign, the largest fundraising effort in the College’s history. The campaign resulted in the construction and renovation of numerous campus facilities, as well as the creation of 271 new scholarships. Wesley College (DE) completed its $62 million campaign, using the funds so far for nearly $33 million in campus improvements. Saint Anselm College (NH) will close its $55 million fundraising campaign six months ahead of schedule, well surpassing the original goal of $30 million. Funds have been used to build a campus arena, to establish the College’s unique “Portraits of Human Greatness” humanities program, and to increase the College’s endowment.

Announcing Grants and Gifts

Three CIC schools have announced record-breaking gifts. Converse College (SC) received a gift of $15 million, the largest outright gift in the College’s history, from alumnus Susan Phifer and George Dean Johnson. The gift will be partially allocated to fund a faculty evaluation and compensation plan in support of academic excellence, and the remainder will be allocated to other areas within the College’s endowment, including scholarships. St. Norbert College (WI) received a $7 million gift, the largest in its 106-year history. The gift came from alumnus Miriam B. and James J. Mulva and will help fund a new library at St. Norbert. And Columbia College (MO) received its largest-ever gift—$3.1 million—from late alumnus Carol Vinkemulder Frobish. Half of the

Twenty-two Dordt College (IA) students recently traveled to Nicaragua and the Dominican Republic to serve as mission workers with AMOR (A Mission OutReach). While there, the students aided in the construction of a new school building by helping dig a 26,000-gallon reservoir to be used for water reserves and indoor plumbing.

(Cont’d on page 24)
gift is designated to fund a scholarship established in Frobish’s name and the other half will be used to help advance the College.

Other CIC schools have received impressive grants and gifts. Austin College (TX) received a $3 million gift from the Morris Foundation of Fort Worth to endow two faculty positions in the Department of Economics and Business; Morris College (SC) received a $2.5 million, five-year grant from the National Science Foundation under the Historically Black Colleges and Universities Undergraduate Program to upgrade its science, mathematics, and pre-engineering programs; Doane College (NE) has been awarded $2 million from the Lied Foundation Trust for the college's Teacher Education/Art Building; Warner Southern College (FL) has received $1 million from an anonymous donor to fund the initial construction phase of new on-campus student housing; and Kentucky Wesleyan College received $1 million from the James Graham Brown Foundation in Louisville to enhance the James Graham Brown Scholarship Endowment Fund at the College.

In addition, Georgetown College (KY) received a grant of $765,000 from the U.S. Department of Education for its Underground Railroad Research Institute; Naropa University (CO) was awarded a $213,482 grant from the Colorado Historical Society to launch phase-one preservation of a 102-year-old building that serves as the campus’ centerpiece facility; and Blackburn College (IL) received two notable grants—a $180,000 educational grant as part of the 2005 Illinois Mathematics and Science Partnerships (IMSP) Program to increase the academic achievement of students in mathematics and science by improving teacher quality; and a $90,000 grant from the George I. Alden Trust to be used in the construction of a new science facility.

Building New Facilities

CIC member institutions continue to build facilities at a rapid pace. Gannon University (PA) recently opened the Center for Excellence in Teaching and Learning. The Center will have two main components—a model classroom with eight workstations and new state-of-the-art technology, and a large meeting area for discussion and exchange of teaching and learning ideas—as well as a small conference room, other individual spaces, and a library. The Center will host workshops, seminars, guest speakers, and Gannon faculty-training programs on using technology as a classroom tool.

Prescott College (AZ) has opened the Crossroads Center, a 22,000-square-foot multi-purpose facility that will serve as the central gathering point for the campus. The facility features numerous student service areas—a two-story library with open mezzanine level, six classrooms with multimedia capabilities, a café, and community meeting rooms—and incorporates the latest in “green” technology. Many of the areas are built with natural elements such as rammed-earth walls and ponderosa pine columns.

Champlain College (VT) unveiled the S.D. Ireland Family Center for Global Business and Technology. The Center features three levels packed with technology such as 40-inch flat screen computers, plasma screens, video conferencing, multimedia suites with the latest audio/visual equipment, and more. It contains classrooms, meeting rooms, faculty offices, and student project spaces; and applies environmentally friendly features such as a central chilling plant using off-peak energy, and unique storm-management and site-reclamation techniques.

Landmark Exhibit

Xavier University (OH) will debut A Blessing to One Another: Pope John Paul II and the Jewish People, a landmark exhibit on the late Pope John Paul II and his longstanding relationship with the Jewish people. The one-of-a-kind exhibit will feature a 1,500-square-foot exhibition space including artifacts, photographs, and videos documenting the Pope’s life; as well as an interactive area where visitors can write prayers to be taken to the Western Wall in Jerusalem. Efforts to launch the exhibit have been enormous and have included the collaboration of the University with national organizations such as Hillel, the Shtetl Foundation, the John Paul II Cultural Center, as well as a project advisory board that includes former President Jimmy Carter.

Changing Identities

Several CIC schools have undergone changes: Saint Martin’s University (WA) and Huston-Tillotson University (TX) have recently changed their status from college to university; Cumberland College (KY) will become the University of the Cumberlands; and for the first time in more than 30 years, Holy Family University (PA) will offer on-campus student housing.

International Activities

Students from 11 CIC institutions are among a nationwide coalition of college and university students that are launching a human rights campaign to help stop the genocide occurring in Darfur, Sudan. The campaign, 100 Days of
Action, aims to raise $1 million to help the Sudanese people and produce 100,000 letters to Congress urging lawmakers to help end the genocide. The campaign is the latest effort of the Genocide Intervention Fund (GIF), an organization created by the same student coalition that combines fundraising and advocacy efforts to improve security and civilian protection and end the genocide in Darfur. The CIC institutions with students involved in both GIF and 100 Days of Action include: Bluffton University (OH), Eastern University (PA), Hillsdale College (MI), Ithaca College (NY), Mount St. Mary’s College (CA), Ottawa University (KS), Rosemont College (PA), Swarthmore College (PA), University of Richmond (VA), Wagner College (NY), and Wesleyan College (GA).

Franciscan University of Steubenville (OH) sent a group of 30 students to the United Nations headquarters in New York this spring to participate in the 49th session of the Commission on the Status of Women. The conference’s purpose was to prepare recommendations and reports on promoting women’s rights in political, economic, civil, social, and educational fields around the world. During the conference, Franciscan University’s students engaged delegates and NGOs on women’s issues and made recommendations on specific proposals being discussed. To prepare for the conference, the students took a class and practicum on UN operations and women’s rights that included examining documents from the two previous Beijing Conferences.

In other international news, Georgetown College (KY) has launched a United Nations-funded, Guatemalan hunger relief program. The program, Project Compassion, is a student-run effort to feed more than 1,300 schoolchildren in Guatemala. The program is being supported through the United Nations’ World Food Programme, and Georgetown is believed to be the first college to receive such direct funding through the Programme.

When one of the world’s worst natural disasters struck this past December, CIC institutions around the nation rose to the challenge with an outpouring of relief and support for tsunami-devastated regions in South Asia and Indonesia.

Many schools held fundraisers and charity events. Northland College’s (WI) students association launched a “Million Dollar Challenge” for tsunami victims—an initiative by the students to raise $1 million to match a $1 million donation by the College’s campus food service. Xavier University (OH) teamed with two Ohio universities to raise more than $81,000 for tsunami relief efforts. Barry University (FL), Ferrum College (VA), Goshen College (IN), Houghton College (NY), and Millsaps College (MS) all held campaigns to raise tsunami funds.

In addition, for an entire month, East Texas Baptist University took offerings after each chapel service as well as during the serving of the noon meal in its main student center. Lynchburg College (VA) sponsored a tsunami-aid raffle and raised money to pay for shipping fees for supply kits being sent by an outside organization. Malone College (OH) held an “Art for Aid” auction in which all proceeds went toward tsunami victim relief. Carroll College (MT) held a tsunami aid concert to raise aid money through music.

Some campuses such as Davis & Elkins College (WV) sent disaster relief kits, while others sent faculty or students to the region. Austin College (TX) had a class of 30 students and two faculty members travel throughout Southeast Asia delivering medical supplies and other relief packages. George Fox University (OR) sent two professors, Karin Jordan and Deborah Pack-Patton, to Sri Lanka as mental health aid workers. The trip was part of a “Critical Incidence Stress Management” mission with Northwest Medical Teams responsible for assessing the mental and emotional needs of tsunami victims, with a primary focus on children. The trip received coverage by regional and national press such as the Portland Tribune and MSNBC. And the library at Merrimack College (MA) organized an online resources page listing links to relief aid and donation agencies, as well as links to informative articles on the tsunami event.
CIC Members Offered Special Opportunity to Host Woodrow Wilson Visiting Fellows

Twenty-nine CIC colleges and universities have participated over the past two years in a special opportunity offered by CIC and the Woodrow Wilson National Fellowship Foundation. The Woodrow Wilson Visiting Fellows program brings notable, non-academic figures to college and university campuses for weeklong residencies. This year, the offer includes two special discounts: one for CIC colleges and universities that have never participated in the program, and one for those that have not recently participated.

One college dean who recently hosted a Visiting Fellow commented, “For half of what these people would normally charge for one evening’s lecture, we get an entire week of their dedicated attention in a range of settings—a remarkable opportunity.”

Normally, participating colleges and universities pay a fee of $5,000 for the first visit in an academic year, and provide housing and meals during the weeklong visit. This year the Woodrow Wilson Foundation (itself a CIC Affiliate Member) has extended two special offers: For CIC members new to the program, the fee for the first campus visit will be reduced by 20 percent, to $4,000; and the same 20 percent discount on the year’s first visit by a Fellow will be extended to CIC member campuses which, though they have previously hosted Visiting Fellows, have not done so in the two most recent academic years (2003–04 or 2004–05).

This is not a competitive program with fixed deadlines. All interested colleges will be accommodated. Further details are available on The Woodrow Wilson Foundation website (www.woodrow.org/visiting-fellows), or those interested may contact Beverly Sanford, director of the Visiting Fellows Program, at sanford@woodrow.org.

Staff News and Notes

Elizabeth Bishop, vice president for operations at CIC, was honored this spring as the Maryland State Council on Child Abuse and Neglect Outstanding Advocate of 2005. Governor Robert L. Ehrlich, Jr. presented Bishop with the award during the 12th Annual Governor’s Conference on Child Abuse and Neglect. Bishop serves as an active volunteer and chair of the board of directors of CASA (Court Appointed Special Advocates).

CIC President Richard Ekman has joined the Executive Planning Board of Project Pericles, an organization that encourages and facilitates commitments by colleges and universities to include education for social responsibility and participatory citizenship as an essential part of their educational programs. Of the 20 member institutions of Project Pericles, 16 are CIC members. Ekman also was the lead speaker at Southwestern University’s (TX) board of trustees retreat in February, and he and David Maxwell, president of Drake University (IA), conducted a workshop for advanced graduate students at Brown University, on faculty careers at smaller private colleges and universities.

CIC welcomes a number of new staff members.

Harold “Hal” Hartley joined the CIC staff in January as director of research. Hartley comes from Nashville where he was director of student ministries, vocation, and enlistment for the General Board of Higher Education & Ministry of the United Methodist Church, a position he held since 1995. He recently completed his Ed.D. degree at Vanderbilt University (TN). Earlier, he did his undergraduate work at Westminster College (PA).

Staff Spotlight—People Who Make CIC Work

Sheila Cooper is administrative/membership assistant at CIC. She works with the president and executive vice president and with the membership director on the Tuition Exchange Program (TEP). She joined the Council in 2001 as administrative assistant and began assisting the membership director this spring. Sheila is responsible for preparing office correspondence and other written materials, maintaining files, scheduling appointments, and coordinating mailings. She also maintains TEP annual reports and registration forms.

Hailing from Richmond (IN), Sheila now lives in Maryland with her husband and two children, ages 10 and 15. Prior to CIC, Sheila held numerous positions in human resources and sales in the hotel industry in the DC area.

In her life outside CIC, Sheila is a prize-winning baker and cook extraordinaire (CIC staff often enjoy Sheila’s culinary treats), and is a very active member in a singing group at her church. Much of her time at home revolves around her daughter’s Girl Scout troop and her son’s basketball and football games.
and received his M.Div. degree from Wesley Theological Seminary in Washington, DC. Hartley's research interests and publications, based in part on his analysis of large databases, have focused on such topics as the relationship between the undergraduate experience and persistence to degree, and the effects of college on students' religious faith. Earlier, Hartley served as chaplain at Ohio Northern University and Emory & Henry College (VA) and as pastor of several churches. He and his wife, Donna, have a daughter who is a student at Randolph-Macon College (VA).

Kim Farmer is CIC's new conference coordinator. She joined the staff in December 2004. Previously, Farmer was a training specialist for the U.S. Department of Justice, where she trained new employees on security and software applications. She received her B.A. in psychology from the University of Central Arkansas in 2002, moving to Washington, DC immediately upon graduation. In her spare time, Farmer enjoys traveling, tennis, dancing, and reading.

Sandy Holland joined CIC staff as publications coordinator in March. Holland has had four years of experience in design and marketing, most recently as a freelance designer with CACI International Inc. working with a variety of government and commercial clients worldwide, and with the American Geophysical Union, both in Washington, DC. She received a BFA in graphic design from Ohio University in 2001. Sandy lives in Alexandria.

In addition, several staff members have had changes in their assignments. Sheila Cooper has been named administrative/membership assistant and will work on the Tuition Exchange Program and with the membership director. Mary Ann Rehnke's title will change from vice president for annual programs to vice president for programs to reflect her broad responsibilities at CIC more accurately. And Christoph Kunkel will be expanding his role to support CIC’s research efforts under the direction of the director of research. His title will change from assistant to the president to assistant to the president and assistant director of research.

The Board and Staff of CIC Welcome the Following New Members Since Fall 2004

**Institutional Members**
- Ohio Wesleyan University
- Simon's Rock College of Bard (MA)
- University of Richmond (VA)
- University of Saint Thomas (MN)
- Williams College (MA)

**Associate Member**
- Young Harris College (GA)

**Affiliate Members**
- Council of Independent Colleges in Virginia
- Women’s College Coalition (DC)
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<th>Date</th>
<th>Conference</th>
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<tr>
<td>May 24–26, 2005</td>
<td>Department/Division Chairs Workshop</td>
<td>Atlanta, Georgia</td>
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<td>June 1–3, 2005</td>
<td>Department/Division Chairs Workshop</td>
<td>Pittsburgh, Pennsylvania</td>
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<td>June 7–9, 2005</td>
<td>Department/Division Chairs Workshop</td>
<td>Chicago, Illinois</td>
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<td>July 18–19, 2005</td>
<td>CIC Collegiate Learning Assessment Consortium Meeting</td>
<td>Washington, DC</td>
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<td>July 25–27, 2005</td>
<td>Vocation/Mission Seminar for Presidents</td>
<td>Warrenton, Virginia</td>
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<td>July 31–August 2, 2005</td>
<td>Vocation/Mission Seminar for Prospective Presidents</td>
<td>Warrenton, Virginia</td>
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<td>September 19, 2005</td>
<td>Annual Conversation between Foundation Officers and College and University Presidents</td>
<td>New York, New York</td>
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<td>September 29–October 1, 2005</td>
<td>Transformation of the College Library Workshop</td>
<td>Chicago, Illinois</td>
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<td>November 5, 2005</td>
<td>New Chief Academic Officers Workshop</td>
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<td>November 5–8, 2005</td>
<td>33rd Annual Institute for Chief Academic Officers</td>
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