New Humanities Fellowships Recognize Outstanding Small College Graduates

Two awards worth up to $50,000 each are the centerpieces of CIC’s new American Graduate Fellowships program. This initiative, launched in spring 2006, aims to promote doctoral study in the humanities by the most talented graduates of smaller, private liberal arts colleges and universities. Renewable for a second year, the fellowships will be awarded annually for a period of five years. “It is a very generous program,” comments Debra Stewart, president of the Council of Graduate Schools, “of which CIC should be proud.”

The fellowships will directly support a few stellar graduates of small colleges, but also have two larger purposes: to encourage the best students at CIC colleges to apply for PhD work in the humanities at top-tier private research institutions; and to raise awareness at leading graduate schools that small colleges remain a rich source of future doctoral students.

“This is a much-needed initiative,” says Theda Skocpol, dean of the Graduate School of Arts and Sciences at Harvard University. David Brandt, president of George Fox University (OR), observes, “The small college or university environment leads to more cross-disciplinarity than what is found at most larger institutions, and our graduates in the humanities have developed their skills through intense, one-on-one interaction with thoughtful teacher-scholars. The world of the humanities needs such voices.”

“The engagement on small college campuses between students and the great issues in the humanities is up close and personal,” notes John Strassburger, president of Ursinus College (PA). “Their professors

(continued on page 11)
The U.S. does not produce enough home-grown scientists. Recent reports and legislation have underscored the need to address this shortage. Last year’s report from the National Academies of Sciences and Engineering and the Institute of Medicine, *Rising Above the Storm: Energizing and Employing America for a Brighter Economic Future*, documented the problem. President Bush has proposed legislation, SMART grants, that would encourage young people to study science. Naturally, the role of colleges and universities in preparing scientists has been spotlighted in debates about how best to meet the nation’s need.

Most proposals for addressing the problem typically focus on assisting large institutions to graduate more scientists. That is too narrow a perspective and, if implemented, would greatly reduce our chance to close the gap between demand and supply of scientists. The fact is that scientists are being prepared—in surprisingly large numbers—by small, private colleges and universities. Policymakers and others seeking solutions to the problem, such as the National Academies and the White House, are well advised to include the small, private sector in their planning.

It’s been recognized, to be sure, that at highly selective liberal arts colleges such as *Oberlin* (OH), *Swarthmore* (PA), *Mount Holyoke* (MA), and *Williams* (MA), many of the graduates—even disproportionate numbers—do major in the sciences and subsequently pursue doctoral degrees. Even though these small colleges graduate a much smaller absolute number of students than large universities, the percentage of their graduates who pursue and complete PhDs in the sciences is very high. What hasn’t been recognized is that other, less affluent and selective, small, independent colleges also produce a disproportionately large share of PhD scientists. Because the main problem is the small number of scientists who are available to serve the multiple needs of the country, the most promising approach to addressing the problem will draw upon the many smaller, independent institutions with proven track records of successfully graduating science majors.

A review of a recent CIC program illustrates how this strategy might work on a larger scale. For five years, between 2001 and 2005, CIC conducted an annual competition that recognized outstanding achievement in undergraduate science education. Between 30 and 70 institutions each year competed to win a $10,000 prize. The program, funded by the Philadelphia-based Russell Pearce and Elizabeth Crimian Heuer Foundation, awarded two to four prizes each year. It proved difficult to choose winners from many worthy proposals. Many contenders demonstrated remarkable imagination in their approaches to increasing the number of science majors and to placing them in prestigious doctoral programs in the sciences and engineering. Perhaps most noteworthy is that many of the colleges that won the awards are not well known throughout the nation.

To cite a few of the winners:

- **Juniata College** (PA) tripled the number of chemistry majors in just a few years, with 60 percent going on to graduate school in chemistry. And 70 percent of all chemistry majors at Juniata are women.
• Allegheny College (PA) created a neuroscience major in 1996. By 2003 it was attracting 35 majors per year. Since the beginning of the program, 47 students have entered graduate programs in neuroscience.

• Hendrix College (AR) ranks 24th in producing PhDs in chemistry among all 2,439 four-year colleges and universities in the U.S., measured as the ratio of PhDs in chemistry to undergraduate enrollment. Almost all its chemistry majors have entered graduate school. Using the same formula, Hendrix ranks 33rd in producing physics PhDs.

• At Roanoke College (VA), the number of chemistry majors grew from an average of 15 per year before 2002 to an average of 25 since then; 75 percent of these majors go on to graduate school.

• Whitworth College (WA) quadrupled the number of physics majors between 1997 and 2002. The number now stands at 41, with a very large percentage enrolling in PhD programs in physics.

It’s easy to understand the structural reasons why small colleges succeed in this arena. Overall, attrition at large state universities is much higher than at small colleges. This difference is evident even when making comparisons between institutions with similar average SAT levels of entering students. Attrition in introductory science courses is usually higher than institution-wide attrition, and the gap between large universities and small colleges in attrition rates is even bigger in science courses than in the overall rates. To be sure, a few brilliant students will make their way successfully through the “gatekeeper” Chemistry 101, Physics 101, or Calculus 101 courses needed by majors at any institution, large or small; but most students need some help from their instructors to revisit material that wasn’t fully understood when first discussed in class. The sciences are cumulative and sequential subjects; failing to comprehend something early in the semester stymies what follows. At small colleges it is much more likely that full-time faculty members will teach these introductory courses. No matter who teaches the courses, the prevailing pedagogy at small colleges makes it much more likely that a student who is having difficulty will get help before the accumulated effects of what was not understood lead to failure.

What about women? Quite apart from Harvard President Larry Summers’ speculation about the disinclination of women to study science and Princeton President Shirley Tilghman’s rejoinder, small colleges are having great success in preparing female scientists. Juniata’s impressive percentage of women chemistry majors is just one example. Other colleges have equally noteworthy records—including some women’s colleges such as Mount Holyoke, Cedar Crest (PA), and Spelman (GA). Mount Holyoke, for example, has been among the top colleges nationwide in graduating women who go on to earn doctoral degrees in the physical sciences, geosciences, mathematics, and computer sciences. In biological sciences, Mount Holyoke is first in the nation.

Unfortunately, the report from the National Academies is silent on the differing degrees of success between small colleges and large universities in producing scientists. And policy advisory groups such as the National Center for Public Policy and Higher Education that produce state “report cards,” continue to ignore these obvious differentials. Scale matters, but scaling up failure makes no sense. However, scaling up highly effective programs does. When the Academies argue that the U.S. needs a lot more scientists, one is left to believe that meeting this need in small bits—by a dozen chemistry majors here and a dozen physics majors there—would not make a dent in the problem. In fact, even some big universities don’t produce many more science majors who pursue PhDs than the small colleges do. Here is just one example: The number of physics majors graduating from Oberlin College and the University of Wisconsin at Madison who later received doctorates in physics were: 2001—5 (Oberlin) and 9 (UW Madison); 2002—2 and 2; 2003—2 and 4; and 2004—1 and 4.

The National Academies are not alone in overlooking the role that independent, smaller colleges and universities play in preparing the nation’s scientists. The American Chemical Society (ACS) is now weighing a proposal to change its standards for the accreditation of college and university chemistry departments—raising the number of full-time faculty members that must be on the staff to a minimum of five. This change is based on an unfounded assumption about the pedagogical role of specialists versus the impact of an entire program’s faculty on students who major in chemistry. It also defies common sense: some of the colleges with the best track records of graduating chemistry majors who earn PhDs have done so with departments of four faculty members or fewer. Earlham College (IN) is a prime example. The ACS should embrace outcomes assessment and look at results, not inputs.

(continued on page 11)
Chief student affairs officers will join chief academic officers this fall at CIC’s 34th annual Institute for Chief Academic Officers, to explore effective ways of collaborating to ensure student persistence and achievement. The meeting will be held November 4–7 in St. Petersburg Beach, Florida, under the theme of “Leadership for Learning and Student Success.”

“As institutional leaders, CAOs and CSAOs wrestle with the effects on campus of significant developments in the wider society—from technological change to diversifying student populations, public calls for accountability, and escalating institutional competition,” said CIC President Richard Ekman. “In response, leaders must work together to frame the proper balance between encouragement for students’ own responsibility for their learning and institutional responsibility to establish conditions that promote student success,” he added.

The conference will provide numerous opportunities for CAOs and CSAOs to work together on issues of mutual concern, along three thematic tracks: responding to societal challenges; balancing student responsibility for learning with the responsibility of academic and student affairs educators; and competition and accountability as imperatives for institutional leaders.

**Responding to Societal Challenges:** In this cluster of sessions, CAOs and CSAOs will examine the effects of mental health on student learning, the challenges and strategies for providing an education for a diverse student body, and how technology in the pursuit of learning can be used but also abused.

**Balancing Responsibilities:** In exploring the balance between student and institutional responsibility for learning, participants will discuss best practices in various forms of experiential learning (service learning, internships, student-faculty research), first-year programs, and advising programs. Speakers also will discuss leadership programs, honor codes, undergraduate research programs, and issues of attribution and plagiarism.

**Competition and Accountability:** Speakers will present research and exemplary practices on the competitive marketplace, especially the enrollment and retention of students, as well as on external factors such as accreditation agencies that influence the institution. With the emergence of the extremely involved “helicopter parent,” how can institutions work to make this parental interest a resource for advancing student success in college?

Roger H. Martin, president emeritus of *Randolph-Macon College* (VA), will deliver the keynote address on “Student Consumerism and the Ivory Tower.” Martin brings a unique perspective to the examination of the responsibility of students and the responsibility of the institution for fostering student success. During a recent sabbatical, he was enrolled as an undergraduate student at *St. John’s College* (MD), and he is currently writing about that experience. His perspective on the institution’s role in fostering student learning derives from many years of private college leadership, including nine years as president of Randolph-Macon College, and 11 years as president of *Moravian College* (PA).

Jamie P. Merisotis, founding president of the Institute for Higher Education Policy, will speak on the topic of “Accountability and Leadership for Learning.” Merisotis is recognized as a leading authority on college and university financing, particularly student financial aid, and has published major studies and reports on topics ranging from higher education ranking systems to technology-based learning. Merisotis serves as the coordinator and facilitator of the Alliance For Equity in Higher Education, a coalition of national associations that represent more than 350 minority-serving colleges and universities.

For the Institute’s theme of societal challenges, Diana G. Oblinger, vice president for EDUCAUSE, will deliver the plenary address on “Listening to What We Are Seeing.” At EDUCAUSE, the leading national association promoting the intelligent use of information technology in higher education, Oblinger is responsible for the association’s teaching and learning activities and is director of the Learning Initiative. She also has served as the executive director of higher education at the Microsoft Corporation. Oblinger is a coauthor of *What Business Wants from Higher Education* and coeditor of six books: *The Learning Revolution, The Future Compatible Campus, Renewing Administration, E is for Everything, Best Practices in Student Services,* and *Educating the Net Generation.*

In addition to sessions on “Leadership for Learning and Student Success,” the Institute, as is customary, will provide numerous opportunities for CAOs and CSAOs to share ideas and discuss problems with colleagues in formal and informal settings.

Registration materials are available on the CIC website at [www.cic.edu/conferences_events/cao/2006.asp](http://www.cic.edu/conferences_events/cao/2006.asp).
The presidency requires the broadest vision on any college or university campus. New presidents comment frequently that they came from a specialized area and did not fully realize the difference until they had already assumed the office. The first few months on a new campus can be overwhelming. Missteps at this time are critical. Recognizing these special needs and concerns, the Council of Independent Colleges offers a New Presidents Program on January 3 and 4 each year, immediately preceding the Presidents Institute (January 4–7).

Since 1989, some 470 college presidents have completed the 1½ day program, which offers opportunities for new presidents and their spouses to meet and exchange ideas with other newcomers. The presenters are experienced presidents, many of them alumni of the program.

Marylouise Fennell, RSM, former president of Carlow University (PA) and now senior counsel to CIC, has directed the program since its second year. “We want to be as responsive as possible to the issues facing new presidents,” Fennell said. “It is, after all, one thing to recognize the challenges of a presidency intellectually, but quite another to actually confront them.”

Each participating president is provided with a confidential presidential partner who serves in an advisory capacity through his or her first year, a critical component of the New Presidents Program. “These experienced campus leaders can help the new president successfully negotiate the perils and pitfalls while capitalizing on the opportunities that the first year represents,” Fennell said.

At times, a mentor’s role will be primarily to help the new president reach clarity, said John F. Brennan, president of Green Mountain College (VT). “A president may need only to speak to a mentor by telephone or conversely, to spend a half-day or entire day talking an issue through, exploring options and consequences of various courses of action.”

Point Park University (PA) President Katherine U. Henderson said, “The role of a mentor is not to tell a new president what to think. Rather, it is to help focus him or her on what to think about. For example, the mentor might ask, ‘What are your burning issues, and how are you handling them?’ The entire process opens up the give and take that enables a president to consider crucial issues from new, and more productive, perspectives.” Instead of being pressed to make major decisions under time pressure, Henderson added, a president can be helped by a mentor who offers sound advice in an unhurried manner, helping a new CEO to sort through multiple priorities.

“The New Presidents Program was very beneficial because it gave me the opportunity to know and listen to the advice of seasoned presidents. It helped me to begin to establish a network of relationships during the first year,” said Earl D. Brooks, who became president of Tri-State University (IN) in 2000.

Subjects typically covered in the program include financial fundamentals, board/volunteer leadership relations, balancing priorities, responding to controversial issues, balancing attention among constituencies, and responding to ad hoc needs. “We hope to save new presidents the anxiety of worrying about the wrong things while possibly overlooking major issues that they should be addressing,” Fennell said. “A solid sounding board, an independent set of eyes and ears—these advantages of a mentoring program are absolutely indispensable to the long-term effectiveness of a new president. Expectations for new presidents are very high, and the 24/7 nature of the position offers little or no opportunity for learning on the job. The CIC New Presidents Program fills that need. It provides both the ‘need to know’ tools and the counsel that will get that all-important presidential transition off to a running start,” she added.

CIC sponsors a parallel program for spouses that runs concurrently with the New Presidents Program. One participant praised the workshop as helpful in “finding out and understanding that all of us have similar challenges and getting some varied ideas on how to handle them.”
CIC Receives New Grant for Library, Learning Spaces Workshops

A $257,000 grant from The Andrew W. Mellon Foundation will support four additional Transformation of the College Library Workshops and two Learning Spaces and Technology Workshops over the next two years. Teams from more than 160 CIC member institutions have already participated in previous library workshops since 2002; the new grant will enable at least 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 the workshops. The Transformation of the College Library Workshops 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 assessing the institution-wide impact of changes in library services.

Application materials for this round of library workshops were emailed to chief academic officers and library directors at the end of May. The deadline for applications is July 28, 2006. These materials are also on the CIC website at www.cic.edu/conferences_events/workshop/library/2007/index.asp.

The 2007 Transformation of the College Library Workshops are scheduled for February 1–3 in Savannah, Georgia; March 1–3 in Portland, Oregon; and April 12–14 in Cleveland, Ohio. They are again being offered by CIC in partnership with the National Institute for Technology and Liberal Education (NITLE). The Council on Library and Information Resources and the Association of College and Research Libraries are cosponsoring the workshops, and the Appalachian College Association (ACA) and the United Negro College Fund (UNCF) have endorsed them.

Teams from all independent colleges and universities are eligible to apply, and if accepted as a participant will receive a travel subsidy of up to $1,100. Preference will be given to institutional teams that have not already attended one of these workshops and that are members of CIC, NITLE, ACA, and/or the UNCF.

In addition to the library workshops, CIC and NITLE will offer two Learning Spaces and Technology Workshops in 2007 and 2008 to be led by Jeanne Narum of Project Kaleidoscope. The 2007 workshop is scheduled for March 23–25 at the University of Puget Sound (WA). Topics will include the overall planning process; creating spaces that support active, hands-on investigation; “cyber-infrastructures” and the library as an integrated learning center; sustainability issues; creating and locating informal spaces that students will use; 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.

Workshop Helps Planners Integrate Technology into Learning Spaces

Teams from 23 institutions participated recently in a Learning Spaces and Technology Workshop that sought to help institutions enhance current facilities or plan new ones and incorporate new technology into those spaces. Organized by the Council of Independent Colleges and the National Institute for Technology and Liberal Education (NITLE) in collaboration with Project Kaleidoscope, the meeting was held at Rhodes College (TN) on February 17–19. The workshop brought planning teams from colleges and universities together with architects, technology consultants, and designers. The 23 teams (see box), each including up to five faculty and key administrators, were selected from more than 60 applications.

Sessions focused on how to begin the planning process; effective learning spaces, both formal and informal; information commons and the future of the college library; strategies for implementing evolving technology on campus; and working with design professionals. Teams also had a chance to meet privately with architects and other consultants. Participants said the consultations were valuable opportunities for in-depth discussion about the specific opportunities and problems they faced on their campuses.

Michael Mirabito, professor of communication arts and director of the information sciences program at Marywood University (PA), and his colleagues are planning for a new learning/informa-
tion commons. “Prior to the workshop,” he said, “we thought the best option would be to build a new facility. However, after the meeting with the architects and examining related learning spaces issues, we discovered our current facility could potentially be renovated to accommodate our needs. This one finding in and of itself would have ‘made’ the workshop for us. All the other information was a valuable bonus.”

During the workshop, faculty and staff members from Rhodes College shared their recent experiences creating and implementing a master plan for enhancing the learning spaces on campus. They highlighted the importance of generating support for the project, gathering input from key campus stakeholders, analyzing data, building consensus on results, and organizing the next steps for renovation. For more information about the Learning Spaces workshops, visit the CIC website at www.cic.edu/conferences_events/workshop/learningspaces/2006/index.asp.

Vocation/Mission Seminars Enter Second Successful Year

Important lessons are emerging from a new CIC program as it enters its second year. College presidents participating in the Lilly-funded program on Presidential Vocation and Institutional Mission gathered again on January 7–8 in Naples, Florida at the conclusion of the 2006 Presidents Institute, to reprise their experience at the summer 2005 seminar that inaugurated this endeavor. Their counterparts in the program for prospective presidents met for a similar follow-up program in Atlanta, Georgia on February 24–25. Participants in both groups gave the seminars very high marks.

Joseph (Jay) McGowan, president of Bellarmine University (KY), has found the program a useful spur to his thinking about being “responsible for developing, for all sorts of institutional purposes, an authentic institutional saga anchored in the unique legacy of the institution.” He encourages other presidents “to identify and work with a select group of memory holders” on campus, as he has, “to help generate, create, and refine such a narrative.”

Among the prospective presidents who participated in the 2005–2006 program was Suzanne Shipley, vice president for academic affairs at the College of Notre Dame of Maryland. She lauds the seminar’s facilitators for guiding discussions that “prepared the heart, the soul, and the will to persevere” in considering a college presidency, “rather than just isolating the logical parts of us. It opened us to all sorts of new insights.” Shipley adds that the inclusion of spouses is a great strength of the program.

In 2006–2007, another dozen presidents will participate in the second year of Presidential Vocation and Institutional Mission, along with nine spouses. The parallel program for prospective presidents will involve 24 campus leaders as well as 19 spouses. The seminar for presidents will take place July 16–19 at Glendorn in Bradford, Pennsylvania. The seminar for prospective presidents, at the same location, will be held August 6–9.

CIC Announces Participants in Teachers for the 21st Century Program

Nearly 100 representatives from 20 institutions will serve as the leadership group in CIC’s new Teachers for the 21st Century program, developed in partnership with the Microsoft Corporation. CIC selected the institutions (see box) in February. This program will initiate a national faculty development network for college and university professors responsible for teacher preparation programs. Each institution is represented by a four- or five-person faculty team. Of the participating faculty members, half are in departments of education and the rest are in a broad range of arts and sciences disciplines that prepare future K–12 teachers.

This faculty development community will utilize two programmatic elements. The first is collections of instructional materials and other resources for different subjects and grade levels. The leadership teams will contribute best practice materials from their own experiences and identify other materials from the worldwide network being created by the larger Microsoft Partners in Learning effort and other sources (see Winter/Spring 2006 Independent for more information about the Microsoft initiative). A second element will be the establishment of a rich and cost-effective set of communication mechanisms—annual in-person meetings, monthly web-based seminars, and online communications. Initial activities include a webinar that took place in May and a June 2006 meeting at a Microsoft conference center in Reston, Virginia.

**TEACHERS FOR THE 21ST CENTURY PROGRAM PARTICIPATING INSTITUTIONS**

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eams from 29 member colleges and universities took part in CIC’s fifth Data and Decisions Workshop, the largest yet. In all, 97 people attended the Hartford, Connecticut event held April 20–22, 2006. The Data and Decisions Workshops are cosponsored by CIC and the Association for Institutional Research (AIR) with funding from the U.S. Department of Education’s National Center on Education Statistics (NCES).

The workshops help participants make better use of institutional and comparative data to enhance strategic planning and decision-making. The three- and four-person teams include a staff member responsible for institutional research, along with key institutional decision-makers such as presidents and chief academic, financial, enrollment management, and student affairs officers. Workshop topics include performance indicators, comparison groups, strategic planning, operational issues, assessment, action plans, and publicly available national data sources.

Participants at the April workshop received hands-on training on the use of NCES’s online Integrated Postsecondary Education Data System (IPEDS), which includes extensive data on all U.S. higher education institutions. CIC Director of Research Hal Hartley also introduced participants to CIC’s comparative data resources, the Key Indicators Tool (KIT), a pilot version of the Financial Indicators Tool (FIT), and the wealth of data on CIC’s Making the Case website (see related story, page 9).

Each institutional team developed a project during the workshop that they would implement upon their return to campus. The teams made brief presentations of their projects; many of them focused on recruitment and retention of students and utilization of institutional resources.

The next Data and Decisions Workshop will be held October 5–7, 2006 in St. Louis. Information and application materials are available at www.cic.edu/conferences_events/index.asp. The deadline for institutional teams to apply is June 30, 2006.

Foundation Conversation To Explore Internationalizing Teaching, Learning, Scholarship

“T

he Campus and the Globe: Building Resources to Internationalize Teaching, Learning, and Scholarship” is the theme of CIC’s 18th annual Conversation Between Foundation Officers and College and University Presidents. It will take place on Tuesday, October 10, 2006, at the TIAA-CREF Wharton Auditorium in New York City, beginning at 8:30 a.m. and ending at 2:00 p.m.

The goal of this presidents-only meeting is to help presidents understand the considerations that inform how foundations frame programs and review proposals. Three sessions of 60–90 minutes each will be interspersed with long breaks when participants can continue the discussions informally. The session topics will be:

- Focus on Students—Guiding Them Toward Global Citizenship
- Focus on Faculty—Grant Support to Enrich the Global Dimension of Teaching and Scholarship
- Focus on Academic Programs—Opportunities for International Education with Asian and European Partners

Jonathan F. Fanton, president of the John D. and Catherine T. MacArthur Foundation, will give the opening presentation. Other experts who have agreed to speak include Terrill (Terry) Lautz, vice president and secretary of the Henry Luce Foundation; Pauline Yu, president of the American Council of Learned Societies; Ulrich Grothus, director of the German Academic Exchange Service New York; and Mary Ellen Lane, executive director of the Council of American Overseas Research Centers. For more information and to register, visit CIC’s website or contact Frederik Ohles at fohles@ic.nche.edu.
CIC has devoted substantial resources and energy over the past five years to its Data Initiatives, a direct outcome of the strategic planning process conducted in 2001. CIC is collecting and disseminating information to achieve several objectives: 1) provide data to enhance decision-making; 2) develop programs for using data in decision-making; and 3) make the case for the effectiveness of independent higher education.

Tools to Enhance Decision-Making

CIC directs resources and creates opportunities for its members to enhance their use of national comparative data in institutional decision-making.

Key Indicators Tool (KIT)—The Key Indicators Tool, introduced in June 2004, was updated in summer 2005 with the latest data available from the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS). This important benchmarking tool, free to CIC members, provides a customized, confidential report to the president on 16 indicators of institutional performance. The KIT tracks data on enrollment size and graduation rates, faculty, tuition and financial aid, financial resources, and expenditures over a five-year period. Each indicator provides comparisons nationally and by region, enrollment, and financial resources. The national comparison group includes 750 non-doctoral independent colleges and universities in the U.S., representing 94 percent of CIC’s membership. A new update will be sent in late summer 2006 following the next release of IPEDS data.

Comparison Group KIT—CIC has recently experimented with customized comparison group reports for the KIT. The first pilot was a comparative report for the 28 historically black colleges and universities (HBCUs) that are CIC members. The HBCU KIT provides separate comparisons on each of the 16 key indicators, using data from 41 small and mid-sized private HBCUs.

Online KIT Consultations—CIC has asked The Austen Group (the KIT project contractor) to test live, online consultation at a modest price to CIC member institutions that have questions about their KIT reports or want help in making effective use of KIT data. A pilot consultation was recently conducted with one institution.

Financial Indicators Tool (FIT)—In 2005, CIC and The Austen Group piloted a Financial Indicators Tool (FIT) for a sample of 65 representative CIC institutions. Based on KPMG’s Composite Financial Index, the FIT provides an easily comprehensible assessment of an institution’s financial performance that can be tracked over time and benchmarked against similar institutions. Four financial ratios—measuring resource sufficiency, operating results, financial assets, and debt management—are presented individually and combined into a single index score indicating the financial health of the institution, tracked over a six-year period.

CIC’s FIT is distinctive in two ways. First, it utilizes publicly available data from IPEDS as well as IRS Form 990s obtained from GuideStar instead of requiring each CIC member institution to send in six years of annual financial statements. Second,
the FIT provides nationally normed comparisons similar to those in the KIT. CIC’s FIT is the first financial benchmarking tool to provide such nationally representative comparisons for any group of American colleges and universities.

Distributed in December 2005, CIC’s FIT pilot report sought to answer two important questions. First, is it feasible to collect the necessary data from public sources, and would those sources be comparable to institutional audited financial statements? The answer to both aspects of this question was “yes.” Second, would the FIT be a useful diagnostic and decision-making tool for member presidents? The response from a survey of participating presidents was also “yes.” On a scale of 1 to 5, with 5 being “most useful,” the FIT received an average score of 4. Presidents also provided helpful comments on the ways they used the FIT to assess institutional financial condition and the extent of their sharing this information with other campus decision-makers. Given the success of the FIT pilot, CIC may produce a similar financial benchmarking report for all members.

Both the KIT annual reports to CIC presidents and the FIT pilot are funded by grants from the William Randolph Hearst Foundations in support of CIC’s Data Initiatives.

Using Data in Decision-Making

CIC continues to partner with other organizations to strengthen institutional capacity to use data for improved institutional effectiveness and decision-making.

Collegiate Learning Assessment Consortium—In cooperation with the Council for Aid to Education (CAE), CIC is working over a three-year period with a consortium of 33 institutions using the Collegiate Learning Assessment (CLA), a new instrument to evaluate student learning. The CLA provides one of the first “value added” measures that can reliably measure institutional contributions to student learning.

The first annual meeting of the CIC/CLA Consortium was held in July 2005. Participants discussed the design, administration, and use of the CLA with CAE staff. The next consortium meeting will be held on July 24–25, 2006. Campus teams attending the summer 2006 meeting will work together to interpret and understand their CLA institutional score reports, and develop campus goals and strategies in light of the reports.

The CIC/CLA Consortium is supported by grants from the Teagle Foundation and the Carnegie Corporation of New York.

Data and Decisions Workshops—CIC is a cosponsor with the Association for Institutional Research (AIR), of workshops on the use of comparative data in institutional decision-making. The fifth workshop—and largest to date—was held April 20–22, 2006 (see story, page 8). A sixth workshop in this series will be held October 5–7, 2006 in St. Louis. Since fall 2001, more than 125 CIC member institutions have taken advantage of this special training opportunity. The Data and Decisions Workshops are funded by a grant from the U.S. Department of Education’s National Center for Education Statistics.

Institutional Advancement Study—In cooperation with the Council for Advancement and Support of Education (CASE), CIC cosponsored a study of institutional advancement practices in small and mid-sized private colleges and universities. More than 270 CIC members completed a comprehensive survey earlier this year. Once the project leaders have analyzed the data, they will prepare a report providing valuable benchmarking data on the fundraising and public relations activities of small and mid-sized independent institutions of higher education. Since 1976, CIC and CASE have participated in similar joint projects approximately every seven years.

Making the Case

The centerpiece of CIC’s effort to demonstrate the quality and effectiveness of independent higher education is the Making the Case website, at www.cic.edu/makingthecase. This website gathers in one place much of the most compelling and relevant data on the independent sector of higher education, providing useful comparisons between small and mid-sized private colleges and universities and other types of institutions. The website’s charts, graphs, and narratives—all from carefully documented sources—are organized around six key messages. Independent colleges 1) are affordable for students and families, 2) provide access and success for diverse students, 3) provide personal attention to students, 4) enable student success, 5) engender alumni satisfaction, and 6) involve students and alumni contributing to the public good. The website is based on a variety of sources including datasets available from the U.S. Department of Education. In addition, CIC commissioned special studies using data from the National Survey of Student Engagement (NSSE), as well as an alumni study by the research firm Hardwick-Day.

The website is designed as a resource for campus leaders. Its key messages and data can be easily used in speeches and publications, buttressed by relevant local information and illustrations. Launched in June 2005, the site has already received more than 8,000 visits, currently at a rate of 750 per month. A periodic electronic letter informs presidents, CAOs, and directors of public relations and institutional research of selected information on the website. (See Making the Case—Community Service and Graduation Rates, page 16.)

CIC is updating the Making the Case website regularly as more data become available and are analyzed. For example, CIC has commissioned a new analysis of the National Survey of Student Engagement (NSSE) that will describe the performance of nondoctoral private colleges in comparison with other types of four-year institutions, as well as look at institutional performance by religious affiliation.

CIC’s Making the Case effort is funded by grants from the William Randolph Hearst Foundations in support of CIC’s Data Initiatives. For additional information about any of CIC’s Data Initiatives, contact CIC Director of Research Hal Hartley at (202) 466-7230 or hhartley@cic.nche.edu.
light the fires that make students into budding scholars. For humanities education to flourish we must enable the best of these students to go on to graduate school. CIC’s new fellowship program is just what is needed to make that happen more often.”

A 2006 CIC analysis of the Survey of Earned Doctorates shows that as recently as 1980, 28.2 percent of new PhD recipients in the humanities were alumni of smaller colleges and universities. In 2003, that proportion had fallen to 22.9 percent. CIC is concerned that the small colleges’ share of the doctoral pipeline in the humanities is likely to shrink even more unless the situation is addressed now. A report from the American Historical Association in 2005 reached a similar conclusion to the CIC study: “After decades of lowering the barriers of class and privilege, the ranks of new history PhDs are growing less diverse…. [Only] a small number of private liberal arts colleges played a critical part in feeding undergraduates into the pipeline of future history PhDs.”

The American Graduate Fellowships are funded by a generous grant from the Wichita Falls Area Community Foundation of Wichita Falls, Texas. “Talent and knowledge are not found in just one area of the country or in one type or size of educational institution,” points out Teresa Pontius, the Foundation’s executive director. “By supporting the American Graduate Fellowships and focusing on smaller and mid-sized liberal arts colleges and universities, new talents and knowledge can be allowed the opportunity to flourish.” Pontius adds, “We are proud to be partners with the Council of Independent Colleges in this important fellowship program.”

Applicants for the American Graduate Fellowships must be citizens of the United States and graduating seniors or very recent graduates (up to one year out) of an eligible undergraduate institution—any college or university in the 2000 Carnegie Classifications BA-Liberal Arts, BA-General, MA-I, and MA-II. Preference in the selection process will go to applicants from colleges that enroll fewer than 3,000 undergraduates. Applications are due October 17, 2006, and the first awards will be made in January 2007 for graduate study beginning in fall 2007. The finalists will be identified by an expert panel of distinguished humanities scholars.

“It is essential that we draw strong people from liberal arts colleges into the research and teaching ranks to help renew the entire professoriate,” argues Niall Slater, Dobbs Professor of Latin and Greek at Emory University, president of Phi Beta Kappa, and a member of the committee that will advise CIC on selections. “I’m honored to be part of the project.” Slater is a graduate of The College of Wooster (OH).

The eligible fields of doctoral study include history, philosophy, literature and languages, and fine arts. Interdisciplinary doctoral programs that incorporate one or more of these disciplines may also be eligible. The American Graduate Fellowships can be used to support doctoral study at any of 23 institutions. Additional information about the American Graduate Fellowships and application forms are available at www.cic.edu/projects_services/grants/americangrad.asp or by email at americangrad@cic.nche.edu.

AMERICAN GRADUATE FELLOWSHIPS SUPPORT DOCTORAL STUDY AT ANY OF THESE INSTITUTIONS:

In the United States:
- Brown University, Columbia University, Cornell University, Duke University, Emory University, Georgetown University, Harvard University, Johns Hopkins University, New York University, Northwestern University, Princeton University, Rice University, Stanford University, University of Chicago, University of Pennsylvania, Washington University in St. Louis, and Yale University

In Great Britain and Ireland:
- University of Cambridge, University of Oxford, King’s College London, University College London, University of Edinburgh, and Trinity College Dublin

One way to alleviate the problem would be for the National Science Foundation, which shares the worry about the future supply of scientists, to make it easier for small colleges to request grants. For the faculty member or generalist assistant dean at a typical small college, the current NSF procedures and rules are mind-numbing in complexity and time-consuming to follow. The Heuer Foundation helped CIC call attention to the outstanding record of many small colleges in science, but it is a small foundation and cannot be expected to meet the national need. Other foundations that work in the sciences often prefer “innovations” to sustaining proven successes. NSF’s role is critical.

Why not use NSF and other foundations’ money to offer awards to colleges and universities on the basis of demonstrated increases in the number of science majors and in the percentages of those majors who enter PhD programs in science? Permit the money to be used for basic, top-priority campus needs such as new scientific equipment and support for science students. And keep the process of applying very simple. Making it easier for colleges and universities with proven track records in producing science majors to do even more is a highly promising approach to meeting the need for more U.S. scientists.
A hallmark benefit of CIC membership—the Tuition Exchange Program (CIC-TEP)—is often not fully understood by campus officials, according to Ed Clark, its director. College and university membership in the program is now at an all-time high.

Clark says he is “amazed that every single CIC member is not also a member of TEP, given its tremendous value.” Of CIC’s 552 members, 348 are also members of CIC-TEP, making it one of the largest national tuition exchange programs of private, four-year colleges and universities.

The CIC-TEP is a network of colleges and universities willing to accept, tuition-free, students from families of full-time employees of other CIC participating institutions. For more than two decades, this college access program for faculty and staff members and their dependents has provided significant advantages for the participants:

- CIC-TEP avoids costly fees and cumbersome credit-debit limitations—students are responsible for all non-tuition charges (room, board, and fees) at the institution in which they enroll.
- There are no limitations on the number of students that each institution may export.
- Participation in CIC-TEP enhances each institution’s benefits package.
- It encourages attendance at CIC institutions.
- There is no waiting period for receipt of the benefit.
- Institutions are allowed to limit their import to three students per year, protecting them from inundation with Exchange students.
- The CIC-TEP benefit applies to international exchanges when they are available.

“How would a college or university join CIC but not TEP, when it is offered at minimal cost and provides such tangible benefits?” Clark asks. The annual fee for an institution to join CIC-TEP is $350.

Fred Moore, president of Buena Vista University (IA), calls the CIC-TEP “an important value-added benefit for our faculty and staff. It helps us attract and retain able members of our academic community and it has brought talented young women and men to our campus.”

For more information about CIC-TEP, visit the CIC website at www.cic.edu/tep/index.asp or contact Ed Clark at eclark@cic.nche.edu or (202) 466-7230.


CIC/New York Times Partnership activities in 2006-2007 include a Presidents Council meeting and Student Newspaper Editors Workshop. The 2006 meeting of the Partnership Presidents Council will be held on Monday, October 9. It has been planned to coincide with CIC’s Foundation Conversation the following day. All members of the CIC/NYT Partnership are invited to attend this event, to be held at the New York Times offices in New York City. Beginning with lunch at noon, participants will meet with several higher education editors and correspondents.

The Partnership’s second Student Newspaper Editors Workshop is scheduled for Monday, February 26, 2007. Student news editors from institutions that are members of the CIC/NYT Partnership will participate in a day-long workshop at the Times offices. In the course of the day they will have opportunities to explore the role of a newspaper in society and to develop their journalistic skills. The 70-plus students who attended the first workshop in October 2005 gave it enthusiastic reviews.

Under the Partnership’s Speaker Series, during the 2005–2006 academic year, Times editors and correspondents have visited several CIC member campuses, including Cory Dean at Rider University (NJ); John Broder at St. Martin’s University (WA); Ben Brantley at Swarthmore College (PA); Lou Uchitelle at Mount Holyoke College (MA); Jason Deparle at St. John’s College (MD); Joe Treaster at Xavier University (OH); and Janet Robinson at Pace University (NY).

Finally, faculty members from CIC/NYT Partnership institutions with expertise on China will be asked to consult with editors of the New York Times online division to help create content for a new interactive website about China (www.nytimes.com/chinarises). The “China Rises” website is being created to augment a four-part television documentary for the Discovery Channel exploring the monumental changes in present-day China. The broadcast and interactive website are a collaborative effort among New York Times correspondents, the Canadian Broadcast Corporation, the German ZDF television network, and other international partners. A team of faculty members from Pace University has already consulted with the Times on the creation of an interactive timeline and is helping to develop content for the college curriculum guide that is part of the website.

All CIC Institutional Member colleges and universities are invited to join the Partnership and become eligible for participation in the 2006-2007 activities. To join, contact Laura Wilcox, CIC vice president for communications, at (202) 466-7230 or lwilcox@cic.nche.edu.
Information Literacy by Russell Garth

Just over 15 years ago, when the National Forum on Information Literacy was established, I was the lone higher education association representative in the Forum’s semi-annual meetings in Washington, DC; and I could find only isolated pockets of interest in this topic within the CIC membership. How that has changed. Today information literacy is the core subject of CIC’s extremely popular workshops on the Transformation of the College Library and it is becoming an increasingly important goal for student learning at many colleges and universities.

Growing Understanding

Librarians have been the primary activists on this issue. An American Library Association (ALA) task force provided an early nudge with its 1989 report, and many campus librarians now refer to “information literacy” (instead of “bibliographic instruction”) when teaching students how to use library resources and gain research skills. The ALA’s current definition of information literacy (“set of skills needed to find, retrieve, analyze, and use information”) has been given broader meaning and immediacy by the sweeping technological developments of the past decade.

Morningside College (IA) illustrates how much the concept has evolved. Long attentive to educational implications of the information explosion, the librarians there had begun using the term, “information literacy,” prior to the ALA report; but it took a curriculum revision process during 2001–2004 and participation in a CIC workshop to achieve acceptance of this language throughout the institution.

Recently, other organizations have joined with the librarians in promoting information literacy. When Immaculata University (PA) sent faculty to workshops on this topic sponsored by the Southeastern Pennsylvania Consortium for Higher Education, the chief academic officer also gave all department chairs a copy of the Middle States Association of Colleges and Schools publication, Developing Research and Communication Skills: Guidelines for Information Literacy in the Curriculum. Significantly, all six of the regional accrediting organizations now assert the importance of information literacy (sometimes described as “use of library and information resources”). At Immaculata, a task force has designed a curriculum—to be implemented this fall—that includes information literacy competencies in two required first-year courses, English composition and world civilization. York College of Pennsylvania has also made information literacy course-specific. A recent general education revision was the occasion to add a two-credit-hour information literacy course as one of five courses in the 16-credit core curriculum.

Embedded in the Curriculum

A growing institutional approach features joint ventures involving librarians and faculty members to embed information literacy throughout the curriculum. The Center for Faculty and Curriculum Development at Illinois Wesleyan University offers workshops for faculty on information literacy and critical thinking. Elmhurst College (IL) also uses faculty workshops, organized by its librarians and offered twice each year, as starting points. Many of these faculty members collaborate with librarians in planning courses, offering sessions in classes, or bringing classes to the library. In a recent year, Elmhurst librarians participated in approximately 200 courses (representing nearly one-third of all course offerings and including 25 percent of the faculty). One important result, noticeable when students later use the library for research, is that they now know at least one librarian personally. Earlham College (IN) has employed a similar approach (instruction in 36 percent of all classes) and also has a teaching lab in the library. Morningside’s multifaceted approach includes instruction in several required first-year courses as well as opportunities for departments and individual faculty members, working with library staff, to incorporate information literacy competencies in disciplinary courses.

Strategies that encourage collaborative work between faculty members and librarians have benefits beyond students’ enhanced information literacy. These approaches reassert the importance of the library, along with the classroom and laboratory, as an essential environment for learning. Librarians also gain stature within the institution, as partners of faculty members and as scholars, whose subject matter is how to discover, manage, and interpret information. At Morningside, the tutoring staff now uses offices in the library (replacing the information technology staff), a move that further signals the teaching role of the library. Elmhurst librarians even assumed the role of teachers of the faculty about technology issues.

Important next steps can be seen at Marywood University (PA), where the academic vice president asks all faculty members to include their efforts to promote information literacy and diversity, along with teaching, research, and service in their annual activities reports. Marywood and the University of Scranton (PA) are also adapting an instrument developed by King’s College (PA) to assess student progress in the development of information literacy, and York has begun using an online questionnaire that asks faculty members whether they have seen changes in student information literacy capacities. It is no wonder, with all of this interest and activity on campuses, that applications in CIC’s workshops continue to outpace the numbers that can be accommodated.
Just as they have chosen different strategies for dealing with an ever-changing educational landscape, CIC member institutions have pursued diverse academic paths. Some have opted for innovation, while others—such as Birmingham-Southern College in Alabama, Hamilton College in New York, Illinois Wesleyan University, and Millsaps College in Mississippi—have adhered to a traditional liberal arts mission. Still others have chosen a third way, innovating within the framework of their traditional mission.

Whichever path they have taken, most schools have developed academic programs that contain at least a few distinctive elements. Looking in detail at a small number of programs provides some sense of the richness and academic diversity at CIC colleges and universities.

The environment has always been part of Northland College’s history. Northland, which enrolls about 750 undergraduates, is located in Ashland, Wisconsin, in the heart of a region once brimming with virgin timber. The timber was fully harvested in the 19th century, leaving ecological devastation behind. The college was founded to serve the residents of the “cut over” district, and part of its mission was to help people in the area adapt to environmental change.

In keeping with this history, in the 1970s Northland became a self-described “environmental liberal arts college.” Many students pursue an environment-related major, and as part of their general education all undergraduates must take courses that focus on the environment. For example, students in an English course might study nature writers such as Henry David Thoreau and Aldo Leopold, and then take a canoe trip, write about their own perceptions of nature, and compare their views to those of the writers they are studying.

The environmental emphasis goes well beyond the curriculum. Northland uses solar energy to heat its water supply and wind towers to help generate electricity. “We think that many of our practices and what we are doing in our curriculum can be models for others,” says President Karen Halbersleben. Already, Northland is part of a consortium of schools, extending from Alaska to Maine, that have an environmental focus, including Antioch College in Ohio, Green Mountain College in Vermont, Naropa University in Colorado, Prescott College in Arizona, Unity College in Maine, Sterling College in Kansas, and Warren Wilson College in North Carolina. Students at one participating institution can spend up to two semesters at another. Says Halbersleben, “It really allows them to experience different ecosystems.”

St. John’s College, which enrolls a total of about 900 students on its two campuses in Annapolis, Maryland and Santa Fe, New Mexico, marches to a very different beat. Its curriculum is rooted in the “Great Books” of Western thought. The books are selected by the members of the faculty who, in keeping with the school’s distinctive approach to education, are called tutors, not professors. The curriculum is structured chronologically. All freshmen begin by studying the works of the ancient Greeks; by the time they near the end of their intellectual odyssey in their senior year, they are grappling with the ideas of such modern thinkers as Sigmund Freud, Martin Heidegger, and Werner Heisenberg.

Although built around the classics, the curriculum has modern origins. It was instituted in the late 1930s and based on a concept developed by scholars from the University of Chicago, Columbia University, and the University of Virginia. While there have been modest adjustments over time, such as adding more science and music, the curriculum and the course structure have remained relatively unchanged. “We don’t do what we do because it is popular,” says St. John’s Annapolis President Christopher Nelson, himself a graduate of the college. “We try to find the best curriculum for students who are willing to apply themselves to learning for its own sake.”
The curriculum, while rooted in the humanities, includes a substantial amount of science and mathematics. Nelson estimates that the students spend about half their time studying major works in these fields and replicating in the laboratory some of the experiments of the greatest scientists. No courses are taught in a lecture format. Students and tutors meet in small groups to discuss the reading, and examinations take the form of an extended conversation between student and teacher. The goal, says Nelson, “is to help students come to their own answers.”

Nelson says that visitors from other colleges come to St. John's to gain a better understanding of its curriculum and instructional methods. “My colleagues think it is a good thing St. John's exists,” says Nelson. “They tell me I live in paradise. I have to remind them that paradise was not given to us.”

Alverno College in Milwaukee attracts visitors from many other institutions, both here and abroad. They are intrigued by the unusual approach to education developed at this Catholic college for women, which enrolls about 2,000 undergraduates. Unlike most colleges and universities, which only require students to demonstrate that they have attained mastery of the academic content in their courses, at Alverno students must also demonstrate mastery in areas considered vital for success both within and outside of the university. The Alverno approach is usually called “ability-based education.”

Under Alverno’s system, students must demonstrate mastery in eight areas before they graduate: communication, analysis, problem-solving, social interaction, effective citizenship, aesthetic engagement (that is, involvement in the arts), making value judgments and independent decisions, and developing a global perspective. Within each of these eight areas, Alverno has defined six levels of mastery. Students must reach the sixth level in their major and the fourth level in other parts of the curriculum. Each course includes mastery requirements at a specific level. Students demonstrate their mastery in a number of ways, including presentations, small group interactions, and writing.

Alverno’s distinctive approach has been in place for more than three decades. “The theory was that if you give students more elaborate feedback, and don’t focus so much on competition among students for grades as on how students develop as learners, that would lead to a better educational outcome,” says Mary Meehan, Alverno’s president. Meehan is the first lay leader of the college, which was originally established to educate nuns entering the Franciscan order. Today only about 30 percent of the students are Catholic. More than 70 percent are first-generation college students, and many are members of historically under-represented minority groups. More than 90 percent of the students receive financial aid.

At Alverno the research of faculty members typically does not focus on their discipline, but on the teaching of their discipline—for example, how to teach history most effectively. Alverno’s approach, says Meehan, “requires enormous energy, dedication, and will on the part of the faculty.” But the efforts pay off in a variety of ways, including very high pass rates on professional certification examinations in fields such as nursing and teaching.

Warren Wilson College in North Carolina, which enrolls about 800 undergraduates, offers yet another approach to undergraduate education. From its beginning in 1894, work outside the classroom was deemed an essential part of the college’s mission. To earn a diploma, all students must work 15 hours a week in a campus-related job. The work can take many forms, such as helping on the college farm or assisting in the accounting office, but every student must take part. Those who fail to fulfill their work responsibilities do not graduate. “This is much more than work study,” says President Douglas Orr, Jr. “Students are learning a larger lesson of working as part of a community.”

Along with the work requirement, Warren Wilson has a service-learning requirement that dates back 50 years. Students must spend a minimum of 100 hours in off-campus service activities, at least 25 percent of which must be with one organization. Projects are approved and monitored by the college. This orientation to service was also part of the college’s original mission. “The idea was to encourage students to give back to society,” says Orr. “It became such a strong component of the ethic of the college that we decided to institutionalize it.”

….Collectively, the academic programs at CIC member institutions form a rich mosaic. They help explain why American higher education is the most diverse in the world—and show how small and mid-sized colleges often take the lead in promoting diversity of every sort.
Making the Case—Community Service and Graduation Rates

CIC is disseminating data from the Making the Case website targeted at seasonal campus events and activities.

Community Service
In March, as students made plans for spring break, CIC sent campus officials data which show that students at independent institutions are more likely to be engaged in community service and volunteer activities—with many choosing alternative spring break trips (see related Campus Update story, page 19). For example, the chart below shows that graduates of private institutions were more involved as students in community service and volunteer activities than alumni of public institutions.

More than half of the independent college and university graduates surveyed participated in volunteer and community service activities, a greater proportion than public university alumni (54 percent versus 45 percent).

Time-to-Degree for Students at Four-Year Colleges and Universities
In May, as campuses prepared for commencement, CIC emailed data about graduation rates, which demonstrated that graduates of private colleges earn their degrees more quickly than graduates of public institutions (79 percent versus 49 percent earned their bachelor’s degrees in four years or less). The email also included an article from the New York Times (published in April) that cited recent data on graduation rates from the U.S. Department of Education, showing that 50 percent of freshmen entering private colleges in 1998 graduated in four years, and 64 percent in six years. The comparable rates for public colleges were 27 and 53 percent.

Students earn undergraduate degrees faster at independent colleges and universities than at public institutions, avoiding additional tuition expense and starting their careers sooner.

Survey Question: Were you involved in volunteer or community service activities? (“Yes” or “No”)

Note: “Time-to-degree” looks only at bachelor’s degree recipients and how long it took them to earn their degrees.

National Liberal Arts Study

Wabash College’s (IN) Center of Inquiry announced the launch of the Wabash National Study of Liberal Arts Education, a four-year multimillion-dollar program that is one of the most comprehensive national studies of American higher education. The study will focus on the impact of liberal arts education, exploring how students develop during their college years and how key educational experiences promote this development.

Researchers from Wabash and several other institutions will administer a series of student surveys and interviews, as well as conduct campus program/resource analysis at 18 public and private institutions from around the country including CIC members Alma College (MI), Columbia College (SC), Connecticut College (CT), Hamilton College (NY), and Whittier College (CA). Data collection and analysis began in spring 2006 and will conclude in 2010.

Impressive Expeditions

Hamilton College (NY) faculty and students along with researchers from other collaborating U.S. and international institutions completed a month-long research expedition to Antarctica in April. The expedition, aboard the NB Palmer, a massive polar research vessel, is among the very few that include undergraduate student researchers. Led by Eugene Domack, professor of geosciences at Hamilton College, the group explored the Antarctic Peninsula and Larsen B Ice Shelf, a region experiencing greater global warming than almost anywhere else on Earth (the Larsen B Ice Shelf, a glacial area the size of Rhode Island, collapsed in 2002 due to global warming). This research could offer important insight into the worldwide effects of global warming. Information, photos, and daily journal entries from the expedition are available at www.hamilton.edu/antarctica.

University of Dubuque (IA) alumnus Kirk Wolfinger and a documentary/discovery team made international headlines during an expedition to the legendary Titanic. The team discovered two new pieces of the ship’s hull, scattered outside the known debris field at 12,400 feet below sea level. Many historians, marine architects, and engineers agree this is the most significant discovery since the wreck was located, and could reshape current understanding of how the ship broke apart in its final moments. The underwater discovery, filmed by Wolfinger’s documentary group in collaboration with On the Bottom Productions, aired in February on The History Channel’s “Deep Sea Detectives.” Information and video clips are available at www.titanic2006.com.

Competitive Program Winners

CIC institutions do extremely well when applying to prestigious national programs. For example, nine out of 46 persons selected to participate in the 2006 Frye Leadership Institute are CIC faculty members and administrators. This intensive, two-week residential program will be held at Emory University (GA), and is cosponsored 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: Vincent Boisselle of Trinity College (CT), Billie Dodge of Washington College (MD), Rachel Frick of University of Richmond (VA), Layne Nordgren of Pacific Lutheran University (WA), L. Jason Parkhill of Washington & Jefferson College (PA), Rebecca Peterson of Lesley University (MA), Michael Richichi of Drew University (NJ), Suzanne Risley of Mitchell College (CT), and Jorge Sosa Ortega of The American University of Paris.

In addition, 13 students from CIC institutions were among only 200 selected (from 2,500 qualified applications) to receive scholarships for intensive overseas language study. The participants will conduct study during summer 2006 in critical-need foreign languages such as Arabic, Bangla, Hindi, Punjabi, Turkish, and Urdu, as a result of receiving Critical Language Scholarships from the U.S. Department of State and the Council of American Overseas Research Centers (CAORC). This U.S. government program is an effort to expand dramatically the number of Americans studying and mastering critical-need foreign languages. The selected students from CIC institutions are Laura Hernandez of DePaul University (IL), Jennifer Malkoun of Goucher College (MD), Tyler Logan of Hamilton College (NY), Katharine Duckett of Hampshire College (MA), Melendy Krantz of Ithaca College (NY), Micaela French of Marlboro College (VT), Karen Frost of Mount Holyoke College (MA), Cody Olander of Nebraska Wesleyan University, Amzie Pavlisin of Oberlin College (OH), Stephen Souvall of University of Puget Sound (WA), Rachel Trego of Wheaton College (MA), and Christopher Rosson of William Jewell College (MO).

Students at Ursuline College (OH) help President Diana Stano (center) move into her new dorm room. Stano spent the spring semester living among college juniors and seniors in the campus dorm, as a firsthand way to learn about her students. “My goal was to have an open-door policy and enrich the lives of our students,” said Stano. “I wanted to know what’s on their minds.”

Publishing Ventures

New England College (NH) announced the formation of New England College Press. The new academic press will publish books of academic distinction, worthy of remaining on the backlist many years, and will be led by Robert Ginna, former editor at Little, Brown and Company. The goals of the press are to make an important contribution to the arts and sciences and address pressing societal needs, while furthering recognition of New England College and its resources.

A new online publication, Minds in the Making, was recently launched by Calvin College (MI) (www.calvin.edu/minds). This “e-collection” of articles, essays, and reflections by Calvin faculty, staff, students, and alumni, is posted quarterly and is organized into seven categories: arts and literature, history, education, lifestyle, nation and world, religion and philosophy, and science and technology. Article topics have included intelligent design, voting in South Africa, reality TV, and Hurricane Katrina, among others. Some of the articles are only published on Minds, however many have been previously published both by the College and by other publications such as the Chicago Tribune, Christianity Today, and Academe. Minds also features slide shows, audio files, web log entries, and book excerpts.

Creating Partnerships

Several CIC institutions have enhanced their academic effectiveness by collaborating with other colleges or organizations. In South Dakota and Iowa, five CIC institutions—Augustana College (SD), Mount Marty College (SD), Dordt College (IA), Buena Vista University (IA), and Briar Cliff University (IA)—have partnered with three other regional colleges and universities to form the Northern Plains Undergraduate Research Center (NPURC), a partnership that fosters undergraduate scientific research by allowing first-year and sophomore undergraduate students to participate in research activities at any of the NPURC partner institutions. NPURC is funded through a nearly $3 million grant from the National Science Foundation. And in another science-related collaboration, Wheaton College (MA) has partnered with an international research team to conduct an important genome research project. Collaborating with an international network of 300 scientists, Wheaton biology professors and more than 20 biology students will help decode the gene sequence of Strongylocentrotus purpuratus, a purple sea urchin with embryonic development similar to human embryonic development. The project may yield vital evolutionary clues and potential medical breakthroughs.

Many institutions find international partnerships beneficial. Aquinas College (MI) has partnered with Rotary International, a worldwide organization of business and professional leaders providing humanitarian service, in order to discuss the distribution of portable water filtration systems to undeveloped countries. In 2000, one in five or 1.1 billion people in developing nations did not have “reasonable access to safe drinking water” (The World-
watch Institute), causing increased risk of illness and infectious disease. Chowan University (NC) has formed an Academic Exchange Agreement with Seoul Cyber University, one of the leading online universities in South Korea. The partnership—the first academic exchange agreement for both universities—allows the exchange of students, academic information, and other activities.

St. Edward’s University’s (TX) Professional Education Center has become a Microsoft Gold Certified Partner, a designation that gives early access to information about new Microsoft offerings, special training programs, and support services. St. Edward’s is only the second university in the country to receive this designation. Marylhurst University (OR) has partnered with several local community colleges to create a co-admission agreement allowing graduating students at the community colleges to pursue a bachelor’s degree at Marylhurst.

Lewis University’s (IL) College of Nursing and Health Professions has partnered with a local medical center to hold classes onsite at the medical center. Many nurses from the medical center are enrolled in the Nursing and Health Professions program. The onsite classes provide an added convenience and a high-quality facility for the students.

Announcing New Programs

Numerous CIC institutions have expanded their academic offerings with new degree programs. Chowan University (NC) will offer a bachelor’s degree in church music; Alverno College (WI) and Whitworth College (WA) will each establish a master’s degree in business administration; Waynesburg College (PA) will offer a master’s degree in special education; Warner Southern College (FL) has announced a new web-based master’s degree in management; Pace University (NY) announced plans to establish a master’s program in acting, playwriting, and directing, building on its role as host of the Emmy-nominated TV show “Inside the Actor’s Studio”; and Sterling College (KS) will offer a bachelor’s degree in culinary arts.

Hurricane Relief Effort Continues During Spring Break

This year’s spring break for many college students nationwide was given over to community service—particularly rebuilding the Gulf Coast after Hurricanes Katrina and Rita. CIC applauds the hundreds of students from member institutions who joined an army of about 50,000 students that traveled south to lend a hand in the ongoing clean-up effort of the devastated region.

Seven months after the hurricanes, volunteers described certain Gulf Coast areas as still resembling a war zone. “It was overwhelming to see all the destruction,” said one student from Morningside College (IA). Many residents are still living in trailers, amid the debris and wreckage of their former homes and neighborhoods. Many businesses and stores remain closed. A student from Pacific Lutheran University (WA) said of her experience: “I understood that thousands of impoverished individuals were displaced, but I was not prepared to see what I saw. There were piles and piles of remnants that were once treasured possessions... This SO easily could have been my home, my family, and my possessions.”

Students from Maryville University of St. Louis (MO) were among thousands who volunteered in the hurricane relief effort in the Gulf Coast during spring break.

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Student volunteers from Southwestern University (TX), McKendree College (IL), Maryville University of St. Louis (MO), Trinity Christian College (IL), Columbia College Chicago (IL), George Fox University (OR), Olivet College (MI), Saint Michael’s College (VT), Drury University (MO), Houghton College (NY), Westminster College (PA), Central Methodist University (MO), Mount Vernon Nazarene University (OH), Marian College (WI), and many other CIC institutions, worked beside community members whose lives had been ravaged by the hurricanes. The student groups helped with distributing clothing and supplies, volunteered at medical clinics, assisted with shelter construction, removed rubble from destroyed building sites, helped rebuild homes, and aided with general clean-up.

Many students who joined the hurricane relief effort recorded their experiences online, either through photos, press releases, blogs, or journals. For an example, visit the websites of Pacific Lutheran University (www.katrina.plu.edu) and Southwestern University (www.southwestern.edu/katrina).
New majors also have been announced. Newberry College (SC) will offer pre-veterinary studies; Villa Julie College (MD) has added a new public history major; and University of Saint Mary (KS) has announced a new criminology major. In addition, Otterbein College (OH) has begun offering graduate-level, distance-learning nursing courses; Green Mountain College (VT) will offer two new study-abroad opportunities in Brazil and Argentina; and West Virginia Wesleyan College has offered a mine safety course. The decision followed the Sago mine disaster, during which 13 miners were trapped (12 perished) in a West Virginia coal mine explosion in January 2006. The Sago disaster was the worst West Virginia mining disaster in more than 35 years. Students in the College’s course researched mine safety, analyzed accident reports, and compiled a list of mine safety reform recommendations that were sent to the governor’s Sago investigation team. The course provided a combination of education and service in response to a nationally prominent current event.

Two CIC institutions have launched innovative business development programs. University of Evansville (IN) has announced a new business ventures competition for its students. The competition—which provides start-up funding and business connections, as well as incentives for locating the winning business in the Evansville area—is expected to generate local economic growth by recruiting new business talent and encouraging businesses to operate near the University. Cedarville University (OH) launched the Business Incubator, a program that helps Cedarville undergraduates start their own business while enrolled at the university. The Business Incubator will locate start-up businesses on Cedarville’s campus in their initial years and provides operational and faculty resources, in hopes that the students will continue to run those businesses after graduation.

Celebrating Achievements

Mount St. Mary’s College (CA) nursing program alumna Vivian Burgess has been honored with a Papal medal. Pope Benedict XVI conferred the Honor of Dame Commander in the Order of the Knights of St. Gregory upon Burgess. Given for “unblemished character” and for service to the Catholic Church and society, it is the highest honor a layperson may receive in the Catholic Church.

The wrestling team of Augsburg College (MN) was invited to the White House to meet President Bush in the Oval Office. The team has won a record nine NCAA Division III national titles. A total of 14 Augsburg individuals attended, including the team’s head coach, eight of the ten team members, and President William Frame. Augsburg’s wrestling team is the first Division III wrestling team to meet with the President at the White House.

International Activities

Eleven CIC institutions—Lynn University (FL), University of Richmond (VA), Ithaca College (NY), Loyola College in Maryland, Lee University (TN), College of Saint Benedict/Saint John’s University (MN), Calvin College (MI), Illinois Wesleyan University, Concordia College (MN), and Messiah College (PA)—recently ranked in the top 20 among American colleges and universities in the number of students who study abroad. The rankings were released in the Open Doors 2005 report by the Institute of International Education (IIE), an international exchange organization that conducts study abroad research. Institutions were categorized by type (doctoral, master’s, and baccalaureate). According to the IIE report, study abroad among U.S. institutions increased nearly 10 percent during the past year, with rapid growth in non-traditional destinations such as China and India, where American students see potential career opportunities.

Benedictine University (IL) sent 11 students to Mexico to study industrial facilities, living standards, and global business conditions. Arranged by the University’s International Business Department in partnership with a nonprofit company specializing in “reality tours,” the students spent several days meeting with Mexican and U.S. representatives, talking to Mexican residents, and interviewing factory workers. Students spent significant time studying the complex effects of international business decisions on Mexico, including the detrimental outcomes of business focused only on cheap labor and bottom-line results.

A flurry of international activities is underway at Mount Vernon Nazarene University (OH). The University recently hosted seven Korean students as part of its first-ever American Language and Culture Experience (ALCE) certificate program. The University presented an “Islamic Encounters” lecture series, meant to increase collaborative and community-building relationships with Muslims. And the University will send a medical missions team (consisting of students, alumni, a professor, and a physician) to Nicaragua in July 2006 to distribute medical care to those in need. In January 2007, the University will host an educational tour of Biblical Turkey and Greece.

And Walsh University (OH) has hosted two Middle Eastern speakers—a former Palestinian terrorist and an Israeli scholar. Palestinian Ibrahim Abdullah spoke to students and faculty about the importance of peace and tolerance in the Middle East. He talked about his conversion from Fatah radical to peace activist and discussed his new book, Why I Left Jihad. Israeli Avraham Rozenkier shared his experience as an Israeli scholar and author of numerous articles on socialism, politics, and Middle East conflict. He talked about current Israeli affairs and the perspective of the Israeli people. Abdullah and Rozenkier were brought to campus as part of a program to facilitate international and multicultural understanding.

Campaign Success

Two CIC institutions successfully concluded record-setting capital campaigns. Westminster College (MO) completed Campaign for Westminster, a five-year campaign (originally established with a $40 million goal) that raised $80 million for state-of-the-art facilities, scholarships, endowed chairs, and campus enhancements. Milligan College’s (TN) Campaign for Christian Leadership, the largest capital campaign in the college’s history, raised $30 million over five years and provided more than
spaces, and a state-of-the-art octagonal theater.

Juniata College (PA) has opened the Halbritter Center for the Performing Arts, an $8.3 million facility that provides cutting-edge classrooms, teaching spaces, and a state-of-the-art octagonal theater.

50 new student scholarships and endowed funds, strengthened the endowment, led to campus facility improvements, and created two dozen new academic and student life initiatives.

### Announcing Gifts and Grants

Northeastern Pennsylvania colleges and universities—including College Misericordia, King’s College, Marywood University, University of Scranton, and Wilkes University—received a $15 million Workforce Innovation in Regional Economic Development (WIRED) grant to establish Wall Street West, a backup to Wall Street in northeastern Pennsylvania. The grant was awarded to the Pennsylvania region due to its ideal location—close to the New York financial services world, yet far enough away from major cities and using separate power grids and water sources to avoid major disaster. Local businesses and educational institutions will be awarded portions of the grant to create, train, and operate the network of backup financial facilities and systems. The grant is provided by the U.S. Department of Labor.

Other CIC institutions have received sizeable gifts and grants. University of the Ozarks (AR) received $20 million from Helen Walton, widow of Wal-Mart founder Sam Walton. The gift helps launch a $40 million Promise of Excellence campaign, which will be used for academic programs, professorships, and the general endowment. Chapman University (CA) received a $10 million gift from Chapman trustee Roger C. Hobbs to fund the Roger C. Hobbs Institute for Real Estate, Law, and Environmental Studies. A $6 million gift from an anonymous donor to University of the South (TN) will fund a state-of-the-art addition to Sewanee’s Woods Laboratories science building.

Shenandoah University (VA) received a $3 million gift from Gerald Halpin and family to help complete construction of the university’s business school. Hollins University (VA) was presented with a $2 million gift from the Frank Batten family to endow the University’s Leadership Institute, which provides cocurricular programs (skills workshops, seminars, action projects, and leadership labs) focusing on students’ personal, interpersonal, and intellectual development. A $2 million gift to McDaniel College (MD) from commercial real estate developer Leroy Merritt will support construction of a new fitness center on campus. Tabor College (KS) received the largest gift in the college’s history—nearly $1.25 million from Joel Wiens to build athletic facilities and student housing. And the largest grant ever received by Villa Julie College (MD), $1 million from the Maryland Health Services Cost Review Commission’s Nursing Support Program II, will expand the college’s already successful nursing program.

Other grants are enabling institutions to undertake important projects. Waynesburg College (PA) received a $500,000 grant through the U.S. Department of Justice to research and develop an Electronic Crime Prevention and Investigation (ECPI) curriculum, and Palm Beach Atlantic University’s (FL) $500,000 grant from Quantum Foundation (a local health care grant-making organization) will fund a pharmacy program for health clinics serving underserved and uninsured Palm Beach County residents.

### Building New Facilities

Rivier College (NH) completed the McLean Center for Finance and Economics. Modeled to simulate a real-world trading room, the Center provides a visual, dynamic training ground on campus to teach real-time finance, economics, and investment decision-making. It features modern computers for Internet access and financial trading; a 40-inch LCD monitor broadcasting world headline news and financial market data; and an eight-foot ticker with scrolling real-time financial data from multiple sources such as the NYSE, NASDAQ, DJIA, and S&P 500.

A renovated $6.5 million student center at Converse College (SC) will become the campus student life hub. The Montgomery Student Center houses a cyber café, game room, office spaces, student government organizations, fitness center, chapel, post office, lounges, and multipurpose rooms, among other features.

And Pacific Lutheran University (WA) opened the Morken Center for Learning and Technology, a $21 million, 53,137-square-foot facility housing the School of Business, math and computer departments, and engineering and science facilities. Built according to Leadership in Energy and Environmental Design (LEED) standards, the environmentally-sustainable building houses wireless computer-equipped classrooms, laboratories, multimedia labs, project workrooms, an atrium, a café, and a public events room. The entire building process can be viewed from start to finish in time-lapse video on the campus website: www.plu.edu/~morken/home.html.

### Changing Status

Chowan University (NC) recently changed its status from college to university. ■
CIC NEWS

Kenyon Conference Report

Representatives from 37 colleges and universities, including seven presidents, attended The Conference at Kenyon 2006: Integrating Library and Computing Services. CIC cosponsored the event, held at Kenyon College (OH) in March. CIC member participants included Allegheny College (PA), Bethany College (WV), Centre College (KY), Bridgewater College (VA), Champlain College (VT), Earlham College (IN), Goddard College (VT), Goucher College (MD), Hannibal-LaGrange College (MO), John Carroll University (OH), Marian College (IN), Mount Vernon Nazarene University (OH), Rhodes College (TN), Rippon College (WI), Rockford College (IL), Rollins College (FL), Sewanee: The University of the South (TN), The College of Wooster (OH), Thiel College (PA), Urbana University (OH), Wheaton College (MA), Xavier University (OH), and Young Harris College (GA). The conference premise was that “merged information services organizations create the best environment for fostering breakthrough scholarly activity.” Participants explored how this concept offers advantages in identifying and addressing strategic issues and how faculty members’ teaching and scholarly work can benefit from integrated library/computing services organizations.

CIC in the News

As a result of increased media activities, CIC has lately reaped more publicity for its projects and programs. The Chronicle of Higher Education in its June 1–2 edition published an opinion piece by CIC President Richard Ekman on “Many Small Colleges Thrive with Modest Endowments.” And in The Chronicle’s March 24, 2006 edition, a two-page spread featured several campuses that are participating in CIC’s Historic Campus Architecture Project. Senior Writer Lawrence Biemiller accompanied Barbara Christen, director of the project, to North Carolina in summer 2005 on a tour of places of historical significance at Guilford, Salem, Davidson, and Belmont Abbey Colleges as well as Johnson C. Smith University. The resulting story, “From Modest to Magnificent,” included numerous photos of historic buildings and landmarks on the campuses. Campus Technology (a monthly publication focusing exclusively on the use of technology across all areas of higher education) featured a report with photo coverage on CIC’s Transformation of the College Library Workshop held in Chicago in October 2005. Reporter Mary Grush’s story on technology and campus libraries appeared in the February edition of the publication. In addition, CIC President Richard Ekman has been quoted in several publications on topics that include accountability issues raised by the Commission on the Future of Higher Education (The Chronicle of Higher Education and Insidehighered.com); presidential pay (The Des Moines Register); and the formation of a consortium of small colleges to share content for online education programs (Chronicle).

Staff News and Notes

In addition to giving the opening address at the Conference at Kenyon in March (see above), CIC President Richard Ekman delivered the commencement address at Lyon College (AR) in May, where he received an honorary Doctor of Humane Letters degree. He also addressed a workshop hosted by the Wisconsin Health and Educational Facilities Authority, and meetings of the boards of directors of the South Carolina Independent Colleges and Universities and the National Association of College and University Business Officers. In addition, Ekman’s essay,

STAFF SPOTLIGHT — People Who Make CIC Work

August Adams joined CIC in January 2004 as communications and web coordinator. He assists with all aspects of the communications operation, including web editing, writing for the newsletter and other publications, creating online publications, assisting in media relations activities, and handling general administrative duties.

August grew up in Alabama, earned his BA in English at Emory University (GA), and completed a master’s degree in writing and publishing at Emerson College (MA) in 2003. He is a former assistant editor of Southern Flair Magazine in Atlanta. August is also a novelist in the process of finding an agent for his most recent novel (he has not divulged the plot, but hints that Dan Brown and Michael Crichton had better “watch out”), and is an avid tennis player formerly ranked #18 in singles and #1 in doubles in his home state. He enjoys traveling, reading books, and watching movies. As Washington, DC residents, August and his wife Liz take pleasure in the excellent museums, restaurants, and other attractions of the nation’s capital.
“Selective and Non-Selective Alike: An Argument for the Superior Educational Effectiveness of Smaller Liberal Arts Colleges,” was published in the American Council of Learned Societies’ Liberal Arts Colleges in American Higher Education: Challenges and Opportunities. Copies of this publication are available on request (free while supplies last) from CIC.

Director of Research Hal Hartley presented findings from his research on the religious engagement of first-year students, at the Association for Institutional Research (AIR) Annual Forum in May. In addition, he made presentations on CIC’s Making the Case website, and, along with Mike Williams of The Austen Group, on CIC’s Financial Indicators Tool (FIT) at the AIR Forum. He also co-presented research on the relationship between cultural capital and student persistence at the American Educational Research Association annual meeting in April. In March, Hartley served on a technical review panel for the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS).

Stephen Gibson has been promoted to Director of Projects in recognition of his growing responsibilities at CIC. Gibson has taken on increased leadership for an ever-wider range of projects since he joined CIC in 2001 as Projects Coordinator, then in 2004 became Projects Manager.

CIC Senior Counsel Marylouise Fennell with Scott Miller, president of Wesley College (DE), launched a new publication, Presidential Perspectives, in March that features essays written by and for college presidents. The 2006 series, “Creating Competitive Advantage,” will address “how higher education institutions can achieve their vision and mission, and gain competitive advantage by leveraging the nonacademic environment.” The essays can be found at www.presidentialperspectives.org.
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<th>Date</th>
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<td>June 26–28</td>
<td>Gilder Lehrman American History Seminar</td>
<td>New York, NY</td>
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<td>July 10–14</td>
<td>Ancient Greece in the Modern Classroom Seminar</td>
<td>Washington, DC</td>
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<td>July 16–19</td>
<td>Presidential Vocation/Institutional Mission Presidents Program</td>
<td>Bradford, PA</td>
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<td>July 24–25</td>
<td>CIC/Collegiate Learning Assessment Consortium Meeting</td>
<td>Washington, DC</td>
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<td>August 6–9</td>
<td>Presidential Vocation/Institutional Mission Prospective Presidents Program</td>
<td>Bradford, PA</td>
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<td>October 5–7</td>
<td>Data and Decisions Workshop</td>
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<td>October 9</td>
<td>CIC/New York Times Presidents Council Meeting</td>
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<td>October 10</td>
<td>Foundation Conversation</td>
<td>New York, NY</td>
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<td>November 4</td>
<td>New Chief Academic Officers Workshop</td>
<td>St. Petersburg Beach, FL</td>
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<td>November 4–7</td>
<td>2006 Institute for Chief Academic Officers and Chief Student Affairs Officers</td>
<td>St. Petersburg Beach, FL</td>
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<td>December 28, 2006–January 18, 2007</td>
<td>Teaching about Islam and Middle Eastern Culture Seminar</td>
<td>Amman, Jordan</td>
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<td>January 3–4, 2007</td>
<td>New Presidents Program</td>
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<td>January 4–7, 2007</td>
<td>Presidents Institute</td>
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2006 CALENDAR OF EVENTS

Established 1956

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