Faculty members from 24 institutions met at a CIC symposium in Chicago, Illinois on May 3–5 to explore a range of innovative programs that successfully blend professional preparation for business careers and liberal arts education. The Symposium on Business and the Liberal Arts: integrating Professional and Liberal Education, is the second in a symposium series convened by CIC with support from the James S. Kemper Foundation. CIC initiated these activities out of concern that the proportion of students graduating with degrees in the liberal arts continues to decline, as professional programs grow in popularity. Building on the work started at the 2003 symposium, which brought together ten corporate leaders and ten college and university presidents to address the connections between liberal arts education and professional leadership, the faculty members participating in the May symposium shared their best practices and identified programs that might serve as models for other institutions wishing to bring together these two, often divergent educational paths.

The symposium was keynoted by Richard Stephens, senior vice president of human resources and administration for The Boeing Company, who emphasized the importance for effective business careers of a broad education with attention to such matters as moral formation and critical thinking. The second day began with remarks by Ryan LaHurd, president and executive director of the James S. Kemper Foundation, followed by three panel discussions that highlighted 11 programs represented in the symposium. Through these sessions, participants learned about a rich variety of programs aimed at bridging the business/liberal arts divide—some well-established and others just developing.

(continued on page 6)
Executive Committee
Antoine M. Garibaldi, Gannon University (Chair)
Kent Chabotar, Guilford College
C. Brent DeVore, Otterbein College
Jon Moline, Texas Lutheran University
Jeanne H. Neff, The Sage Colleges
John Strassburger, Ursinus College
Edwin H. Welch, University of Charleston
Mary Pat Seurkamp, College of Notre Dame of Maryland (Past Chair)
Richard Ekman, Council of Independent Colleges (Ex Officio)

Directors
James T. Barry, Mount Marty College
Doreen E. Boyce, The Buhl Foundation
Walter D. Broadnax, Clark Atlanta University
Donna M. Carroll, Dominican University
Paul Conn, Lee University
Mark T. Cregan, CSC, Stonehill College
Richard W. Dalrymple, Kevin Scott Dalrymple Foundation
James A. Davis, Shenandoah University
Phillip L. Dudley Jr., Hastings College
Robert M. Frehse, Jr., The William Randolph Hearst Foundations
Michael Gilligan, The Henry Luce Foundation
Larry Goodwin, The College of St. Scholastica
William E. Hamm, Foundation for Independent Higher Education
Beverly W. Hogan, Tougaloo College
David C. Joyce, Ripon College
L. Jay Lemons, Susquehanna University
Michael Lomax, United Negro College Fund
George E. Martin, St. Edward’s University
Elisabeth S. Muhlenfeld, Sweet Briar College
Erik Nielsen, Franklin College of Switzerland
S. Georgia Nugent, Kenyon College
Anita Pampusch, The Bush Foundation
Jerold Panas, Jerold Panas, Linzy & Partners
G. David Pollick, Birmingham-Southern College
Matthew J. Quinn, Jack Kent Cooke Foundation
Trudie Kibbe Reed, Bethune-Cookman University
John C. Reynolds, Morningside College
Lisa Marsh Ryerson, Wells College

Dilemmas of Internationalization by Richard Ekman

“It’s a Small World After All,” was the theme of the Pepsi pavilion at the 1964 World’s Fair in New York. Then and for years afterward, in many ways the globe was indeed shrinking. Over the past half-century, new technologies have made it easier for people in all countries—including Americans—to stay in touch with each other. Increasingly a global culture seemed to be developing, often with American products, American music, American television, and American-accented English in a privileged place. Disturbing exceptions were isolated and embargoed, most recently by labeling them as “axis of evil” governments pushing values that were alien to global unity. Our irrepressible American optimism encouraged us to think that such exceptions were just temporary setbacks in the enlightened progress of the “Small World,” the ever more unified planet. Today, although Pepsi (and its rival Coke) are both big businesses worldwide, cultures across the globe seem once again more fractured than unified, and our world seems more dangerous than small.

Campuses usually reflect the surrounding popular tendencies, and the interest of U.S. campuses in internationalization is no exception. American college students are studying abroad in larger numbers. Despite visa restrictions, more international students are coming here (although not graduate students from China or the Middle East). Curriculum committees on U.S. campuses are earnestly trying to broaden what is taught to encompass more of the developing world. Tom Friedman says we must do all this or we will lose out to China and India, but for many students the impulse to learn more about others stems from a belief in the common humanity we all share and recognition of the importance of living harmoniously in the world.

Whatever the motivation, our experience has been uneven. Especially disappointing has been our nation’s—and our colleges’—lack of success in building more productive relations between the U.S. and Muslim-majority countries. Islamic countries ought to, logically, be closer to the West than they are. The shared touchstones of market economies and widespread knowledge of English among young people are not trivial. Even closer to our professional concerns, the creation of new private colleges and universities, often in a self-consciously American model, is now as much a growth industry in Muslim-majority countries as it has been in Eastern Europe and Latin America for three decades. American colleges and philanthropic foundations ought to embrace the trend in all regions of the globe. Many new, but already high quality, private institutions in Muslim countries are eager to incorporate elements of American undergraduate general education and to forge closer relations with U.S. institutions. Noteworthy for their emerging American-style general education programs are the Aga Khan University in Pakistan, the Independent University of Bangladesh, Al Akhawayn University in Morocco, the American University of Kuwait, Forman Christian College in Pakistan, the American University-Central Asia in Kyrgyzstan, and the American University of Sharjah in the UAE. Another hallmark of these institutions is that they offer more than the often narrow professional programs that can dominate when the state controls higher education, as is still frequently the case. The new universities also employ pedagogies that depart from the passive learning from lectures and rote memorization that still prevails at many institutions.
Two recent conferences in Istanbul in which I participated provided a forum to begin to build stronger relations. A December 2005 conference brought together private university presidents from many Muslim-majority countries, along with a few U.S. college presidents, among them David Maxwell of Drake University (IA), Elizabeth Coleman of Bennington College (VT), and Richard Detweiler of the Great Lakes Colleges Association. The conference was organized by the Hollings Center, a then-new organization launched with Congressional funding that is dedicated to dialogue and exchange between the U.S. and Muslim-majority countries, and is named for former Senator Ernest Hollings. The conference generated considerable optimism about additional steps toward cooperation. The Council of Independent Colleges, for example, arranged for two of the participants from institutions in Morocco (Al Akhawayn University) and Jordan (Philadelphia University) to participate in the 2006 CIC Institute for Chief Academic Officers, where they conferred with many U.S. counterparts about possible faculty and student exchanges, or other partnerships.

In January 2007, the Hollings Center hosted a second meeting in Istanbul, reconvening the original group and adding new participants drawn from 13 Muslim-majority countries in the Middle East, Asia, and North Africa. U.S. presidents Lee Pelton of Willamette University (OR), Richard Wilson of Illinois Wesleyan University, Pamela Jolicoeur of Concordia College (MN), Dorothy Yancy of Johnson C. Smith University (NC), and provost Pamela Gunter-Smith of Drew University (NJ) joined the group’s representation of smaller U.S. private institutions.

The discussions at both conferences established common ground as well as important differences between American and other institutions. One harsh fact is that, to date, American students and faculty members have shown little interest in exchange programs with universities in most Muslim countries. While Arabic language study has increased a lot in the U.S. recently, the numbers are still very small; and the traffic in student exchanges, while growing, is still a trickle. In 2004–2005, 32,000 U.S. students went to the United Kingdom; 24,000 went to Italy; and 15,000 went to France. But during the same period (2004–2005), only 807 U.S. students traveled to Egypt, an increase of 41 percent over the previous year. For Turkey, there were 454 students from the U.S., up 127 percent. For the United Arab Emirates, the number was 84, a 320 percent increase. In Pakistan, the number was three, down from five. To be sure, there is legitimate worry about physical safety for Americans in some of these countries, but not all.

The talk in Istanbul about the tension between the goal of college as preparation for a career and as purveyor of a general education was surprisingly familiar—including the parental expectation that college prepare a student for a job and the faculty expectation that something broader be the main goal. And the discussions about quality assurance were very much like ours, except that the non-Americans were more eager than the Americans for international validation by a single standard of the quality of their institutions. It was difficult for many of the non-Americans to visualize how the U.S. system of voluntary accreditation, which relies on self-studies and keeps the government at arms-length, could be applied in their countries.

Moreover, what it means to be “independent” in a country with a state religion, especially if the university is avowedly secular, presents a very different set of issues from a situation in which the institution is Islamic and/or the government is officially secular. There is no single Muslim-country model for a private college or university.

Why does this matter? Samuel Huntington may have overdrawn the “clash of civilizations” in his ground-breaking work, but the differences are still fundamental. Each of the U.S. institutions that participated in the conference committed to do something quickly—however modest—to demonstrate good faith in establishing additional grounds for cooperation. CIC and the Hollings Center will seek to build support for some of the promising but more expensive ideas that emerged—such as a program through which teams of experienced U.S. college presidents might visit and provide support to campuses in Muslim countries, a program that CIC would be in a good position to coordinate.

Some non-Americans at the conference said they believe that U.S.-Middle East relations, including in the universities, are in a long-term state of deterioration. It is all the more remarkable that they participated, given the strong anti-U.S. sentiment many of them face at home. Most argued that more frequent interaction is needed with U.S. colleges. The grim realism that we are not one worldwide happy family was sobering to all. But there was also confidence that we in the colleges and universities of the U.S. and of Muslim-majority countries can do more to learn one another’s languages and basic texts, to probe the differences in what we teach and why, and to prepare a new generation of people who have studied in countries that differ in important ways from their home countries. Perhaps it is the case, after all, that higher education is one of the few aspects of America that is still widely admired throughout the world.
Chief financial officers will join chief academic officers this fall at CIC’s 35th annual Institute for Chief Academic Officers to explore institutional investments that improve the curriculum and co-curriculum, add capabilities to the faculty and staff, and build financial strength. The meeting will be held November 3–6 in Philadelphia, Pennsylvania under the theme “Vital Investments: Programs, Personnel, and the Purse.”

The conference will provide numerous opportunities for CAOs and CFOs to work together on aligning institutional resources to advance the mission of the institution. Several clusters of sessions will be included:

Investing in Academic and Co-Curricular Programs—CFOs and CAOs will explore topics such as developing new academic programs, strategic budgeting, program review, prioritizing academic program costs, merging computing and library services, assessment, and retention.

Investing in Personnel—CFOs and CAOs collaborate in determining the effective development and deployment of faculty and staff members. Sessions will include diversification of the faculty, post-tenure review, legal issues, the information flow from CFOs and CAOs to faculty members, using technology to foster learning, and faculty development.

Investment and Management of Financial Resources—The prudent investment and use of the financial resources of the institution will be considered through topics such as long-term financial forecasting, tuition discounting, campus planning for learning, tools for balancing the academic mission and finance, and emerging issues in data-informed decision-making.

The keynote address will be delivered by Herbert M. Allison, Jr., chairman, president, and chief executive officer of TIAA-CREF since 2002. TIAA-CREF is the largest pension fund in the world and plays a unique role in investment and retirement planning for American colleges and universities. His career includes 28 years at Merrill Lynch & Co., Inc., where he last served as president and chief operating officer. This occasion will be the first time that Allison has addressed CFOs or CAOs from private colleges and universities.

Other plenary speakers include:

Peter T. Ewell, vice president of the National Center for Higher Education Management Systems (NCHEMS), a research and development center founded to improve the management effectiveness of colleges and universities. Ewell has been a member of NCHEMS staff since 1981. His work focuses on assessing institutional effectiveness and the outcomes of college, and involves both research and direct consulting with institutions and state systems on collecting and using assessment information in planning, evaluation, and budgeting. Ewell has authored six books and numerous articles on the topic of improving undergraduate instruction through the assessment of student outcomes, including The Self-Regarding Institution: Information for Excellence and Assessing Educational Outcomes, both of which have been widely cited in the development of campus-based assessment programs.

Carol A. Twigg, president and chief executive officer of the National Center for Academic Transformation, is an internationally recognized expert in using information technology to transform teaching and learning in higher education. The Center serves as a resource for colleges and universities, providing leadership in how the effective use of information technology can improve student learning while reducing instructional costs. From 1993 to 1998, Twigg served as vice president of Educom (now EDUCAUSE), a national association of higher education institutions dedicated to the effective use of information technology. A widely published writer and a sought-after speaker, she is seen as an authority on a range of topics including the impact of information and communications technology on restructuring higher education, the need to improve productivity in higher education, and the process of engaging college faculty in using instructional technology effectively.

Blenda J. Wilson served as the first president and chief executive officer of the Nellie Mae Education Foundation, one of the largest foundations in New England and the largest focused exclusively on education. The Foundation’s mission is to promote accessibility, quality, and effectiveness of education, especially for underserved populations in New England, via grant making, research, and policy development. Her career includes service as president of California State University, Northridge; chancellor of the University of Michigan, Dearborn; executive director of the Colorado Commission on Higher Education; vice president of effective sector management at Independent Sector; and senior
associate dean at the Harvard Graduate School of Education. A nationally known speaker on higher education policy, she writes about issues of access, student preparation, and cost and affordability.

A workshop on strategic budgeting will be led by Kent John Chabotar, president and professor of political science at Guilford College (NC) and author of Strategic Finance: Planning and Budgeting for Boards, Chief Executives, and Finance Officers. During the workshop, participants will explore major strategic issues confronting higher education with a focus on the academic program, including demographics, costs and prices, and revenue streams. Leading strategic indicators of financial health will be presented, and participants will discuss how to link strategic plans and budgets in an era of continuing retrenchment and reallocation.

In addition to plenary and concurrent sessions on “Vital Investments: Programs, Personnel, and the Purse,” the Institute, as is customary, will provide numerous opportunities for CAOs and CFOs 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/caos/2007.asp.

## 2007 Foundation Conversation Will Explore Changing Assumptions About Philanthropy and Impact on Higher Ed

CIC’s plans for the 19th Annual Conversation Between Foundation Executives and College and University Presidents will blend the format of the past three years, including a keynote address and panel discussions, with the breakout sessions that were a popular feature of earlier programs in this series. The Foundation Conversation, as it is popularly known, will take place on Tuesday, October 9, 2007, once again at the Wharton Auditorium of TIAA-CREF on Third Avenue in New York City. It will begin at 8:15 a.m. and conclude early in the afternoon.

The 2007 theme is “Foundations Debate Their Own Future: The Impact on Higher Education of Changing Assumptions about How Philanthropy Works.” In the keynote role will be Steve Gunderson, president of the Council on Foundations and former Congressman from Wisconsin. Other presenters will include Ryan LaHurd, president and executive director, James S. Kemper Foundation; Ed Jones, vice president, J. P. Morgan/Chase Bank—Booth Ferris Foundation; and Susan Woodbury, chair, George I. Alden Trust. Topics to be addressed include “How Legislation, Regulation, and Public Policy are Guiding Foundations as They Think about the Future,” “Making the Case for the Impact of Our Grant-Funded Programs in the Face of Insistent Calls for Accountability,” and “How Internal and External Influences Come Together to Shape What Foundations Expect of the Institutions Receiving Their Grants.”

Meeting materials were mailed to CIC member presidents in June. The registration fee is $100. (This annual event is open only to presidents.) For more information, see www.cic.edu/conferences_events/foundation/2007.asp.
The work of the 2007 symposium will be the basis for a report that CIC plans to publish later this year showcasing several of the most innovative programs and offering recommendations for steps that can be taken on individual campuses to combine more effectively liberal arts education with preparation for business careers. CIC Senior Advisor David Paris is editing the report. See related story, page 13.

Paris will also lead a session about these innovative programs at CIC’s Institute for Chief Academic and Financial Officers.

### PARTICIPANTS IN BUSINESS AND THE LIBERAL ARTS SYMPOSIUM

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Institution</th>
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<tbody>
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<td>Scott Ambrose</td>
<td>Assistant Professor of Business Emory &amp; Henry College (VA)</td>
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<td>Mary Avery</td>
<td>Associate Professor of Business Administration Ripon College (WI)</td>
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<td>S. Keith Berry</td>
<td>Professor of Economics and Business Hendrix College (AR)</td>
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<tr>
<td>Daniel Condon</td>
<td>Professor of Economics Dominican University (IL)</td>
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<td>Stephen Craft</td>
<td>Assistant Professor of Business and Accounting Birmingham-Southern College (AL)</td>
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<tr>
<td>Andrew Economopoulos</td>
<td>Professor of Business and Economics Ursinus College (PA)</td>
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<tr>
<td>James Falkiner</td>
<td>Mark E. Johnston Professor of Entrepreneurship Manchester College (IN)</td>
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<tr>
<td>Jeffrey Harrison</td>
<td>Professor of Business University of Richmond (VA)</td>
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<td>Robyne Hart</td>
<td>Director, Center for Business Preparation Hanover College (IN)</td>
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<td>Betty Hoge</td>
<td>Assistant Professor of Economics and Business Administration Bridgewater College (VA)</td>
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<td>Kelly Kilcrease</td>
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<td>James Libby</td>
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<td>Ray Lutgring</td>
<td>Associate Professor and Chair, Department of Chemistry University of Evansville (IN)</td>
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<td>Jim McCullough</td>
<td>Professor and Director, School of Business Leadership University of Puget Sound (WA)</td>
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<td>Mary Grace Neville</td>
<td>Assistant Professor of Economics and Business Southwestern University (TX)</td>
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<td>Bevalee Pray</td>
<td>Associate Professor of Business Christian Brothers University (TN)</td>
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<td>Lynn Schleeter</td>
<td>Director, Center for Sales Innovation Business Administration Department College of St. Catherine (MN)</td>
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<tr>
<td>Jason Schweizer</td>
<td>Professor and Director of Business and Accounting Albertson College of Idaho (ID)</td>
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<td>Hossein Shafa</td>
<td>Professor and Endowed Chair of International Management and Business Oklahoma City University (OK)</td>
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<tr>
<td>Michelle Simms</td>
<td>Associate Professor of Business University of St. Thomas (TX)</td>
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<tr>
<td>Paul Smith</td>
<td>Associate Professor and Chair, Department of Business Administration Mars Hill College (NC)</td>
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<tr>
<td>Craig VanSandt</td>
<td>Assistant Professor of Business Administration Augustana College (IL)</td>
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<tr>
<td>John Winn</td>
<td>Associate Professor of Business Law Shenandoah University (VA)</td>
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This summer, 28 CiC faculty members will participate in a seminar on Ancient Greece in the Modern College Classroom intended to broaden their knowledge of ancient Greek texts and help them develop strategies for incorporating them into their courses. The focus is on the teaching of the Odyssey; last year, the Iliad was the text. The seminar, cosponsored by the Center for Hellenic Studies and CiC, will be held July 9–13 at the Center’s Washington, DC campus. The seminars are made possible through the generous support of the Gladys Krieble Delmas Foundation.

The seminar will be directed by Gregory Nagy, Francis Jones Professor of Classical Greek Literature and professor of comparative literature at Harvard University and Kenneth Scott Morrell, associate professor of classics at Rhodes College. Participants will explore ways the Odyssey can contribute to courses in a variety of disciplines and inform discussions on topics as diverse as the exchange of luxury goods to the adjudication of disputes arising from athletic contests.

Homeritic poetry occupies a unique position in the evolution of ancient Mediterranean civilizations, playing a formative role both in the development of the epic and other performance and literary genres, as well as artistic, political, religious, and even economic conventions in the Greco-Roman world. Many of these features have found their way into our modern cultural contexts. Participants will also work collaboratively on materials for their courses and have access to the Center’s renowned library.

The Center for Hellenic Studies is a world-class research institute affiliated with Harvard University. Since its founding in 1962 as an “educational center... designed to rediscover the humanism of the Hellenic Greeks,” the Center has brought together people and resources in a variety of contexts to support the study of Hellenic civilization. In 2006 the Center was awarded the Onassis International Prize for its ongoing commitment to the promotion of Hellenic studies throughout the world.

PARTICIPANTS IN THE ANCIENT GREECE IN THE MODERN COLLEGE CLASSROOM SEMINAR

Donna Allegro
Assistant Professor of Language and Fine Arts
Gwynedd-Mercy College (PA)

John Countryman
Associate Professor of Theater
Berry College (GA)

Angela DiPace
Associate Professor of English
Sacred Heart University (CT)

Nasswan Dossabhoy
Professor of Business
Endicott College (MA)

John Elia
Assistant Professor of Philosophy and Religion
Wilson College (PA)

Winter Elliott
Assistant Professor of Humanities
Brenau University (GA)

Richard Erable
Associate Professor of English
Franklin College (IN)

Sally Fischer
Professor of Philosophy
Warren Wilson College (NC)

Pamela Gurney
Visiting Assistant Professor of English
Walsh University (OH)

James Harrigan
Assistant Professor of Political Science
Saint Vincent College (PA)

Andrew Harvey
Associate Professor of English
Eastern Mennonite University (VA)

David Hunt
Associate Professor of Philosophy
Whittier College (CA)

David Hutto
Assistant Professor of English
Juniata College (PA)

John Jackson
Assistant Professor of Bible and Humanities
Milligan College (TN)

Timothy Kircher
Professor of History
Guilford College (NC)

David Kite
Associate Professor of Philosophy
Champlain College (VT)

Timothy Knowlton
Assistant Professor of Sociology and Anthropology
Berry College (GA)

John Philip Lomax
Professor of History
Ohio Northern University

Richard Magee
Assistant Professor of English
Sacred Heart University (CT)

Heather Morton
Assistant Professor of English
Centre College (KY)

Mark Peach
Professor of History
Southern Adventist University (TN)

Ann Pelelo
Associate Professor of Language and Literature
Clarke College (IA)

Scott Pike
Assistant Professor of Environmental and Earth Sciences
WIllamette University (OR)

Lillian Roland
Associate Professor of English
Lindsey Wilson College (KY)

Michael Russell
Assistant Professor of History
Kansas Wesleyan University (KS)

Sandra Sprayberry
Professor of English
Birmingham-Southern College (AL)

David Strain
Professor of English
University of the Ozarks (AR)

John David Tatter
Professor of English
Birmingham-Southern College (AL)
Vocation/Mission Program Enters Third Year

The third round of seminars on Presidential Vocation and Institutional Mission will start in the summer of 2007 with a new cohort of prospective presidents and their spouses. Nineteen participants have been selected for a program that returns to the Glendorn conference center in Pennsylvania in July and will continue through the 2007–2008 academic year. Eighteen spouses will also participate.

The participants, who were selected from a very accomplished group of nominees, comprise a diverse field with responsibilities in academic affairs, student life, advancement, enrollment management, legal affairs, institutional mission, and business affairs. Their participation in this Lilly Endowment-funded program will be facilitated by William Frame, CIC senior advisor and president emeritus of Augsburg College (MN), and Anne Frame; Joel Cunningham, vice chancellor (president) and professor of mathematics, and Trudy Cunningham, lecturer in mathematics and senior consultant for admission and advising, both at University of the South (TN); Mary Ann Dillon, president of Mount Aloysius College (PA); and Jake Schrum, president of Southwestern University (TX).

CIC Cosponsors Seminar on Civil War in Global Context

The Gilder Lehman Institute of American History and CIC will cosponsor the sixth annual seminar for history faculty members. The seminar on “The Civil War in Global Context” will be led by Thomas Bender, professor of history and director of the International Center for Advanced Studies at New York University, and will be held at New York University on June 24–30, 2007. Twelve CIC faculty members were selected from nearly 40 nominations. For those selected to participate, there is no expense for room, board, books, or the seminar program itself.

This seminar is designed to provide an opportunity for faculty members in history and related fields to strengthen their teaching and to recharge their intellectual batteries. While in New York, participants will have the opportunity to view documents pertaining to the Civil War and Reconstruction at the New-York Historical Society. Scheduled guest lecturers include historians Alice Fahs of the University of California, Irvine; Martha Hodes and Barbara Krauthamer of New York University; Mark Elliott of Wagner College (NY); and David Quigley of Boston College (MA).

2007 CIC/GILDER LEHRMAN INSTITUTE SEMINAR PARTICIPANTS

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
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<td>Sandra Baird</td>
<td>Director, Institute for Civic Engagement Burlington College (VT)</td>
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<td>Mark Barloon</td>
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<td>Tim Baumann</td>
<td>Associate Professor of Anthropology Missouri Valley College (MO)</td>
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<td>Lloyd Benson</td>
<td>Professor of History Furman University (SC)</td>
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<td>Daniel Byrne</td>
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<td>Thomas Kinney</td>
<td>Assistant Professor of History Bluefield College (VA)</td>
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<td>Lawrence McAndrews</td>
<td>Professor of History St. Norbert College (WI)</td>
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<tr>
<td>Lloyd Thompson</td>
<td>Professor of History Wiley College (TX)</td>
</tr>
<tr>
<td>Katheryn Tomasek</td>
<td>Associate Professor of History Wheaton College (MA)</td>
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The inaugural recipients of the American Graduate Fellowships are Daniel Berntson of Northwestern College (IA) and Adam Spry of Pacific Lutheran University (WA). These 2007 American Graduate Fellows will each receive awards of $50,000 for a year of graduate study, renewable for a second year. Berntson will pursue a doctoral degree in philosophy at Brown University and Spry has accepted an offer to study American literature at Columbia University.

The American Graduate Fellowships (AGF) program is designed to promote and support advanced study in the humanities by talented graduates of small and mid-sized, private liberal arts colleges and universities. In announcing the winners, CIC President Richard Ekman said, “These scholars, and indeed all of the finalists, are truly talented and include some of the most capable graduates of America’s smaller liberal arts colleges and universities.” The first annual AGF competition received applications from students at 53 different institutions across the nation. The applications were reviewed by a panel of distinguished humanities scholars, who selected a group of finalists representing eight different fields of graduate study. The full list of finalists is included on page 11.

Daniel Berntson, of Paullina, Iowa, graduated summa cum laude from Northwestern College in 2006 with a double major in philosophy and English literature. Raised and home-schooled on a farm in rural Iowa, he “has a first-class mind, is an extremely skilled and original interpreter of texts, and a gifted writer,” said philosophy professor Donald Wacome, Berntson’s academic advisor. Bernston received Northwestern’s selective Peale Scholarship for four years, was named to the academic dean’s list every semester during his enrollment, and conducted honors research in English literature and philosophy. In addition, he was president of Sigma Tau fraternity in 2006, held an internship at the National Endowment for the Humanities in Washington, DC in 2005, and was the opinion page editor of the school newspaper for two years.

Adam Spry of Whiterock, New Mexico grew up on the isolated Flathead Indian Reservation. He used his love of writing and literature to propel himself through school and, against the odds, to college at Pacific Lutheran University (PLU). He graduated magna cum laude in May 2007 with a double major in English and art. Spry received PLU’s academic scholarship for four years, was named to the dean’s list every semester, and did a summer internship at the Santa Fe Contemporary Art Museum in the art research and education department. “Adam Spry understands the power of literature and language,” says PLU provost Patricia Killen, adding that, “He is precisely the kind of graduate PLU wants to send out into the world, a young adult with the intellectual capacity, personal commitment, and capaciousness of heart that allow one to make a real difference in the lives of others.” Spry’s doctoral work will focus on American literature of the 20th century, with a special emphasis on Native American literature. He hopes to work with tribal colleges to help expand the study of literature among Native Americans.

Other finalists will pursue graduate work at such distinguished universities as Vanderbilt, Northwestern, and University of Chicago.

Karl Kroener, Mellon Professor in the Humanities at Columbia, lauded the AGF program for “doing about the most valuable work I can think of in graduate education.”

“The AGF program is doing about the most valuable work I can think of in graduate education.”

—Karl Kroener, Mellon Professor in the Humanities, Columbia University

(continued on page 11)
Teams to Explore Innovative Approaches to Language Learning

Seven campus teams participating in CIC’s new Network for Effective Language Learning (neLL) will meet for the first time this summer to explore innovative approaches to foreign language learning. Each participating institution will send a four-member team to the week-long meeting, being held at Drake University (IA) on July 9–13.

Participants will leave the summer meeting with ideas about how they can invigorate their current offerings, add additional languages to the curriculum, and generate student interest in foreign language study. In addition, the newly created alliance of institutions will host consultants on campus during the 2007–2008 academic year and participate in an ongoing eCommunity that will share best practices and language-learning resources.

CIC initiated neLL to address the current undergraduate foreign language learning crisis. Language programs at many colleges are languishing, with too few students achieving meaningful proficiency in a foreign language and with critical languages such as Chinese, Japanese, and Arabic finding their way onto too few campuses. neLL will introduce institutions to learner-centered approaches to language learning and cultural proficiency, as modeled in the Drake University Language Acquisition Program (DULAP).

The Modern Language Association’s Ad Hoc Committee on Foreign Languages has recognized the current crisis and advocated an approach to language learning that is in keeping with the basic principles of neLL, but some foreign language experts have voiced concern about the new CIC program. These criticisms have been in response to NELL’s shift away from the traditional emphasis on literature. NELL instead promotes preparing students who have a wide range of reasons for language study. Literature is just one component of a more broadly-defined view of cultural competence, and a reasonable degree of fluency is an attainable goal.

“CIC is glad to be on the leading edge of innovative language learning.... NELL offers a real future for language study at a wide array of colleges and universities.”

—Richard Ekman, President, CIC

CIC Announces New Opportunity to Assess Student Learning

CIC recently announced a new opportunity to assist member colleges and universities in the assessment of student learning on campus. Thanks to a generous grant of $545,714 from the Teagle Foundation, this initiative will enable faculty members and others to make greater use of assessment to improve teaching and learning. Although smaller, private colleges and universities are already among the leaders in the voluntary use of assessment of student learning, this new effort seeks to improve teaching and learning by developing best practices that can be readily shared among CIC colleges and universities.

The key to this initiative is the Collegiate Learning Assessment (CLA), one of the first testing instruments that measures student learning directly. The CLA captures the “value-added” contribution of the institution to student learning in such areas as critical thinking, analytic reasoning, and written communication. Over the past five years, CIC has collaborated with the Council for Aid to Education (CAE), the developer of the CLA instrument, first in a pilot project that included independent colleges and universities, then during the early years of public participation in the CLA, and more recently in a 33-institution consortium of CIC institutions. The consortium participants are now in the second year of their three-year project.

Building on the successes of the current CIC/CLA Consortium, this new phase of CIC’s assessment activities will help both continuing and new Consortium members pioneer more nuanced approaches to outcomes assessment. Institutions
American Graduate Fellowships can be used to support doctoral study at any of 23 leading private research institutions in the U.S., Great Britain, and Ireland.

**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, Yale University.

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

The eligible fields of graduate study include history, philosophy, literature and languages, and fine arts. Guidelines and application forms for the 2007–2008 competition are available at www.cic.edu/projects_services/grants/americangrad.asp. The application deadline is October 15, 2007 for graduate study beginning in fall 2008.

Graduate plans are still pending for finalists Eryn M. Bates, William Jewell College (MO); Dominique Gunst, University of Richmond (VA); and Maria LaFary, Hanover College (IN).

**AMERICAN GRADUATE FELLOWSHIP FINALISTS**

Christopher Adams, Vassar College (NY), will study classics at the University of California at Berkeley

Maggie Fromm, Claremont McKenna College (CA), will pursue a degree in medieval and renaissance studies at the University of Maryland, College Park

Jillian Graham, Gettysburg College (PA), will pursue a master of arts in English language and literature at the University of Virginia

Laura Oman, Hamilton College (NY), will pursue a master’s degree in humanities at the University of Chicago

Erica Rhodes, Juniata College (PA), will study American history at Vanderbilt University

Alisa Sánchez, Carleton College (MN), will study rhetoric at the University of California at Berkeley

Christopher Shirley, Lake Forest College (IL), will study English at Northwestern University

Joel Wright, Bard College (NY), will pursue a master’s degree in humanities at the University of Chicago

Jeffrey Zamostny, McDaniel College (MD), will study Spanish at the University of Kentucky.

For additional information about the next phase of CIC’s work with the CLA, contact CIC Director of Research Hal Hartley at bhartley@icic.nche.edu or (202) 466-7230.
In recent months, CIC institutions have performed extraordinarily well in national competitions. “We are pleased that so many CIC institutions have achieved national recognition—this acknowledgement proves the strength of our institutions and reinforces the key message that small colleges can excel in national competitions against other kinds of institutions,” said CIC President Richard Ekman.

**Phi Beta Kappa.** Six institutions were recently granted chapters by Phi Beta Kappa, and two are CIC members, Washington College (MD) and Xavier University (OH). Phi Beta Kappa is the nation’s oldest and most widely known academic honor society. This distinguished academic honor recognizes excellence in higher education, and has been granted to only 10 percent of the nation’s institutions of higher learning.

**Frye Leadership Institute.** Nine faculty members and administrators from CIC institutions have been selected for participation in the prestigious 2007 Frye Leadership Institute. They are among 46 total participants who will attend the intensive, two-week residential program at Emory University (GA) in June. The Institute is cosponsored by EDUCAUSE and the Council on Library and Information Resources. Participants will have the opportunity to explore and analyze leadership challenges in higher education and interact with leaders in the field. Selected CIC participants include: Megan Fitch of Kenyon College (OH), Scott Hamlin of Wheaton College (MA), Jeff Overholzer of Washington and Lee University (VA), Barbara Pittman of Mercyhurst College (PA), Doug Ruschman of Xavier University (OH), Michael Spalti of Willamette University (OR), Thomas Steffes of Earlham College (IN), Eric Williams-Bergen of St. Lawrence University (NY), and Lily Zhang of Randolph-Macon College (VA).

**AIR Fellowships.** The Association for Institutional Research (AIR) recently announced recipients of the first fellowship awards for graduate study that will lead to, or advance, a career in institutional research. Ten of the 31 recipients are employed by CIC member institutions. Three out of four applicants from CIC members were accepted, while only one in five applicants from non-CIC institutions were successful.

Fellows from CIC institutions include: Cory Clasemann, University of Indianapolis (IN); James Eckles, Rhodes College (TN); Mary Geise, The University of Findlay (OH); Toni Holbrook, Rollins College (FL); Ann Lehman, St. Bonaventure University (NY); Eric Lovik, Clearwater Christian College (FL); David Mahan, Bellarmine University (KY); Sean Simone, Maryland Independent College and University Association; Robert Sweatman, Illinois College; and Kathryn Yerkes, University of Scranton (PA).

The AIR/NCES Graduate Fellowship carries a maximum award of $10,000 annually for full-time graduate study, or $3,000 for a year of part-time study. Awards are renewable for up to three years. Persons currently serving in institutional research were encouraged to apply.

This initiative, funded by the U.S. Department of Education’s National Center for Education Statistics, aims to increase the level of expertise of institutional research officers across the country and improve the quality of data they produce.

**President’s Honor Roll.** Three CIC institutions—Stonehill College (MA), Chaminade University of Honolulu (HI), and Otterbein College (OH)—were among the finalists for President Bush’s Higher Education Community Service Honor Roll. The national program recognizes the contributions that college students are making within their local communities and across the country through volunteer service.

**USA Today’s College Academic Team.** Eckerd College (FL) student Ashley Rhodes-Courter was among the 20 students selected for USA Today’s 2007 All-USA College Academic Team.

**Leadership of National Organizations.** University of Richmond (VA) librarian James Rettig has been elected president of the American Library Association (ALA) and will begin his service in 2008. Rettig is the first president of the ALA since 1954 to be based at a small, liberal arts institution.

Mary Ann Coughlin, professor of research and statistics at Springfield College (MA), became president of the Association for Institutional Research (AIR) in June. Coughlin is the first president of AIR from a smaller, private college.

**Swarthmore College** (PA) professor of biology Amy Cheng Vollmer will assume the presidency in June 2007 of the Waksman Foundation for Microbiology, which supports the education and training of young scientists, development of microbiological science in developing countries, and programs to improve K-12 science teaching and science reporting in the media. The foundation will be headquartered at Swarthmore.
In 2003, CIC invited a small group of college and university presidents as well as business executives to discuss the importance of the liberal arts for business. Last month, CIC hosted a follow-up conversation—this time involving faculty members responsible for business programs in independent colleges—to focus particularly on the ways in which undergraduate education can create connections between the liberal arts and business (see story, page 1). A publication about the symposium is forthcoming in the fall. In addition, CIC Senior Advisor David Paris and some symposium participants will be discussing their programs and the symposium at the Institute for Chief Academic and Financial Officers in the fall.

The most striking theme was one of integration—blending liberal arts and business content in ways that almost certainly distinguish independent institutions from their larger and public counterparts. Birmingham-Southern College (AL), for example, has created a gateway course for all business majors, “Foundations of Business Thought,” that uses readings from Thomas Aquinas, Gandhi, Mark Twain, Plato, and Aristotle. One key effect is to reduce the possibility that students will erect mental divides between their professional field and the general education curriculum.

Other institutions build the bridge in the senior year. Albertson College (ID) offers a newly created, year-long “Senior Capstone” course on management, which draws upon the total educational program of business courses, each of which contains ethics, writing, leadership, and international perspectives as well as required internships and courses outside of the business department. Ursinus College’s (PA) business program requires a “capstone” course that includes an independent research project, thus continuing broader institutional goals of inquiry and connections to the economics curriculum. Augustana College (IL), with a similar campus-wide Student Inquiry requirement, is asking students for a culminating experience that includes reflection on the multiple components of the entire program as well as an exploration of how the project will contribute to the common good.

Ripon College (WI) in 1995 created an interdisciplinary business major, with economics courses at the core but including a range of courses from communication, psychology, philosophy, sociology, and mathematics. The program’s overall emphasis is on leadership, entrepreneurship, and social responsibility. Importantly, Ripon also allows a self-designed option for students who wish to complement a business major with significant work in another field, thus leading to foci such as museum management or environmental administration. Students are able to gain credit, with the business major, for service-learning experiences as well as internships.

A frequent thread in these business programs is the infusion of ethics. College of St. Catherine (MN) faculty members have prepared 25 cases, which include teaching notes and background materials, that their colleagues can integrate into business courses. The accounting faculty at Emory & Henry College (VA) is developing an ethical inquiry course. Sweet Briar College (VA), building on a limited set of courses leading to a Certificate in Business Management, began a full-fledged major in 2003 that has already become the college’s largest major. One new feature included in this new program is a set of five required short courses in business ethics. Each is matched to one of the five required core business courses, runs for eight consecutive weeks, and uses both case studies and readings.

One institution has established an integrative program with a strong business emphasis—but without a business major. Hanover College (IN) recently had a business major, but in 2004 the college started a Center for Business Preparation (CPB), which has become the largest academic program on campus. Students admitted to the program must major in a liberal arts discipline; but the CPB includes a core curriculum of business courses, a project-based internship customized to the student’s major, an electronic Career Portfolio, and workshops addressing career skills such as interviewing, networking, and professional etiquette.

And—to circle back to the initial item on a business gateway course with heavy doses of the liberal arts—a number of institutions use business content and faculty members as both gateways and complementary activities for non-business students. There are several instances of business faculty members teaching in liberal arts core programs; at Franklin Pierce University (NH), for example, one of the core courses is titled “The Challenge of Business in Society.” In addition, the university’s Students In Free Enterprise program involves students from all majors working in teams with faculty mentors in outreach programs that teach students market economics, entrepreneurship, personal financial skills, and business ethics.
Environmental Leadership

Nearly 300 college and university presidents, including many from CIC institutions, have signed the American College and University Presidents Climate Commitment, a nationwide commitment by college and university leaders to reach climate neutrality in their institutions’ curricula and operations. The Commitment recognizes the unique responsibility of higher education institutions in climate change. Presidents who sign the Commitment have agreed to bold action steps that their institutions will take to reduce greenhouse gas emissions. They also acknowledge a need to reduce the global emission of greenhouse gases by 80 percent by mid-century at the latest in order to avert the worst effects of global warming.

Chapman University (CA) opened Marion Knott Studios, a $41 million film and broadcast studio housing stages for cinematography, broadcast journalism, television, Dolby surround sound mixing, and a green screen. The heart of the building is a 500-seat cinema, which includes both digital cinema and 35-mm projection.

Monmouth University (NJ) and Oberlin College (OH) were among eight winners in “Chill Out: Campus Solutions to Global Warming,” an environmental contest sponsored by the National Wildlife Federation (NWF). Both institutions won for implementing practical measures to counter global warming. Monmouth’s accomplishments included completing the largest solar panel installation east of the Mississippi, then offering a computer station that shows energy conservation data in “real time” from the panels. Oberlin developed an automated monitoring system and website that gathers, processes, and displays data on energy and water use in dormitories. The goal is to use real-time data to motivate and empower students to conserve resources. Initial estimates show Oberlin will save $66,000 per year in electricity costs. A multimedia broadcast promoting the winners—which included a message from Al Gore as well as a global warming panel discussion—was hosted by more than 70 colleges and universities nationwide. The broadcast is available online at www.fc-tv.com/clients/nwf/portal.asp.

Several other CIC institutions continue to enact energy saving measures on their campuses. LaGrange College (GA) is installing new lighting, air conditioning, and energy management controls on campus that will result in significant

College (AZ), Rosemont College (PA), Juniata College (PA), Antioch College (OH), Sweet Briar College (VA), Mount St. Mary’s University (MD), Alaska Pacific University, Warren Wilson College (NC), Birmingham-Southern College (AL), Centre College (KY), Washington and Lee University (VA), Drury University (MO), Furman University (SC), St. Lawrence University (NY), University of Puget Sound (WA), Berea College (KY), and Unity College (ME). Those leading the Commitment hope to have at least 1,000 participating institutions by December 2009.
energy conservation (the annual equivalent of 178 acres of trees planted and 55,973 gallons of gasoline saved) and $4 million in cost savings. **Green Mountain College** (VT) will purchase more than half its electricity from a local “green” power source (the equivalent of removing 758 cars from use per year). **Central College** (IA) is converting entirely to electric/hybrid campus cars to increase fuel efficiency and reduce emissions. And **Mercyhurst College** (PA) will implement an annual $15-per-student Green Energy Fee (initiated at the request of the students) to support sustainable initiatives on campus.

**Furman University** (SC) will serve as the location for a 2008 Southern Living Showcase Home that will model “green” design, renewable energy, and operating efficiency. The showcase home will be open for public tours for one year and is expected to draw as many as 30,000 visitors from around the nation. Afterwards, the home will be used for the university’s Center for Sustainability, which will provide office and meeting space for a growing array of sustainability initiatives.

**First Tee Scholars Program**

**Georgetown College** (KY) graduates its inaugural class from the First Tee Scholars Program. The Scholars Program—begun by Georgetown in 2001 and now adopted by 28 colleges around the country—provides full college scholarships to high school seniors in a program that involves young children (especially those from economically disadvantaged areas) in golf in order to build character and life values. Georgetown and the inaugural graduates have recently received significant media coverage, including articles in both the Louisville Courier-Journal and Golfweek magazine.

**Anti-Gerrymandering Software**

**University of Puget Sound** (WA) has discovered a way to end gerrymandering—the practice of unfairly manipulating voting district boundaries to serve political interests. Computer science professor Randy Bentson and student Walker Lindley have created algorithmic computer software that analyzes state voting districts by measuring the Gerrymander Factor (GF). Through calculating and ranking the GFs of individual districts, voting precinct boundaries can be digitally drawn based on scores favoring fair voting standards, yielding a democratic blueprint for an entire state’s voting map. Final refinement of the software is still underway with hopes to debut it to voting officials in the near future.

**International Activities**

**Westminster College** (MO) held its first Symposium on Democracy, which focused on the Middle East and prospects for democracy in the region. The symposium featured a panel of Westminster students from Middle Eastern countries and panels of Middle East authorities and faculty. The keynote speakers were U.S. Army Lieutenant General David Petraeus—previously responsible for training Iraqi security forces in Iraq—and documentary filmmaker Jehane Noujaim—who directed the controversial documentary “Control Room,” about the Arabic news station Al Jazeera. The panel of Westminster students from the Middle East drew standing room-only crowds. Based on the event’s success, the university already has plans for a second symposium in fall 2007.

**Loras College** (IA) has initiated the International Voyage Program, a teaching program about the international community that educates local middle and elementary school students. More than 20 Loras students, including students from Nepal, Columbia, Russia, Botswana, Peru, and Hong Kong, are involved in the program. The Loras students visit the middle and elementary schools, teaching the younger students about their home countries’ geography, traditions, music, clothing, foods, and language; and they present the younger students with flags and educational materials.

**Shenandoah University** (VA) sent approximately 70 students and employees to six countries during spring break as part of a special study abroad scholarship program, known as the Global Citizenship Project (GCP). Participants apply to GCP by submitting essays explaining their personal and professional interests for travel and how they plan to share their GCP experiences on campus when they return. All expenses are paid by the university. This semester’s participants traveled to Thailand, Panama, Germany, Tanzania, Lithuania, and Singapore. Since its inception in 2005, the GCP has sponsored trips for 132 students and employees to ten countries.

**Augsburg College** (MN) computer science students test their programming skills with Artificial Intelligence Robot (AIBO) dogs. The sophisticated pet robots—priced at $1,500-$2,000 each—can be programmed with customized software built by the students, then tested (by having the dogs perform “tricks”) to measure the effectiveness of the programming. The AIBO dogs are funded by a grant from the National Science Foundation.
Creating Partnerships

Park University (MO) has partnered with Rave Wireless—the leading provider of college and university mobile phone programs—and Sprint—the nationwide cellular phone company—to provide mobile phones for the entire campus community. The new phones will include several cutting-edge features: academic interaction (faculty members can use the phones for “mobile learning applications” in their curricula, providing students with real-time in-class assessments); academic information (students receive 24/7 up-to-the-minute information about assignments, exams, and class schedules, as well as access to email and the school directory); and enhanced safety (the mobile phones can be used as personal safety devices monitored by the campus police through global positioning system technology). Additionally, thanks to the new partnership, Park University international students can now almost instantly obtain a cell phone, whereas historically they have waited long periods to obtain their own cell phones.

Wilkes University (PA) and King’s College (PA) have partnered with Barnes & Noble to open a joint bookstore in downtown Wilkes-Barre. The Wilkes-King’s Barnes & Noble is a 20,000-square-foot store with two levels—a lower level with the textbook and supply store for both Wilkes and King’s, and a ground level with the traditional Barnes & Noble offerings (including a Starbucks café) plus a “Spirit Shop” that sells Wilkes and King’s apparel and other university items. This is the first Barnes & Noble store that is a joint venture of two colleges.

Announcing New Programs

College of Notre Dame of Maryland plans to launch a school of pharmacy in fall 2008. Barry University’s (FL) Andreas School of Business will become the first assessment center in the U.S. for International Financial Reporting Standards (IFRS), the accounting rules standard used in most of the world and increasingly in the U.S.

Numerous CIC institutions have expanded their academic offerings with new degree programs. Missouri Baptist University will offer a bachelor of music in music business; Rockhurst University (MO) will launch a new major in sports science; Benedictine University (IL) has announced a new master’s of science in accounting; The Sage Colleges (NY) has announced doctor of nursing science and doctor of education in educational leadership degree programs; Albertson College of Idaho will offer a criminal studies minor; Manchester College (IN) has begun a new major in biotechnology; Eastern University (PA) has announced a Ph.D. in organizational leadership; Goshen College (IN) will offer a master’s in nursing; and Walsh University (OH) has announced a Ph.D. in physical therapy.

Announcing Gifts and Grants

Washington and Lee University (VA) received $100 million from an anonymous alumnus to be used for financial aid and professorships. The gift is the largest in the university’s history and one of the largest ever given to any liberal arts college.

University of Dubuque (IA) received a $22 million gift from alumnus Joseph Chlapaty and wife Linda for the construction of the Chlapaty Recreation and Wellness Center as well as for renovations to the Stoltz Sports Center. California Lutheran University received $5 million from Jim and Sue Swenson to enhance the university’s science facilities and assist research in molecular biology, neuroscience, and bioengineering. Rollins College’s (FL) Hamilton Holt School received $5 million to fund student scholarships, curriculum and faculty development, and

Campaign Success

The College of St. Catherine (MN) has completed Leadership in Mind, the largest fundraising campaign ever undertaken by any U.S. Catholic women’s college. The $86.4 million campaign raised funds for major academic initiatives, scholarships, and campus buildings; and earned the college an Excellence in Fundraising Award at the Association of Fundraising Professionals annual conference.

Mount Aloysius College (PA) announced the kick-off for the public phase of The Campaign for Mount Aloysius College, the first comprehensive fundraising campaign in the college’s history. The campaign has already had great success. Prior to the public phase, the campaign raised over $6.5 million towards its $7.5 million goal. Funds will be used for scholarship endowments, campus improvements, and academic and student programming.

Concordia College (MN) donated 240 computers to high school students in Ghana. The effort was led by alumnus Arday Ardayfio (right), a former resident of Ghana. Ardayfio and Concordia hope to donate additional computers as well as help establish regional education centers as computer training facilities.
an endowed faculty chair. **Union College** (TN) received $4.5 million to establish a preaching program. **Xavier University** (OH) received $3 million to benefit the Williams College of Business’ Center for Entrepreneurship. **University of the Ozarks** (AR) received $3 million from the Willard and Pat Walker Charitable Foundation to endow the university’s state-of-the-art Teacher Education and Communications Center.

Four Catholic CIC institutions in Pennsylvania—**Rosemont College**, **Marywood University**, **Chestnut Hill College**, and **Neumann College**—in partnership with the African Sisters Education Collaborative (ASEC), received a $2 million grant from the Conrad N. Hilton Foundation to manage a three-year pilot project to train and educate African nuns in leadership, management, and technology, enabling them to serve their underprivileged African communities. **Mount Holyoke College** (MA) and **Trinity College** (CT) received Centers of Excellence grants from the Andrew W. Mellon Foundation. Mount Holyoke received $2.5 million to create a program encouraging the combination of learning with engagement, and Trinity received $3 million to improve linkages between its urban and global programs.

**New and Expanded Facilities**

Two CIC institutions are making progress on fine arts facilities. **North Central College** (IL) is constructing the Wentz Concert Hall and Fine Arts Center, a $26.5 million, 57,000-square-foot facility meant to become the college’s (and the city of Naperville’s) premier fine arts complex. The facility will open in 2008 and include a 605-seat concert hall and choir loft, an art gallery, and black box theatre as well as classrooms, faculty offices, and a piano lab (construction progress may be viewed at [www.northcentralcollege.edu/watchusgrow](http://www.northcentralcollege.edu/watchusgrow)). **College of Saint Benedict** (MN) completed an $8.9 million expansion and renovation to the Benedicta Arts Center, which includes a black box theater, amphitheater, dance studio, rehearsal hall, and chamber ensemble room. The Benedicta Arts Center annually hosts 200 public events including the college-sponsored Fine Arts Series, the Minnesota Orchestra, plays, concerts, speakers’ series, and other college-produced offerings.

**University of Dubuque** (IA) has completed renovation and expansion of its University Science Center. The improved facility features a multi-level atrium for student gathering and studying and 21st-century laboratories with state-of-the-art equipment, ergonomic furnishings, and safety measures. The labs will be used for geology, zoology, general biology, cell/microbiology, chemistry, and nursing. The building improvements were partially funded through a $700,000 grant from the U.S. Department of Energy.

**Doane College** (NE) has built a new student commons area—a campus coffeehouse called the Common Grounds. Driven by student demand and led by the student congress president, the coffeehouse was created to provide a social space for faculty, staff, students, and the community.

**Virginia Tech Tragedy**

Numerous CIC institutions held candlelight ceremonies, prayer services, memorials, and fundraisers to remember and honor the victims of the Virginia Tech shootings in April. Additionally, to help ensure safety measures on their own campuses, many CIC institutions evaluated and strengthened their campus crises plans. **Bridgewater College** (VA) publicized its crisis plan summary to the college community. **Centenary College** (NJ) met with community members to discuss emergency practices and plans to adopt a new technology allowing for “blast” communication to all cell phones when an emergency occurs. And **Chowan University** (NC) issued a press release to the community outlining their continually proactive security measures, which include safety officers, escort services, a security department website, student key chains with emergency numbers, and resident assistants with safety gear for protecting students.

**Changing Status**

**Whitworth University** (WA), **Franklin Pierce University** (NH), and **Chatham University** (PA) recently changed their status from college to university.
CIC Makes the Case in the News

Two opinion pieces by CIC President Richard Ekman have been published in recent editions of University Business magazine: “Small Colleges: Tops in Training Scientists,” which touts the success of small colleges in addressing the shortage of U.S. scientists in the April 2007 edition; and “Assessing Assessment” in the June 2007 edition, which stresses the need for measuring learning outcomes while cautioning against a government-controlled testing regimen. Ekman also made a strong case for independent higher education in several media interviews, including the Kansas City Star, “Independent Thinking: Private Colleges Can Pay Off,” April 15, 2007; a taped WVTF Public Radio (Virginia NPR Affiliate) interview about Ferrum College’s (VA) fundraising campaign and the benefits of small private colleges, which aired on May 3, 2007; and a lengthy interview with representatives from Focus Reports, which is preparing a special supplement on American higher education that will run in International Business Daily (China’s version of the Wall Street Journal) in fall 2007. That interview focused specifically on the characteristics and contributions of the independent sector of higher education. The supplement will likely be titled “The USA: Prime Destination for Chinese Students.”

Making the Case Website Features Additional Resources and Material

Sections of CIC’s Making the Case website have been reorganized to make them more useful and user-friendly.

The Media Activity and Speeches and Addresses sections are now organized by subject matter (in addition to chronologically) to correspond with the six key messages in the data section of the website—namely, that independent colleges are affordable, accessible, provide personal attention, enable success, engender alumni satisfaction, and contribute to the public good. www.cic.edu/makingthecase/media_activity/index.asp and www.cic.edu/makingthecase/speeches_addresses/index.asp

The Key Messages and Data section now includes links to relevant news stories, op-ed pieces, letters to the editor, speeches, and other writings. For example, there are ten facts under “Financial Assistance” and below them are more than a dozen writings that relate to data about the wide variety of federal and state grants, institutional grants, work-study, and loans available to help students and families pay for college. www.cic.edu/makingthecase/data/affordable/financial/index.asp

As a result of these changes, campus officials who are working with the media, or writing a speech, op-ed, essay, or letter to the editor will be able to find not only data and charts but also examples of how others have used that data to help make the case for their institutions.

Staff News and Notes

Barbara Hetrick became CIC’s vice president for advancement in May. Previously she served as vice president for academic affairs and professor of sociology at Catawba College (NC) since 2003. She is very familiar with small colleges, having served as vice president for academic affairs at The College of Wooster (OH) from 1997 to 2002 and in a similar role at Hood College (MD) from 1985 to 1995. Hetrick also served as vice president of the Maryland Independent College and University Association. She is a graduate of Western Maryland College (now McDaniel College) and received her Ph.D. in sociology from the University of Maryland. In addition, Hetrick serves on the board of directors of the National Center for Higher Education Management Systems (NCHEMS), has been an American Council on Education (ACE) Fellow, helped to begin the Associated New American Colleges, served on the deans’ councils of the Annapolis Group and the Great Lakes Colleges Association, and was chair of the American Conference of Academic Deans. She replaces Frederik Ohles, who begins serving as the president of Nebraska Wesleyan University in July.

CIC’s new business manager is Kalpna Srimal, who joined the staff in March. She has served as controller of the American Foreign Service Association, a nonprofit membership organization in DC; as manager of budgets and financial analysis for the American Pharmacists Association, a large association also located in DC; and as an accountant for a variety of for-profit and nonprofit organizations, including—early in her career—George Washington University Medical Center. Srimal holds a bachelor of science degree from the University of Maryland, College Park; her major field was accounting. She replaces Melodie Davis, CIC’s business manager since July 2005. Davis recently married and moved to North Carolina.

Publications coordinator Lilia LaGesse also joined CIC in March. Previously, she was a designer for Miami University’s (OH) special collections library, as well as Northwestern University’s French and Italian departments and university
relations department. She came to CIC from CoStar Group in Columbia, Maryland, where she served as research analyst/news editor. LaGesse is also completing a master’s degree in publications design at the University of Baltimore. She received her undergraduate degree with a double major in art theory and practice and communication studies at Northwestern University in 2004. LaGesse replaces Sandra Faulkner, who is now a publications designer for a law firm in DC.

CIC congratulates Kim Farmer on her promotion to membership manager from conference coordinator. She is responsible for working with the staff and Board of Directors to recruit and retain members, manage CIC’s Tuition Exchange Program, and maintain the database. She replaces Erika Henderson, who had been at CIC since 2000 and became membership manager in 2001.

Other congratulations are due to August Adams, communications and web manager, who recently published a novel, National Dark roast Day. The novel was showcased by the Association of American Publishers (AAP) at the World Intellectual Property Day Celebration on Capitol Hill in April. More information on the novel is available at www.nationaldarkroastday.com.

CIC President Richard Ekman participated in Secretary Spellings’s Summit, “A Test of Leadership: Committing to Advance Postsecondary Education for All Americans,” on March 22; delivered the Betsy Curtright Kraus Endowed Lecture at Culver-Stockton College (MO) on April 24; and was the commencement speaker at Texas Lutheran University on May 12.

Director of Research Hal Hartley was recently named to a three-year term on the initial panel to review applications for the new AIR/NCES Graduate Fellowship for study in institutional research. The panel’s first meeting was in May 2007. Hartley also served as a session facilitator at the annual AIR Forum, held June 3–6, 2007 in Kansas City, Missouri.

Mary Ann Rehnke last year celebrated her 20th anniversary with CIC—she joined the staff in 1986 as director of conferences. In 1995, she was promoted to vice president for annual programs and in 2005 became vice president for programs. She has primary responsibility for the Institute for Chief Academic Officers, the New CAO Workshop, the CAO Spouses Program, the Presidents Institute Spouses Program, and the Department and Division Chairs Workshop.

From 1993 to 1995, she was associate dean of the college at Daemen College (NY). She also has been associate dean for faculty relations and academic programs at the College of St. Catherine (MN). Rehnke began her career as an English faculty member at Northern Kentucky University, where she later held the position of director of summer sessions.

Rehnke serves as a lay Eucharistic minister and a member of the pastoral care committee at Immanuel Church-on-the-Hill, an Episcopal congregation in Virginia. She is a Lay Cistercian of Holy Cross Abbey, a Catholic monastery in Virginia. She also travels frequently to her hometown of Faribault, Minnesota, to visit and care for relatives.
<table>
<thead>
<tr>
<th>Date</th>
<th>Conference</th>
<th>Location</th>
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<tbody>
<tr>
<td>June 5–7, 2007</td>
<td>Department Chair Workshop</td>
<td>Minneapolis/St. Paul, MN</td>
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<tr>
<td>June 8–10, 2007</td>
<td>Teachers for the 21st Century Meeting</td>
<td>Reston, VA</td>
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<td>June 24–30, 2007</td>
<td>CIC/Gilder Lehrman American History Seminar</td>
<td>New York, NY</td>
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<tr>
<td>July 9–13, 2007</td>
<td>Network for Effective Language Learning Meeting</td>
<td>Des Moines, IA</td>
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<tr>
<td>July 9–13, 2007</td>
<td>Ancient Greece in the Modern College Classroom Seminar</td>
<td>Washington, DC</td>
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<tr>
<td>July 15–18, 2007</td>
<td>Presidential Vocation and Institutional Mission Seminar for Prospective Presidents</td>
<td>Bradford, PA</td>
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<tr>
<td>October 4–6, 2007</td>
<td>Data and Decisions Workshop</td>
<td>Long Beach, CA</td>
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<tr>
<td>October 9, 2007</td>
<td>Foundation Conversation</td>
<td>New York, NY</td>
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<tr>
<td>November 3, 2007</td>
<td>Workshop for New Chief Academic Officers</td>
<td>Philadelphia, PA</td>
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<tr>
<td>November 3–6, 2007</td>
<td>Institute for Chief Academic Officers and Chief Financial Officers</td>
<td>Philadelphia, PA</td>
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<tr>
<td>January 3–4, 2008</td>
<td>New Presidents Program</td>
<td>Marco Island, FL</td>
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<tr>
<td>January 4–7, 2008</td>
<td>Presidents Institute</td>
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