CAO Institute to Explore Leading Change in Learning, Faculty, and Programs

Chief academic officers will explore “Leading Change in Learning, Faculty, and Programs” at the 36th annual Institute for Chief Academic Officers to be held November 1–4 in Seattle, Washington.

Student learning, the faculty, and the curriculum remain at the heart of the CAO’s work, but in today’s changing world, these arenas are expanding and evolving. The conference will provide numerous opportunities for CAOs to learn about effective and innovative approaches.

**Student Learning**—Sessions will explore topics such as addressing classroom incivilities to facilitate student success, options in assessment of student learning, assessment of information literacy in libraries, and helicopter parents and the chief academic officer.

**Faculty**—To enhance CAOs’ work with the faculty, sessions will focus on the new generation of faculty members, motivating faculty members to engage in the scholarship of teaching, developing leadership skills of department chairs, and governance of programs and the curriculum.

**Programs**—Several sessions will explore the programs and activities for which the CAO is responsible or is engaged in beyond the traditional curriculum, including campus work on sustainability, athletics, the future of nursing education, graduate education, academic freedom, and the collegial campus.

(continued on page 5)
Beyond helping students acquire specific facts of history, biology, or sociology, college and university faculty members often emphasize that their goal is to teach students the broad principles and axioms of their fields of study and the skills needed for future learning. When most successful, the results of this approach are college graduates whose education has equipped them to think creatively, solve problems, extrapolate from a limited set of facts to larger conclusions, and move effortlessly between the concrete and the abstract.

The reality of undergraduate instruction, however, is that only some students fulfill their teachers’ fondest hopes while others are left with an imperfect grasp of what was taught. A generation or two ago, many believed that students should be blamed for not studying hard enough. Then we began to fault the passive and often dull pedagogy of large lecture halls. More recently, blame has come to rest on the flexible and informal seminar pedagogy that prevails on many campuses for failing to hold firm to standards of student performance. Most recently, we seem to disparage technology (software programs for instruction are too rigid; “Googling” is not the same as serious research; nobody learns to think independently when social networks make collaborative behavior so easy). And then there is cost: a large lecture is inexpensive (once you’ve paid to heat the room); the bells and whistles of some computer-based instruction are very expensive; seminars, with low student-faculty ratios, are always expensive.

Maybe the time has come to reconsider some of the fashionable stereotypes about innovative and successful teaching.

First, I hope most will agree that college graduates should demonstrate that they can learn successfully in a variety of formats of instruction: lecture, seminar, independent study, internship, guided research, and online course. In other words, lectures aren’t inherently bad, and seminars aren’t inherently good. An education that is received entirely through one mode of instruction is too limited and does not prepare a student for the many ways in which information is received and must be presented in the post-graduation world.

Less readily recognized is a second truism: the most effective forms of instruction are sometimes inexpensive and the least effective are sometimes very expensive. We are all familiar with courses that use internet-based exercises for students in which the online material is simply a static textbook to be consulted and read online. Except for faster searching, the technology’s capability is not exploited for any of its distinctive features—dynamic capabilities for simulation or modeling, use of images (especially moving images), sound mixed with text, or graphical representation of complex data. A student learns little in these courses that couldn’t be learned equally well from a printed book.

A third assertion flies in the face of the trendiest pedagogy: facts are not the enemy of true learning. While an understanding of principles and concepts may be the goal, the pathway to the goal inevitably goes through a blizzard of facts. One college history course with which I’m familiar requires students to read an entire textbook in the first two weeks, then to take a short-answer test of 200 questions (120 correct answers is passing). The test and scores are then discarded and the real business of the course...
begins. A professor of English I know makes students memorize poetry—not because memorization is the goal but because a residue of remembered poems in students’ minds makes possible the discussion of more interesting questions.

More controversial are the arguments for and against part-time study. Here’s an old claim: part-time study is cheating. As part-time students became a large presence on many college campuses, some full-time students objected that the part-timers had an unfair advantage: they could focus on only one or two courses at a time, not four or five as full-time students did, so of course the part-timers would do better on final exams. This reaction by full-time students was surprisingly uncharitable, oblivious to the family and employment responsibilities that many part-time students also carry, but the point is plausible. If the goal of college is not to master facts but to develop a student’s ability to think or to embrace principles that can be applied subsequently, one could argue that all students should be asked to balance the same quantity of material.

But here’s another, contradictory view: part-time study isn’t cheating. Once facility with a new mode of thought, discipline, or sensibility to a body of knowledge enters the brain, it doesn’t take up much space or displace other knowledge. Full-time students are not at a disadvantage. Perhaps Howard Gardner’s “five minds,” articulated so well in his 2008 Presidents Institute keynote speech, should allow for a sixth mind: the ability to learn a new mode of thought without displacing other knowledge in a crowded brain.

Then there is the belief that experiential education works only in some fields. It was graduate programs in the applied social sciences that first used internships and on-the-job experience as techniques to make the abstract study of such professional fields as social work and teaching more effective. Soon undergraduate programs in the social and natural sciences began to use these techniques to good advantage—for example, biology majors work in commercial labs and political science majors intern in political campaigns. Internships and other forms of experiential education are now pervasive in undergraduate education. While the humanities lag in their use of the technique, good examples suggest that more can be done to make these theoretical fields of study more meaningful in students’ lives. In undergraduate instruction, small colleges have led the way in the development and use of community-based, experiential education.

Equally pervasive in recent years have been undergraduate research opportunities that allow students to work closely with faculty members on genuine research projects. The assertion: undergraduates can be just as effective as graduate students as research partners of faculty members. This model has been so well demonstrated on many small college campuses, that some enterprising deans have used this counterintuitive truth to attract to campus superbly qualified new faculty members who might otherwise have considered only positions at research universities.

And finally, what about teachers who are sticklers for precision and details? The small-college science teacher who is flexible about the due date for a lab report is not reflecting the distinctive values of small colleges in ways that will ultimately help the student. If a chemistry major cannot meet a deadline or produce lab results that are precise, he or she will not do well as a “bench chemist” employee in the chemical industry any more than as a PhD student. Precision does matter.

It was notable that the recently televised National Spelling Bee showed the finalists, mainly 12-year olds, trying to remember how to spell impossibly difficult words by using the finger of one hand to write the word on the palm of the other hand before answering. Clearly, these children had learned their immense vocabularies by writing down words, copied from very large dictionaries, and reviewing them repeatedly. Perhaps these students will be the superstars of their college classes in a few years precisely because they have learned to store and call up large quantities of detail.

How should we describe what we expect students to know by the time they graduate? Some earlier societies organized their collections of knowledge by making a distinction between realia and theoria, real things and theories, or facts and concepts. Concepts, they recognized, were more likely to change, whereas realia consisted of bedrock knowledge.

People do learn in a variety of ways. Honoring the different modes of learning is an important responsibility of colleges and universities. But that shouldn’t change our standards of what graduates are expected to know. We deceive ourselves if we permit our continuous search for more effective pedagogies to modify what should be the enduring goals of a college education. Of course the goals will change—very slowly, unconsciously, and over long periods of time. The comparative volatility of popular pedagogies ought to be more susceptible to conscious choice.
2009 Presidents Institute
Investing in the Future: Students, Institutions, and the Public Good

The thoughtful perspectives of speakers who will address CIC’s 2009 Presidents Institute promise a valuable experience for participants in the January 4–7, 2009, event at the Hyatt Regency Coconut Point in Bonita Springs, Florida. Featured speakers include Henry Louis Gates, Jr., Alphonse Fletcher University Professor and director of the W.E.B. Du Bois Institute for African and African American Research at Harvard University; Paul H. O’Neill, former Secretary of the U.S. Treasury and chairman and chief executive of Alcoa; Shirley Ann Jackson, president of Rensselaer Polytechnic Institute; Molly Corbett Broad, president of the American Council on Education; and George D. Kuh, Chancellor’s Professor of Higher Education and director of the Center for Postsecondary Research at Indiana University.

The theme of the Institute is “Investing in the Future: Students, Institutions, and the Public Good.” Among the issues to be explored during the meeting are the new economic conditions that are challenging the traditional view of American higher education as a wise investment in the future, both for the individual and for society as a whole. Tighter student loan markets, lower returns on endowments, increasingly prescriptive donors, and higher operating costs are stimulating innovative ideas to secure the future of private higher education. A new generation of college students reflects a wide diversity of backgrounds and invites fresh approaches in teaching, educational support, and student services. For college and university presidents, the exercise of leadership calls for new strategies for finding, investing, and deploying scarce resources.

How can presidents make the case to anxious students and parents that an education at an independent college or university is a worthwhile investment? What arguments will persuade cautious donors that investing in independent higher education leads both to greater success by individual students and to a broader public good? What strategies can presidents employ to bolster endowment returns and strengthen facilities? CIC’s 2009 Presidents Institute will examine these and other critical questions by drawing on the practical successes of CIC college and university presidents and by considering the perspectives of other experts who take a broad look at the trajectory of the higher education enterprise.

In addition, the Institute will continue to feature practical presentations and discussions on the range of issues perennially topping the list of presidential responsibilities, from board relations to fundraising to cost and price. The Institute also will include a full Spouses program and the New Presidents Program held on January 3–4. Complete registration information is available at www.cic.edu/presidentsinstitute.

2009 PRESIDENTS INSTITUTE FEATURED SPEAKERS

Henry Louis Gates, Jr. is Alphonse Fletcher University Professor and director of the W.E.B. Du Bois Institute for African and African American Research at Harvard University, the author of numerous books and publications, and producer of the 2008 sequel to his acclaimed PBS documentary, “African American Lives.” Gates will give the opening keynote address on “The Role of Higher Education in Fostering a Diverse and Civil Society” on Sunday, January 4.


The Honorable Shirley Ann Jackson is president of Rensselaer Polytechnic Institute and former chair of the U.S. Nuclear Regulatory Commission. She was a theoretical physicist at AT&T Bell Laboratories and is the 2007 recipient of the prestigious Vannevar Bush Award for “a lifetime of achievements in scientific research, education, and senior statesman-like contributions to public policy.” Jackson will explore the topic “Investing in the Future of Science Education” on Tuesday, January 6.

Molly Corbett Broad and George D. Kuh together will address “Investing in Student Success and the Public Good: Ensuring the Future of American Private Higher Education” at the closing plenary on Wednesday, January 7. Broad is president of the American Council on Education, a position she assumed in May 2008, and was president of the University of North Carolina system from 1997 to 2006. Kuh is Chancellor’s Professor of Higher Education and director of the Center for Postsecondary Research at Indiana University and author of Piecing Together the Student Success Puzzle: Research, Propositions, and Recommendations.
Leading Change in Learning, Faculty, and Programs

The keynote address will be delivered by Vincent Tinto, Distinguished University Professor in the School of Education at Syracuse University and senior scholar of the Pell Institute for the Study of Opportunity in Higher Education. This spring he completed work as visiting scholar at the Carnegie Foundation for the Advancement of Teaching. A frequent conference speaker, he is the author of Student Retention and Graduation: Facing the Truth, Living with the Consequences (2004) and numerous books and articles about access, retention, persistence, student success, and learning communities. In his address at the CAO Institute, titled “Access Without Support Is Not Opportunity,” Tinto will share the results of his recent national study of learning communities for academically underprepared students in two- and four-year institutions. His research amply demonstrates how academic and social support connected to the classroom can enhance student success.

Other plenary speakers include:

Ann E. Austin, Dr. Mildred B. Erickson Distinguished Chair in Higher, Adult, and Lifelong Education (HALE) at Michigan State University. She is coauthor of Rethinking Faculty Work: Higher Education’s Strategic Imperative (2007). She was a Fulbright Fellow in South Africa and she is currently co-principal investigator of the Center for the Integration of Research, Teaching, and Learning, a five-year National Science Foundation-funded center focused on improving postsecondary teaching and learning in science, technology, engineering, and mathematics. In her CAO Institute presentation, “Rethinking Faculty Work,” Austin will discuss her research on the faculty, helping CAOs to understand the significant changes occurring in characteristics of faculty members, types of faculty appointments, and the nature of faculty work.

Kwame Anthony Appiah, Laurance S. Rockefeller University Professor of Philosophy and the University Center for Human Values at Princeton University. He formerly was Charles H. Carswell Professor of Afro-American Studies and of Philosophy at Harvard University. Appiah has published widely in African and African-American literary and cultural studies including Experiments in Ethics (2008) and Cosmopolitanism: Ethics in a World of Strangers (2006), which received the Arthur Ross Book Award of the Council on Foreign Relations. Appiah’s address to chief academic officers on “Cosmopolitan Education” will explore the question: Is it our economic or ecological or cultural or political interdependence that raises the most challenges for higher education? Appiah will argue that each of these forms of interdependence requires us to prepare students in new ways for an ever-changing world and that old traditions of thought about global citizenship provide the right starting point.

Sharon Daloz Parks, director of Leadership for the New Commons, an initiative of the Whidbey Institute in Clinton, Washington. She is the author of Leadership Can Be Taught: A Bold Approach for a Complex World (2005) and Big Questions, Worthy Dreams: Mentoring Young Adults in Their Search for Meaning, Purpose, and Faith (2000), among other works. Earlier in her career she served for more than 16 years in faculty and research positions in leadership and ethics at Harvard University in the Schools of Divinity, Business, and the Kennedy School of Government. Parks currently teaches in the Executive Leadership Program of Seattle University. She is a past recipient of the CIC Academic Leadership Award. In her closing plenary address, Parks will explore the role of CAOs in leading their institutions in a complex world. What does the art of adaptive leadership require in this time of peril and promise—for emerging adults, our colleges and universities, and our society and world?

A workshop on “Implementing a Strategic Plan and Budget” will be led by Kent John Chabotar, president of Guilford College (NC) and faculty member with the Harvard Institutes of Higher Education and the Getty Leadership Institute as well as author of Strategic Finance: Planning and Budgeting for Board, Chief Executives, and Finance Officers (2007). The workshop builds on the highly rated strategic budgeting workshop that he presented at the 2007 CAO Institute.

New chief academic officers are encouraged to register for the day-long New CAO Workshop led by experienced colleagues on Saturday, November 1. A mentor program, the Budget Fundamentals Workshop, and a session on preventive law are conference elements designed to assist new CAOs.

Registration materials are available on the CIC website at www.cic.edu/conferences_events/caos/2008.asp.
Transforming the College Library

A year after attending a CIC Transformation of the College Library Workshop, a library director of one of the participating institutions wrote that “we are in exciting times. Faculty members are more aware of information literacy as they work to revise syllabi to incorporate critical thinking objectives in all of their courses (and information literacy in some). Library and information technology staff members are more keenly aware of the student learning objectives that we can and should be meeting together, and we’re happily planning for a Learning Commons. So the workshop was crucial to us.”

The Transformation of the College Library Workshops focused on information literacy as a means of transforming the institutional impact of college and university libraries. According to Scott Bennett, workshop co-director and Yale University Librarian Emeritus, “Information literacy fosters student skills in recognizing when and what kind of information is needed, locating the information, ensuring its validity, and using it effectively and in ethically appropriate ways. Information-literate persons understand the social contexts of information and are strongly disposed toward life-long learning.” The workshops, he said, demonstrated the power of collaboration between faculty members and librarians to advance these skills. “The successful promotion of institution-wide programs of information literacy often occurs when an institution is reshaping its first-year or core programs. The strong interest of accrediting agencies in information literacy has also been a powerful motivator. But information literacy programs flourish only when faculty members see that such programs advance their teaching goals and significantly enhance students’ academic success,” Bennett maintains.

To help build that understanding, CIC hosted 265 teams—generally consisting of an institution's chief academic officer, the library director, and an influential faculty member—at 11 workshops offered between 2002 and 2008. The goal of the workshops was to foster change on individual campuses. While at the workshop, team members spent most of an afternoon working together to develop a plan for advancing information literacy on their own campus.

In evaluations following the workshops, participants regularly reported that this planning session and the teamwork that informed it were the most valuable parts of the workshop. One library director remarked, “bringing together faculty, provosts, and library directors was extremely valuable—it helped us all share perspectives, made the library less ‘invisible,’ and highlighted the idea that a library could be and must be a dynamic part of the educational mission.” Two follow-up surveys, conducted about three months after each workshop and then a year later, indicated the staying power of this teamwork.

For most institutions, Bennett noted, “teamwork among the chief academic officer, the library director, and faculty member persisted or even grew stronger after the workshop.” The surveys also “documented steady programmatic advances at most institutions,” he said, adding that the critical leadership role of the chief academic officer drew much comment. One survey respondent observed that “it is a great reinforcement when the provost uses the term ‘information literacy’ in meetings (and doesn’t even need to explain it).”

In bringing institutional teams together to plan the transformation of their library, said Bennett, “these workshops were often a catalyst for significant campus transformations as well.” A comment by one participant is testimony to an authentic and transformational change. The participant said, “Librarians have been involved this year in the college’s effort to redesign the entire core curriculum—clearly an initiative with enormous impact…. Before the CiC workshop, I’m not sure it would have occurred to anyone—administrators, faculty, or librarians—that librarians would be so involved in the redesign effort. But it happened very naturally, with librarians working alongside faculty not as representatives of the library or ambassadors for information literacy, but just as active participants in the academic life of the campus.”

These workshops were offered by CIC in partnership with the National Institute for Technology and Liberal Education (NITLE), a group of 145 colleges that collaboratively strengthen teaching and learning through instructional technologies. Most NITLE members are also CIC members. The workshops were made possible through the generous financial support of the Andrew W. Mellon Foundation, the William and Flora Hewlett Foundation, the Gladys Krieble Delmas Foundation, and the Carl and Lily Pforzheimer Foundation. The Association of College and Research Libraries and the Council on Library and Information Resources sponsored the program, and the Appalachian College Association and the United Negro College Fund endorsed it.

In addition to Scott Bennett, workshop co-directors included Rita Gulstad, vice president and dean of the university, Central Methodist University (MO), and Thomas Kirk, library director and coordinator of information services, Earlham College (IN). More information about the workshops may be found at www.cic.edu/conferences_events/workshop/previousworkshop/index.asp#library and in a 2007 article by Scott Bennett, “Campus Cultures Fostering Information Literacy,” in Libraries and the Academy.
Participants in the fourth and final cycle of the Presidential Vocation and Institutional Mission program met July 13–16, 2008, near Bradford, Pennsylvania. Sixteen presidents and 15 spouses participated. A follow-up session will be held January 7–8, 2009, immediately following the conclusion of the Presidents Institute.

Drawing upon diverse pre-event readings and engaging in discussion with each other and experienced facilitators, participants considered such questions as, “What are the differences and similarities between self-knowledge and institutional saga?” and “What contributions do faith and vocation make to saga-making and saga-telling?” Participants also worked with program facilitators to develop plans for continuing their explorations in the coming year.

On the final day of the July seminar, participants indicated their plans for incorporating learning from the program into their work. Several presidents expressed their intent to share seminar concepts and readings with members of their senior staff and faculty. Some of the spouses acknowledged that the deep conversations provided them with a better understanding of the work of the presidency, resulting in a greater appreciation for their support of the college.

Steven Bahls, president of Augustana College (IL), said of the program, “I feel like I have been given a gift. The seminar provided my wife, Jane, and me the needed opportunity to reflect in a more nuanced way about our calling. As one who was asked to be a change agent when I arrived at Augustana five years ago, the seminar helped me reflect on how my vocational calling has shifted from change to ‘letting bread rise.’ I am planning on being more deliberate in asking others to take time out to reflect about their vocational callings.”

The project director is William Frame, president emeritus of Augsburg College (MN) and CIC senior advisor. Other facilitators included presidents Joel Cunningham, Sewanee: The University of the South (TN), and Mary Ann Dillon, RSM, Mount Aloysius College (PA), past presidential spouse Anne Frame, current presidential spouse Trudy Cunningham, and Richard Hughes, distinguished professor and senior fellow at the Ernest L. Boyer Center at Messiah College (PA).

To date nearly 50 presidents, most with spouses, have participated in this program. An additional 60 senior administrators, along with their spouses, have participated in the parallel program for “prospective” presidents. CIC’s Presidential Vocation and Institutional Mission program is generously supported by a grant from Lilly Endowment Inc.
CIC Announces New CIC/Aspen/Wye Seminars on Leadership

Although academic leaders are frequently preoccupied with practical matters of running their institutions, many college and university presidents and chief academic officers also express the desire for opportunities for intellectual renewal and for ways to engage in substantive and scholarly discussion of ideas with one another.

In response, CIC is offering two Seminars on Leadership in collaboration with the Aspen Institute. One seminar for chief academic officers will take place during the afternoon immediately following the CIC Institute for Chief Academic Officers in Seattle, Washington, on November 4, 2008. A second seminar for presidents will take place during the afternoon following the CIC Presidents Institute in Bonita Springs, Florida, on January 7, 2009.

Participants in the CIC/Aspen/Wye Seminars will have an opportunity to read classical and contemporary texts that have bearing on issues of leadership, discuss ideas with colleagues and their spouses, and consider fundamental issues and values as they relate to the challenges of leadership. The discussions will be guided by the most experienced of Aspen’s moderators, David Townsend, who is director of Wye programs for Aspen and has served as tutor at St. John’s College (MD) in Annapolis for over 30 years.

The syllabi for both seminars will include:

- Plato, *Republic*, “Allegory of the Cave”
- Thucydides, “The Melian Dialogue”
- Machiavelli, selections from *The Prince*
- Martin Luther King Jr., “Letter from Birmingham City Jail”
- Mary Midgley, “Trying Out One’s New Sword.”

The Aspen Institute has been offering programs of leadership for more than 50 years, and participants usually have found Aspen seminars to be meaningful events in their professional and personal lives.

Because these seminars are pilot offerings in conjunction with the Aspen Institute, presidents and chief academic officers were asked to register separately from the respective Institutes. Acceptance into each seminar was granted to the first 20 registrants. Both CIC/Aspen/Wye Seminars on Leadership reached maximum capacity within days of the announcements.

CIC anticipates offering the seminars again at the 2009 Institute for Chief Academic Officers and the 2010 Presidents Institute and perhaps at other times.

2008 Foundation Conversation to Explore Perspectives of College Presidents Who Now Serve As Foundation Leaders

CIC's 20th Annual Conversation between Foundation Officers and College and University Presidents will feature several foundation presidents who were once college or university presidents sharing the wisdom they have gained from both sides of the foundation desk.

The 2008 Conversation will take place on Tuesday, October 14 from 8:15 a.m. until 1:45 p.m. at the TIAA-CREF Wharton Auditorium in New York City. The theme for the meeting is “Shifting Perspectives on Educational Leadership and Change—from the Presidency of a College to the Presidency of a Foundation.”

Speakers will address what they learned after moving into the foundation world, what they wished they had known about foundations while still a college president, why their foundations focus on certain initiatives and not on others, what changes they see coming to philanthropy, and the possible impact of those changes on the kinds of programs they will support in the future.

The keynote speaker will be Vartan Gregorian, president of the Carnegie Corporation of New York and former president of Brown University, who will address “How Foundations and Colleges Can Advance Each Other’s Agendas: Two Perspectives on Leadership—the Campus and the Foundation.” Margaret McKenna, president of the Wal-Mart Foundation and former president of Lesley University (MA), and Don Randel, president of the Andrew W. Mellon Foundation and former president of the University of Chicago, will explore “The Largest Corporate Foundation and the Largest Foundation Devoted to the Liberal Arts: Strategies for College Presidents’ Leadership in the Uses of External Funds.” Sabine O’Hara, president of the Council for International Exchange of Scholars (home of the Fulbright Scholar Program) and former president of Roanoke College (VA), will offer concluding remarks following lunch. Foundation executives also will lead discussion groups between the plenary session and the luncheon.

Participation is limited to CIC member presidents. For more information, visit the CIC website at www.cic.edu/conferences_events/foundation/2008.asp.
New Series of President-Trustee Dialogues Underway

This spring CIC and the American Academic Leadership Institute (AALI) launched a new series of President-Trustee Dialogues with meetings hosted by S. Georgia Nugent, president of Kenyon College (OH), on May 28 and Louis Agnese, president of University of the Incarnate Word (TX), on June 4.

These regional meetings brought together small groups of five or six presidents and one or two trustee leaders from each institution to examine topics such as board governance, president-board relations, and institutional strategy. In preparation for the discussions, participants received copies of William G. Bowen’s recently published The Board Book and read sections in advance. (CIC arranged through the book’s publisher, Norton, for a 50 percent discount on large orders from member presidents—see related story on page 25). Ann Die Hasselmo, former president of Hendrix College (AR) and now president of AALI, moderated the dialogues.

Both presidents and board members praised the wide variety of ideas that were shared and the informal atmosphere of the dialogues. Stuart Gulley, president of LaGrange College (GA), who participated in the Kenyon dialogue, said, “The President-Trustee Dialogue, under the able facilitation of Ann Die Hasselmo, provided quality time for interaction with institutional trustees and networking with presidents and trustees of other CIC-related colleges through the sharing of best practices, from which we all learned something to enhance our boards’ management and operation. It was time well spent.”

David E. Hosler, chairman of the board at Elizabethtown College (PA), found that while “roundtable events with others in one's field or discipline are almost always valuable, the President-Trustee Dialogue was exceptional with many solid 'take away' ideas able to be considered for implementation back on our own campus.” Enthusiastic participants continued to share materials with each other by email following the dialogues.

Three additional dialogues will be held in the fall at Utica College (NY) on September 10; at Rhodes College (TN) on September 23; and at Augsburg College (MN) on October 30. Presidents who are interested in participating in the dialogues should contact Stephen Gibson, CIC’s director of projects, at (202) 466-7230 or sgibson@cic.nche.edu, as soon as possible.

Learning Spaces and Technology Workshop

Teams from 23 institutions attended the third Learning Spaces and Technology workshop held at Agnes Scott College (GA) on April 4–6, 2008. Cosponsored by CIC and the National Institute for Technology and Liberal Education (NITLE) in collaboration with Project Kaleidoscope (PKAL), and with financial support provided by the Andrew W. Mellon Foundation, the workshop brought teams of up to five faculty and staff members from colleges and universities together with architects, technology consultants, and space designers. Each of the campus teams was planning to renovate or create a new learning facility.

Among the topics explored were the future of information and instructional technologies; enhancing campus aesthetics; connecting pedagogical approaches, technology, and learning; working with design professionals; coordinating campus-wide planning; identifying and engaging key players; and transforming the library into an integrated learning space.

Of special interest was a plenary session on Agnes Scott College’s own planning. Staff and faculty members described the vision and subsequent revision of a plan to renovate an old building using a 21st century approach to create a more open and flexible pedagogy. This project was generated from plans developed by a team from Agnes Scott College at the 2007 Learning Spaces and Technology Workshop.

During the meeting, teams had the opportunity to meet with participating architects and consultants privately as well as in cluster groups based on common interests. Both forms of consultation allowed the teams to begin in-depth exploration of their own institutional challenges and opportunities in the context of lessons learned at other institutions.

A pre-workshop tour of the technology-enhanced learning spaces of nearby Emory University and the Georgia Institute of Technology was well attended and generated enthusiasm. A post-workshop tour of Agnes Scott College included the featured building to be renovated, the library information commons and media center, and classroom buildings.

Participating institutions in the workshop included Berry College (GA); Birmingham-Southern College (AL); Bloomfield College (NJ); California Lutheran University; Cardinal Stritch University (WI); Central Methodist University (MO); Clearwater Christian College (FL); Concordia College (MN); Earlham College (IN); Madonna University (MI); Marylhurst University (OR); Marymount University (VA); Mercy College (NY); Millikin University (IL); Monmouth College (IL); Mount Vernon Nazarene University (OH); Nebraska Wesleyan University; St. Norbert College (WI); Stephens College (MO); Stevenson University (MD); Sweet Briar College (VA); University of Saint Francis (IL); and University of St. Thomas (TX).

More information on the Learning Spaces Workshops is on CIC’s website at www.cic.edu/conferences_events/workshop/learningspaces/2008/index.asp.
CIC Faculty Members Attend Seminar on Homer and Hesiod

The *Homeric Hymns* and poetry of Hesiod—ancient texts that are less well known than the *Iliad* and *Odyssey* but equally important to the Western poetic tradition—were the focus of CIC’s third annual seminar on Ancient Greece in the Modern College Classroom.

On July 14–18, 22 faculty members from CIC member institutions discussed the *Hymns* and Hesiod’s two major poems, the *Theogony* and *Works and Days*, within the context of the ancient cultural landscape. The seminar was specifically designed to give nonspecialist faculty members from all disciplines the opportunity to extend their knowledge of ancient sources and develop strategies for incorporating them into their courses, especially general education courses.

Cosponsored by CIC and the Center for Hellenic Studies and made possible through the generous support of the Gladys Krieble Delmas Foundation, the seminar took place at the Center’s Washington, DC, campus. It was directed by the Center’s director, Gregory Nagy, who is also Francis Jones Professor of Classical Greek Literature and professor of comparative literature at Harvard University, and Kenneth Scott Morrell, associate professor of Greek and Roman studies at Rhodes College (TN).

Participants worked collaboratively on materials and had full access to the Center’s renowned library. Because past participants have greatly benefited from sharing their syllabi, handouts, bibliographies, and lecture notes, participants this summer were encouraged to post their own class materials electronically on a collaborative Sakai website designed for the seminar. “Throughout the course of the seminar these documents served as important guides as participants considered the nature of assignments and ways of integrating the study of Hesiod and the *Homeric Hymns* into courses,” Professor Morrell explained.

Because of the overwhelming number of exceptional nominations that CIC received for participation in the 2008 seminar, CIC and the Center for Hellenic Studies will repeat the seminar on Homer and Hesiod in 2009. Twenty-three faculty members who were nominated for the 2008 seminar but who could not be accommodated this year have already been offered places in next year’s session. Also a group of 12 faculty members who attended a previous Ancient Greece seminar participated in the 2008 session through remote video and online access in order to expand on and deepen their earlier experiences.

CIC/FIHE Workshop Highlights Data for Decision-Making and Fundraising

In partnership with the Foundation for Independent Higher Education (FIHE), CIC offered a Data for Decision-Making and Fundraising workshop for leaders of state funds. The workshop was held on April 25, 2008, immediately preceding the FIHE 50th anniversary Annual Meeting in Jersey City, New Jersey.

The workshop featured useful strategies to make the case for independent higher education based on comparative data demonstrating the quality and effectiveness of private colleges to the state’s economy. CIC’s senior vice presidents, Harold V. Hartley III and Barbara Hetrick, demonstrated CIC’s Making the Case website and described the importance of using empirical evidence in decision-making and fundraising.

Participants received a customized benchmarking report for the CIC member colleges and universities in their states—based on CIC’s Key Indicators Tool (KIT)—with state, regional, and national comparisons on 20 performance indicators over a five-year period. Michael Williams, president of The Austen Group that produces CIC’s benchmarking reports, demonstrated the use of the state-level KIT to understand the performance of private institutions within a given state.

The workshop was supported by a grant from the FIHE/UPS National Venture Fund. Fifteen representatives from 12 state funds participated: Mike Backer, president, Missouri Colleges Fund; Gerry Bellotti, vice president, Independent College Fund of New Jersey; Cindy Diehl Yang, executive vice president/programs and development, Associated Colleges of Illinois; Kearney Dietz, president,
### 2008 PARTICIPANTS, ANCIENT GREECE IN THE MODERN COLLEGE CLASSROOM SEMINAR

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<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Scott Amos</td>
<td>Assistant Professor of History</td>
<td>Lynchburg College (VA)</td>
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<td>Karen Gover</td>
<td>Professor of Philosophy</td>
<td>Bennington College (VT)</td>
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<td>Suzanne Prestien</td>
<td>Assistant Professor of English and Public Relations</td>
<td>Westminster College (PA)</td>
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<td>Scott Ward</td>
<td>Professor of Creative Writing and Literature</td>
<td>Eckerd College (FL)</td>
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<td>James Hartley</td>
<td>Professor of Economics</td>
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<td>Patrick Hotle</td>
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<td>Wendy Larson-Harris</td>
<td>Associate Professor of English</td>
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<td>Anne MacMaster</td>
<td>Associate Professor of English</td>
<td>Millsaps College (MS)</td>
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<td>Eric Mason</td>
<td>Associate Professor of Biblical Studies</td>
<td>Judson University (IL)</td>
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<tr>
<td>Christine McCann</td>
<td>Associate Professor of History and Political Science</td>
<td>Norwich University (VT)</td>
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<td>Jenny Mueller</td>
<td>Assistant Professor of English</td>
<td>McKendree University (IL)</td>
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<td>Peter Okun</td>
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<td>Darek Edsall</td>
<td>Professor of English</td>
<td>Muskingum College (OH)</td>
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<td>Mark Gammon</td>
<td>Assistant Professor of Religion and Philosophy</td>
<td>Converse College (SC)</td>
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<td>Emily Minton</td>
<td>Associate Professor of History</td>
<td>Guilford College (NC)</td>
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<tr>
<td>Tracey Melton</td>
<td>Professor of History</td>
<td>Roanoke College (VA)</td>
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<tr>
<td>Taisi Olsen</td>
<td>Associate Professor of English</td>
<td>Tusculum College (TN)</td>
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### ONLINE PARTICIPANTS

- Donna Allego
- Timothy Bratton
- Lillian Roland
- Gregory Vaggiano
- Barbara Witucki

(CIC/FIHE, continued from page 10)
CIC Sponsors Seminar on Slave Narratives for English and History Professors

Thirty-four CIC history and English faculty members (selected from more than 150 highly competitive nominations) participated in a seminar this summer on “Slave Narratives.” Cosponsored by CIC, the Gilder Lehrman Institute of American History, and the United Negro College Fund, this seventh seminar in the CIC/Gilder Lehrman series was held June 15–18 at Yale University in New Haven, Connecticut, and was led by David W. Blight, Class of 1954 Professor of American History at Yale. He is the author of *A Slave No More: Two Men Who Escaped to Freedom, Including their Narratives of Emancipation* (2007) and also co-led the 2006 CIC/Gilder Lehrman American history seminar.

Blight began with a discussion about the place of slavery and abolition in American history and culture before turning to the genre of slave narratives and a number of exemplary texts. Participants examined both antebellum and postbellum narratives in considerable depth. The seminar covered the most famous pre-war and post-war narratives—those of Frederick Douglass and Booker T. Washington, respectively, as well as other recently discovered narratives included in Blight’s book.

Participants said the seminar offered them an opportunity to “recharge their intellectual batteries” and provided them with the substance and tools to teach slave narratives in their own courses. Anne Klejment, professor of history at the University of St. Thomas (MN), appreciated the opportunity to network with faculty members from across the country and said, “I came into the seminar with little background in the narratives themselves and left with the knowledge and tools to teach the narratives and to promote their use among my colleagues.” She noted that participants have already built a helpful support network to ensure that the

Department Chair Workshops Attract Record Participation

A record number of department and division chairs participated in the 2008 Department and Division Chair Workshops, held in Portland, Oregon (April 4–5); Atlanta, Georgia (May 20–22); Chicago, Illinois (May 28–30); and Albany, New York (June 3–5). Maximum enrollment was reached in two of the workshops.

“Advancing the Department” was the theme of the seventh annual series of workshops, which explored the role of division and department chairs in promoting their departments both internally and externally and provided chairs with tools for managing key aspects of their work. Sessions focused on marketing the department, using data to make decisions, the theory and practice of conflict management, negotiating skills, working with the chief academic officer, preventive law, and legal issues regarding intellectual property rights, copyright law, and faculty grievances.

Marketing the department was a new topic at this year’s workshops resulting from recommendations by participants in the 2007 workshops. National experts on marketing at independent colleges and universities, including Catherine Cook of Miller/Cook & Associates, David Mee of Performa Higher Education, John Lawlor of The Lawlor Group, and Robert Sevier of Stamats, Inc., encouraged chairs to work more closely with their admissions offices. Practical advice included:

- Invite the admissions staff to a departmental meeting to give them a better understanding of the academic offerings of the department and enable them to promote the programs to prospective students more effectively.
- Take the campus tour to see how your department is represented to prospective students and parents.
- Review the departmental material on the college website to make sure it is up to date, comprehensive, easy to read, and attractively presented.
- Send e-newsletters to applicants who have expressed interest in your department and include commentary or quotes from alumni.
- Know the data for your department compared with the data for your institution on prospective students, including the number who have inquired about the program, applied for admission, been admitted, sent a deposit, and matriculated at the college.

Plans are underway for the eighth annual CIC department/division chair workshops. Initial information about the program, locations, and dates will be on the CIC website in early October.
goals of the seminar will continue to be realized after its formal end. Participants also toured the area with stops at sites of historical relevance to the seminar, including the Grove Street Cemetery and the Amistad Monument.

More information about the American history seminar is available on the CIC website at www.cic.edu/projects_services/coops/gilder_lehrman.asp.

Founded in 1994, the Gilder Lehrman Institute of American History promotes the study and love of American history, serving teachers, students, scholars, and the general public. The Institute maintains a website (www.gilderlehrman.org) that serves as a portal for American history on the internet in order to offer online high-quality educational material for teachers and history scholars.

2008 CIC/GILDER LEHRMAN INSTITUTE SEMINAR PARTICIPANTS

Paul Baker
Assistant Professor of History
Saint Augustine’s College (NC)

William Barnett
Assistant Professor of History
North Central College (IL)

Craig Bauer
Professor of Philosophy and History
Our Lady of the Holy Cross College (LA)

David Brown
Associate Professor of History
Elizabethtown College (PA)

James Buckwalter-Arias
Assistant Professor of Modern Languages
Hanover College (IN)

Kristin Cranecki
Assistant Professor of English
Georgetown College (KY)

C. David Dalton
Professor of History
College of the Ozarks (MO)

Adenike Davidson
Associate Professor of English
Fisk University (TN)

Charles Duncan
Professor of English
Clark Atlanta University (GA)

Louise Edwards-Simpson
Assistant Professor of History
The College of St. Catherine (MN)

Randy Fitzgerald
Chair of English Department
Virginia Union University

Anthony Foy
Assistant Professor of English
Swarthmore College (PA)

Meredith Gadsby
Assistant Professor of African American Studies
Oberlin College (OH)

Teresa Giliams
Assistant Professor of English
Albright College (PA)

Christopher Hager
Assistant Professor of English
Trinity College (CT)

Julie Hudson
Assistant Professor of English
Huston-Tillotson University (TX)

James Jennings
Associate Professor of History
Hendrix College (AR)

Thomas Jodziewicz
Professor of History
University of Dallas (TX)

Anne Klejment
Professor of History
University of St. Thomas (MN)

Lucia Knoles
Professor of English
Assumption College (MA)

Marla Kohlman
Associate Professor of Sociology
Kenyon College (OH)

Dwayne Mack
Associate Professor of History
Berea College (KY)

April Middlejans
Assistant Professor of English
Seattle Pacific University (WA)

Trisha Posey
Assistant Professor of History
John Brown University (AR)

Sharon Raynor
Assistant Professor of English
Johnson C. Smith University (NC)

Rita Roberts
Professor of History
Scripps College (CA)

Karl Rohr
Assistant Professor of History
Newberry College (SC)

Patricia Schroeder
Professor of English
Ursinus College (PA)

Donald Shaffer
Assistant Professor of History
Upper Iowa University

S. Bradley Shaw
Associate Professor of English
Greenville University (IL)

Lindsey Swindall
Assistant Professor of History
Franklin College (IN)

Kirt von Daacke
Assistant Professor of History
Lynchburg College (VA)

Laura von Wallmenich
Assistant Professor of English
Alma College (MI)

Meghan Winchell
Assistant Professor of History
Nebraska Wesleyan University
Lilly Endowment Inc. has awarded CIC a grant of $441,961 to support a national conference in March 2009 that will establish the Network for Vocation in Undergraduate Education (NET-VUE). The conference will be held March 12–14, 2009, at the Indianapolis Marriott Downtown.

This program will expand and extend the Programs for the Theological Exploration of Vocation (PTEV), which were funded by Lilly Endowment Inc. and established over the past decade at 88 colleges and universities, most of which are CIC members. When Lilly’s direct support of the PTEV effort ended, including its coordinating role in hosting a series of national conferences for participating institutions, a number of college and university presidents who were very pleased with the positive results of these programs on their campuses asked CIC to help them develop a national campus-supported network that would continue and broaden the conversation about vocational exploration.

A planning team met on April 5–6, 2008. The planning team envisioned an ongoing network, featuring annual national conferences, regional gatherings and networking, lectureships, and other programmatic features. The intent is that over a five-year period participating institutions would gradually assume full financial support of the Network for Vocation in Undergraduate Education. NET-VUE will be launched at the Indianapolis conference in March 2009.

The Vocation in Undergraduate Education (VUE) conference will have five major purposes: (1) to deepen the understanding of the intellectual and theological substance of vocational exploration; (2) to examine the role of theological reflection and vocational exploration in a variety of institutional contexts; (3) to share knowledge, best practices, and reflection on experiences across previously involved campuses and others; (4) to facilitate the incorporation of additional colleges and universities into this enterprise; and (5) to develop a network for sustaining an extended program in the theological exploration of vocation.

In early fall, an invitation to join the new network, including registration information for the March 2009 conference, will be extended to presidents of all CIC member institutions as well as the relatively small number of PTEV institutions that are not CIC members. As many as 100 colleges and universities—half from current PTEV institutions and the rest from other CIC member institutions—are expected to attend the conference. Participating institutions will send teams led by the president and/or provost and including others who play key roles in helping undergraduates think about their vocation in relation to personal development and postgraduate career choices, such as the campus program director, the dean of students, the chaplain, and faculty members. The cost of accommodations, meals, and materials for the conference will be covered by grant funds. Institutions will be expected to pay for the travel expenses of their team members.
The Council of Independent Colleges and the Wal-Mart Foundation announced the winners of the new Wal-Mart College Success Awards in July. Through the awards program, 20 CIC member colleges and universities, selected through a highly competitive application process, will receive $100,000 grants to help build on programs that support first-generation students.

The Wal-Mart Foundation awarded CIC a $2.266 million grant in February to establish and implement the College Success Awards. Each recipient institution has demonstrated success in enrolling, retaining, and graduating first-generation college students. The Wal-Mart Foundation grant will support the continued success and development of the programs offered as well as the preparation of a printed volume that will serve as a compendium of “best practices” in recruiting and successfully educating first-generation students.

The programs offered at these 20 institutions represent the wide range of approaches to working with first-generation students. Some institutions focus on the unique needs of a particular subset of first-generation students, such as Hispanic students, commuter students, transfer students from community colleges, or students pursuing a teaching career. A number of the award recipients offer transitional summer programs for incoming students that help prepare them for college-level work and life away from home. Others provide services such as mentoring, tutoring, and career development as well as scholarships and stipends to help ensure success for first-generation students.

“The outstanding quality of these programs is truly a testament to the efforts of small private colleges to ensure the success of first-generation students,” said CIC President Richard Ekman in announcing the awards. “It’s not surprising that more than one third of CIC’s members applied for a College Success Award. CIC institutions have extraordinary success rates in serving these students. For example, the graduation rate of first-generation students at private institutions is 61 percent versus only 44 percent at public institutions.”

“Wal-Mart is proud to support programs that enable first-generation students to succeed in college,” said Margaret McKenna, president of the Wal-Mart Foundation. “Wal-Mart’s partnership with CIC identifies institutions committed to the success of first-generation students and will help identify and share effective programs.”

At all colleges and universities nationwide, only 24 percent of first-generation students succeed in earning a bachelor’s degree compared with 68 percent of students whose parents received a bachelor’s degree. The Wal-Mart College Success Award winners have developed programs that result in higher percentages of graduates among their first-generation college students than the national average. Many of the award recipients already graduate first-generation students at the same rate as all other students.

For more information about the Wal-Mart College Success Awards and the programs of the 20 winners, visit the CIC website at www.cic.edu/projects_services/walmart_college_success.asp.

WAL-MART COLLEGE SUCCESS AWARD RECIPIENTS

Adrian College (MI)  College of Idaho  Illinois College  North Central College (IL)
Bay Path College (MA)  College of Mount Saint Vincent (NY)  Juniata College (PA)  Ripon College (WI)
Bellaimmune University (KY)  College of Saint Benedict (MN)  Kalamazoo College (MI)  St. Edward’s University (TX)
California Lutheran University  College of St. Scholastica (MN)  Lesley University (MA)  Wartburg College (IA)
Carroll University (WI)  Florida Memorial University  Manchester College (IN)  Wiley College (TX)
CIC Receives Teagle Grant for CIC/CLA Consortium; Publishes Report on Consortial Use of CLA to Improve Teaching and Learning

The Teagle Foundation has awarded to CIC grants totaling $665,714 to expand the work of the CIC/Collegiate Learning Assessment (CLA) Consortium. The grants extend the Consortium’s work for three years through the spring of 2011 and support an increase of the Consortium’s size from 33 to 47 institutions (see box).

CIC also released a report on the work of the CIC/CLA Consortium to date in implementing a voluntary way to measure student learning outcomes that is not overly burdensome to colleges. *Evidence of Learning: Applying the Collegiate Learning Assessment to Improve Teaching and Learning in the Liberal Arts College Experience* highlights the efforts of Consortium members to make use of the CLA and describes the challenges faced and “best practices” learned in administering the CLA.

W. Robert Connor, president of The Teagle Foundation, said, “We are delighted to support CIC’s Consortium, which is raising a new level of awareness of and engagement with evidence-based efforts to improve student learning and faculty instruction.” The Carnegie Corporation of New York also provided early support for the CIC/CLA Consortium to supplement the grants from The Teagle Foundation.

Important lessons have already emerged from the consortial experience, according to the report, including:

- Voluntary approaches to assessment of student learning can work (a government mandate is both undesirable and unnecessary);
- Engagement of faculty members in assessment is essential in efforts to improve and assess student learning;
- CLA results are best interpreted when used in conjunction with other assessment measures, such as the National Survey of Student Engagement (NSSE) and portfolio analyses; and
- Campus-wide commitment to assessment of student learning enhances the usefulness and frank consideration of CLA results.

The CLA was created by the Council for Aid to Education (CAE) as the first national standardized instrument to gauge an institution’s “value-added” contribution to student learning. It measures how the college experience helps students develop such higher order skills as thinking critically, reasoning analytically, solving problems, and writing effectively. CAE President Roger Benjamin said the partnership with CIC “has given my colleagues and me a unique opportunity to listen and learn from our colleagues at the participating institutions. In particular, the Consortium has helped us understand how to harness the case study approach of the performance tasks which can be used by faculty members to directly help them improve teaching and learning.”

The report is available from CIC either by calling (202) 466-7230 for a hard copy or downloading a PDF at www.cic.edu/publications/books_reports/index.asp.

### MEMBERS OF THE CIC/CLA CONSORTIUM (2008–2011)

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<th>Alaska Pacific University</th>
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<td>LaGrange College (GA)</td>
<td>Westminster College (UT)</td>
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<td>Loyola University New Orleans (LA)</td>
<td>Willamette University (OR)</td>
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<td>Lynchburg College (VA)</td>
<td>William Woods University (MO)</td>
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The recipients of the 2008 American Graduate Fellowships are Jennifer Tate of Hendrix College (AR) and Jacob Swenson of Willamette University (OR). Each of these students will receive an award of $50,000 for a year of graduate study, renewable for a second year. Tate will pursue a doctoral degree in English literature at Washington University in St. Louis and Swenson has accepted an offer to study philosophy at the University of Chicago.

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. The second annual AGF competition received applications from students at 41 different institutions across the nation. The applications were reviewed by a panel of distinguished humanities scholars, who selected a group of finalists representing six different fields of graduate study. (See box for full list of finalists.)

William Jordan, professor of history at Princeton University, and a member of the selection panel, said the “Fellowships provide a wonderful way to encourage bright and creative students at liberal arts colleges to attend first-rate universities for advanced degrees in the humanities.... I just wish we could give more Fellowships.”

Jennifer Tate graduated from Hendrix College with an English major in 2008 and will be studying English literature at Washington University in St. Louis. Her primary interests are in Victorian fiction and literary depictions of urban life. She was recently awarded the Hendrix College President’s Medal—the highest award given to a graduating senior at the college. Over the past summer and during a spring semester internship, Jennifer tutored and served as a student teacher for junior high school and high school students in Memphis (her home town), Little Rock, and Conway. Tate is an accomplished singer and has been singing in choirs since age ten. Provost Robert Entzminger of Hendrix College says of Tate, “Jennifer is among the very best students of English literature I have taught in 31 years at three different institutions.”

Jacob Swenson received his BA from Willamette University in 2007 with a major in philosophy and a minor in chemistry. He will begin work on his PhD in philosophy at the University of Chicago this fall. According to Randall Havas, professor of philosophy at Willamette, “Jacob is a student from whom one can learn much. Moreover, he is a young man of great intellectual and personal integrity.” Swenson is particularly interested in studying 19th and 20th century philosophy, epistemology, and the philosophy of religion. He grew up in the Pacific Northwest and enjoys numerous outdoor activities, including hiking, skiing, and backpacking. Before beginning his studies at Willamette, he spent a year living and working in Senegal, West Africa.

Other American Graduate Fellowship finalists will pursue graduate work at distinguished universities including Yale University, Vanderbilt University, and Oxford University.

Guidelines and application forms for the 2008–2009 competition, as well as information about the eligible fields of graduate study and the list of private research institutions at which the Fellowships can be used, are on the CIC website at www.cic.edu/projects_services/grants/americangrad.asp. The application deadline is October 15, 2008, for graduate study beginning in fall 2009. The American Graduate Fellowships are funded by a generous grant from the Wichita Falls Area Community Foundation, Wichita Falls, Texas.
CIC Expands Teachers for the 21st Century Program

CIC’s Teachers for the 21st Century (Teach 21) program entered its second phase this spring, when 52 teams from 47 CIC member colleges and universities joined the original 19 leadership teams to strengthen their teacher preparation programs. Supported by a grant from Microsoft Corporation’s Partners in Learning initiative, Teach 21 is an exclusively online program that enables college and university faculty members who prepare future teachers to become more familiar with powerful new technologies to teach 21st century skills.

During a March 28, 2008, inaugural webinar for all participating institutions, teams (including faculty members from the education department and from the liberal arts and sciences disciplines in which pre-service teachers major) learned about Teach 21’s three substantive foci—ePortfolios, mathematics, and multimedia collections of effective teaching practices. Each team then selected one of those areas to work toward improvements in their institution’s teacher preparation program.

1. ePortfolios—Participants explore the different uses of ePortfolios for student learning, program evaluation, and self-study. Facilitator Helen Barrett, an international expert on the effective use of ePortfolios, discussed how ePortfolio tools differ by use, the emergence of Web 2.0 tools, and how pre-service teachers may transfer what they learn about ePortfolios to their future K–12 classrooms. (See www.electronicportfolios.org for many of the resources that participants are using.)

2. Multimedia Collections of Effective Teaching Practices—Participants in this track are learning to “read” multimedia representations of teaching (MRTs), to think strategically about integrating such resources into pre-service teacher education courses, and to author and share their own MRTs. This track is facilitated by Desiree Pointer Mace, assistant professor of education at Alverno College (WI) and a national leader in the development of online, networked representations of teaching, teacher learning, and professional development. (See www.insideteaching.org for a rich MRT collection and www.cfkeep.org for the free tools participants are using to create their own MRTs.)

3. Assessing Mathematical Dispositions—Participants in the math dispositions project are implementing a major research project to assess more than 600 future elementary school teachers’ dispositions toward mathematics on 11 campuses and how their dispositions change over time. This topic is facilitated by CIC Senior Advisor Edward Barboni, Teach 21 project director and an expert in research design and analysis.

In addition to webinars, team members will participate in ongoing online communities of practice developed specifically for Teach 21, gaining access to national experts, proven resources to enhance learning, and each other. The program facilitates faculty development and institutional improvement without requiring travel from campus.

To learn more about the Teach 21 program or to access video recordings of past webinars, visit ed-barboni.spaces.live.com/files/ and click on the “aTeach21DescriptionAndRecordings” folder or contact Edward Barboni at ebarboni@cic.nche.edu.

Second Annual Financial Benchmarking Report Released in April

CIC’s second annual Financial Indicators Tool (FIT) was released in April 2008. The FIT is a confidential benchmarking report prepared individually for each CIC member president. Designed to complement CIC’s Key Indicators Tool (KIT), the FIT provides customized comparisons with more than 700 baccalaureate and master’s-level private colleges and universities. Developed by CIC with support from the William Randolph Hearst Foundations, the preparation and distribution of the 2008 report has been sponsored by TIAA-CREF.

The FIT report uses a set of financial performance measures that rely on the Composite Financial Index (CFI), developed for NACUBO by KPMG and Prager, McCarthy and Sealy. Four core ratios of financial health—measuring resource sufficiency, debt management, asset performance, and operating results—along with the fifth composite indicator (the CFI), are presented in a unique comparative format covering the most recent six years. The FIT is the first benchmarking report to apply the CFI methodology to a national group of colleges and universities.

Each CIC institutional member’s FIT report can be downloaded from a secure server using a unique username and password. Previous FIT and KIT reports are also available from the same password-protected website.

The Austen Group prepares CIC’s benchmarking reports at no cost to members. For additional information about the FIT and CIC’s other benchmarking services, visit www.cic.edu/projects_services/infoservices/fit/index.asp.
With the surge of interest in the Woodrow Wilson Visiting Fellows program, CIC intends to expand the roster of Fellows, particularly by adding experts in science, studio arts, Asian and Middle Eastern affairs, writing, the environment, and contemporary American politics. Nominations of potential Fellows may be sent to Bowen at rbowen@ctic.nche.edu.

The Fellows program, available to all four-year colleges and universities, brings prominent artists, diplomats, journalists, business leaders, and other nonacademic professionals to campuses across the United States for a week-long residential program of classes, seminars, workshops, lectures, and informal discussions. For 35 years, Visiting Fellows have been introducing students and faculty members at liberal arts colleges to a wide range of perspectives on life, society, community, and achievement.

Colleges interested in hosting a Fellow should submit an application (the form is available on the CiC website). Colleges request specific Fellows, and then CiC staff match the requests with these Fellows or those who have expertise in the college’s area of interest. The college approves the final arrangement. For more information and to see a full roster of Fellows, visit CiC’s website at www.cic.edu/visitingfellows.

**NEW CIC/WOODROW WILSON VISITING FELLOWS**

Karen W. Arenson  
journalist, former New York Times writer, and editor

Carroll Bogert  
Associate Director, Human Rights Watch and journalist

Sharon Brownlee  
Schwartz Senior Fellow, New America Foundation, journalist, and author

Julius E. Coles  
President, Africare and retired foreign service officer

Stuart Diamond  
President, Empowered Media

David N. Greenlee  
retired U.S. Ambassador

Richard B. Katskee  
Litigator, Americans United for Separation of Church and State

Jay B. Labov  
Senior Advisor, National Academy of Sciences and National Research Council
CAMPUS UPDATE
A compendium of recent news from CIC member institutions

Midwest Flood Relief

During the recent severe flooding in the Midwest, numerous CIC institutions assisted in relief efforts. Culver-Stockton College’s (MO) location above the Mississippi floodplain allowed the college to house volunteers—Army National Guard, first responders from around the state, AmeriCorps, the Red Cross, a group of Mennonites from the Ozarks, and even low-risk inmates from Missouri correctional institutions. Residents from the Canton Senior Housing Authority found safe ground on campus and a Red Cross-operated emergency shelter for local residents was also established. The flood-fighting effort was directed from the Canton Emergency Operations Center (EOC), located on campus and led by a Culver-Stockton alumnus. Several businesses from the city temporarily operated from locations on campus, including two banks, the local newspaper, and the Canton school district’s summer program.

Mount Mercy College (IA) President Christopher Blake encouraged college employees and students to mobilize volunteer efforts for their communities, while the campus provided housing for over 400 members of the Iowa Air National Guard and U.S. Army National Guard troops deployed to Eastern Iowa. More than 30 members of the Red Cross Core Leadership Team stayed on the Mount Mercy campus to assist with area cleanup. The college allowed local businesses displaced by the disaster to relocate to its campus until their own facilities could be restored.

Cornell College’s (IA) hilltop campus in Mount Vernon escaped the historic floods and the college supported recovery efforts by housing 325 Red Cross volunteers on campus. An additional 60 women, children, and live-in staff from a Cedar Rapids social service agency stayed in another residence hall and several businesses also rented temporary space on campus.

Colleges from farther away also helped. St. Bonaventure University’s (NY) disaster-relief squad, BonaResponds, for example, conducted a relief trip to Iowa to help victims. The group worked in conjunction with other disaster-relief teams on projects such as cleanup, gutting interiors, mold abatement, putting up drywall, painting, and rough electrical work, as well as cooking and cleaning for victims and relief workers, running errands, helping organize work orders, and consoling the victims. The group began work in the small community of Palo, where 470 of the community’s 500 homes experienced some type of flood damage.

Great Colleges to Work For

A number of CIC institutions have been recognized by the Chronicle of Higher Education for creating exceptional work environments. The Chronicle recently published the results of its first annual “Great Colleges to Work For” survey in July. CIC institutions that scored well in one or more of the 27 categories measured by the survey include Augustana College (IL); Aurora University (IL); Austin College (TX); Berea College (KY); Drake University (IA); Gordon College (MA); Hanover College (IN); Hastings College (NE); Indiana Wesleyan University; Juniata College (PA); Millsaps College (MS); Oklahoma City University (OK); Regent University (VA); Southern New Hampshire University; The College of Saint Rose (NY); and Webster University (MO). More information about this survey can be found online at: http://chronicle.com/indepth/academicworkplace.
Veterans Assistance

Benedictine University (IL) recently announced that it will extend its First Responder Program to Illinois Armed Forces Veterans—active and reserve—returning from service in Iraq and Afghanistan. The program was established in 2002 to provide Illinois police and fire personnel access to higher education with no tuition charge. Illinois veterans who participate in this program will be able to pursue an AA in business administration or a BA degree in management. The university also will extend half-tuition benefits to members of reserve units who are not deployed.

Robotic Innovation

University of Evansville (IN) is leading in robotic innovation for two unlikely tasks—firefighting and lawn mowing. Students at the university have developed, as part of an annual competition, several versions of small robots that can self-navigate, locate, and extinguish a fire. During the competition, each robot must perform its task in a simulated four-room home, using a candle as the fire that must be extinguished. For lawn mowing, students have developed robots as part of a competition held by the Institute for Navigation. These robotic lawn mowers are guided by a computer system and GPS, allowing the robots to be directed on a calculated path by satellite.

Science of Music

Juniata College (PA) music students are taking a uniquely scientific approach to music: they are building their own instruments. As a final laboratory project, more than 20 students custom-built instruments ranging from a simple xylophone to a theremin (an electronic instrument played by manipulating the air above two antennas). The students used varying designs and materials to test the properties of physical shape and material for sound quality. Video of the musical instruments can be viewed at www.juniata.edu/magazine/?p=16.

Environmental Leadership

Barry University (FL) is replacing its shuttle bus system with a battery powered tram. The tram is the only one of its kind at a university in South Florida and cuts operating costs from $1.43 to $.10 a mile. The vehicle, which was purchased from Florida Electric and Gas Vehicles, replaces a diesel-powered bus and is a zero-emission vehicle. It will move students the quarter of a mile between the commuter parking lot and Barry’s Student Union, running on refurbished paved track.

Eckerd College (FL) is now providing students with an innovative, sustainable option for cafeteria take-out—the EcoClamshell. Made from a durable, dishwasher-safe plastic material, this take-out container is the product of a grant from the Environmental Research and Education Foundation to develop an innovative reusable to-go system. Students sign up for an EcoClamshell for five dollars, covering the student’s four years at Eckerd unless the container is lost or destroyed. The student checks out an EcoClamshell, fills it with food and exits the cafeteria. Upon returning to the cafeteria, the student checks the container back in and places it on the dishwasher conveyor. The container can circulate for years before being retired to a recycling center.

The James B. Duke Library at Furman University (SC) has been awarded LEED (Leadership in Energy and Environmental Design) gold certification by the U.S. Green Building Council. Buildings earn LEED certification based on the number of green design and construction features that positively impact the project itself and the broader community. The library earned credits in all six categories of evaluation: sustainable sites, water efficiency, energy and atmosphere, materials and resources, indoor environmental quality, and innovation in design process.

Seniors Make Their Mark

Seniors at CIC institutions made their mark on campus this spring—quite literally. Many institutions conducted senior rituals in which their graduating students signed memorable campus objects or landmarks, helping create a sense of ongoing community and legacy. Southwestern University (TX) seniors climbed a narrow spiral staircase in the campus’ tallest tower to sign their names on the early 19th-century stone walls. Scripps College (CA) seniors signed their names around a logo on the campus “Graffiti Wall.” Saint Vincent College (PA) theater students signed the backstage wall of the main student center, which dates from 1954.

Announcing New Programs

Numerous CIC institutions have expanded their academic offerings with new degree programs. Goshen College (IN) has added three new majors in broadcasting, journalism, and public relations. Centenary College (NJ) now offers a master’s degree in psychoanalytic counseling in addition to its graduate degree in psychoanalysis through the Academy of Clinical and Applied Psychoanalysis. For the first time since changing its status to university, University of the Cumberlands (KY) will expand its graduate studies by offering two new programs: a doctorate in education and an MBA degree. St. Thomas Aquinas College (NY) will begin offering a new major in forensic science, and Fontbonne University (MO) is now offering a graduate degree program in human environmental sciences. Presbyterian College’s (SC) board of trustees recently approved a proposal to create a new pharmacy school. California Lutheran University is launching a new graduate program—an MS in information
systems and technology that combines the technical foundation of information systems with business concepts. Barry University’s (FL) School of Nursing will begin offering a doctorate of nursing practice degree. Molloy College (NY) recently announced that it will offer an MS degree in music therapy and a BS/MS dual degree in music therapy. In addition, University of Richmond (VA), with U.S. Department of Education funding, will develop an interdisciplinary minor in Middle Eastern studies. Westminster College (UT) in fall 2008 will enroll its first class in the Professional Bachelor of Business Administration (PBB) program, a project-based degree-completion program for students with associate’s degrees or equivalent college credit to complete their business degrees.

**Campaign Success**

Hilbert College (NY) celebrated the completion of its $3.5 million “First 50 Campaign,” the college’s most successful capital campaign ever, named in honor of the college’s 50th anniversary. As part of the campaign, which was publicly launched last year, Hilbert also met its first challenge grant from the Kresge Foundation. Campaign funds have been used for academic facilities that double the college’s classroom space, as well as other new buildings, facilities renovations, and student scholarships.

**Announcing Gifts and Grants**

Lesley University (MA) received a $136 million gift from the trust of the late Frank C. Doble. Part of a $272 million combined gift to Lesley and Tufts University, the gift is the largest in Lesley’s history. Saint Vincent College (PA) received a $7 million grant toward construction costs of the Sis and Herman Dupré Science Complex that will house the Herbert W. Boyer School of Natural Sciences, Mathematics, and Computing. Alvernia College (PA) received a $3 million gift, the largest in the college’s history, from T. Jerome (Jerry) and Carolyn Holleran to support the Center for Community Engagement, which will be renamed the Holleran Center.

Nazareth College (NY) announced it has received an unrestricted $2 million gift from Pal Linehan and Judy Wilmot Linehan to fulfill any unmet needs at the college. And Dominican University (IL) received a $2 million gift from Jay and Doris Christophe for a nutrition sciences center. The gift includes a $500,000 endowment to be used to maintain the facility, update equipment, and advance the nutrition sciences curriculum.

Linfield College (OR) recently received a $3 million pledge from T.J. Day, vice chair of the college’s board of trustees. The money will go toward the renovation of Northrop Hall, which will become the home of the departments of business, economics, English, and philosophy and several academic centers.

Washington College (MD) received a gift of $4.3 million from the estate of Alonzo G. Decker and Virginia Gent Decker. To honor the Deckers, the college will dedicate the main theatre in the newly renovated performing arts center and create two new endowed scholarships—one in business and one for the performing arts—in their names.

Forty-eight undergraduate institutions, including 16 CIC colleges and universities, will receive $60 million collectively from the Howard Hughes Medical Institute (HHMI) to “usher in a new era of science education.” The 48 institutions were selected from 192 proposals from colleges and universities with a track record of preparing undergraduate students for research careers. The HHMI grants allow for flexibility and creativity so institutions can identify novel strategies that may work with students in a variety of settings. Creating interdisciplinary science classes and incorporating more mathematics into the biology curriculum were among the major themes proposed, and many institutions will allow more students to experience research through classroom-based courses and summer laboratory programs. Oakwood University (AL), for example, will receive $1.2 million to create a pre-research program to ensure that its students are ready to work in research labs, and with its $1.3...
million grant, Washington and Lee University (VA) will take a long-term approach to research, assigning students to work in the same lab for two years before traveling to other labs doing similar research and to professional research meetings. The other CIC institutions receiving HHMI grants include: Calvin College (MI), $1.1 million; Drew University (NJ), $1.1 million; Furman University (SC), $1.2 million; Georgetown College (KY), $1.3 million; Gustavus Adolphus College (MN), $1 million; Kalamazoo College (MI), $1 million; Morehouse College (GA), $1.4 million; Mount Holyoke College (MA), $1.5 million; Spelman College (GA), $1.4 million; Swarthmore College (PA), $1.6 million; The College of Wooster (OH), $1 million; University of Richmond (VA), $1.4 million; Washington & Jefferson College (PA), $1 million; and Wilkes University (PA), $1 million.

New Schools and Facilities

University of Scranton (PA) completed the 118,000 square-foot Patrick and Margaret DeNaples Center, which features a grand forum, ARAMARK’s “Fresh Food Company,” a Starbucks and other dining operations, a fireplace lounge, a 260-seat theater, ballrooms, and a uniquely designed student forum that encourages collaboration by sharing common space and equipment.

Chatham University (PA) recently accepted a land donation unequaled in the institution’s history—the nearly 400-acre Eden Hall Farm in Richland Township from the Eden Hall Foundation. With this additional campus property, Chatham will establish the largest university campus in Allegheny County, enabling the university to expand both its academic and environmental programs.

Concordia College (MN) will launch a new business school in fall 2008. The Concordia College School of Business will focus on experiential, global, and ethical learning and will serve the 460 declared majors in the business, accounting, and economics department as well as the nearly 900 other students taking courses in the department each semester.

Creating Partnerships

Wilson College (PA) has announced a partnership with nearby Letterkenny Army Depot to establish a new educational facility at the Army Depot for Letterkenny employees, contractors, and business tenants. Under the agreement, Wilson College will be responsible for staffing and scheduling classes, which will be taught by Wilson’s faculty members.

International Activities

At Lourdes College (OH) this summer, faculty and students are taking education and service trips to Hungary, Peru, South Korea, Spain, and the United Kingdom. Juniata College (PA) students are traveling abroad this summer to the Intag River Valley region of Ecuador as part of Juniata’s Cultural Learning Course, now in its third year. St. Edward’s University (TX) announced that it will begin efforts to establish professional educational programs in France for both French and American students. Professional education courses that are anticipated to begin in fall 2008 include project management, information technology, business English, and management and sales.

Changing Status

Villa Julie College recently changed its name and status to Stevenson University (MD) and Tri-State University will become Trine University (IN) in August. Additionally, Carroll University (WI), Marian University (WI), and Northwest Christian University (OR) recently changed status from college to university.

Shenandoah University (VA) recently opened Halpin-Harrison Hall, the new home of the Harry F. Byrd, Jr. School of Business.
CIC NEWS

Board of Directors
Jeanne Neff, who stepped down as president of The Sage Colleges (NY) in August, completed her service as chair of the CIC Board of Directors at the June meeting of the CIC Board. John Strassburger, president of Ursinus College (PA), succeeds Neff as CIC Board chair. During the June Board meeting, George E. Martin, president of St. Edward’s University (TX) was elected to succeed Strassburger as the Board’s Vice Chair for Programs.

CIC in the News
Two opinion pieces by CIC President Richard Ekman were published recently: “Free Ride to College?” in the April issue of University Business magazine, which challenges expectations about who should pay for college, and “Small Colleges as Partners with School Systems” in the spring edition of On Common Ground. The July/August issue of Change Magazine featured an article by Ekman and Stephen Pelletier, “Assessing Student Learning: A Work in Progress,” highlighting CIC’s Collegiate Learning Assessment (CLA) Consortium and members’ experiences in using the CLA to gauge student learning.

In addition, CIC has received extensive coverage of programs and activities in The Chronicle of Higher Education, including: “Test Touted as 2 Studies Question Its Value” (June 6) about CIC’s work with the CLA Consortium and the report, Evidence of Learning; “Snacks in the Stacks: Libraries Welcome Food Amid the Books” (April 18) which stemmed from a reporter’s attendance at the 2008 Transformation of the College Library Workshop in Baltimore; and “Leaders of Small Colleges are Increasingly Dissatisfied with Trustees, Report Finds” (April 2) about the CASE/CIC report, Advancing Small Colleges: A Benchmarking Survey Update. InsideHigherEd.com ran a lengthy story on CIC’s Collegiate Learning Assessment Consortium summer meeting; covered the CASE/CIC report; and published a story, “Business by Any Other Name” (February 1) on CIC’s

IN MEMORIUM—Rusty Garth

CIC mourns the loss of Russell Y. (Rusty) Garth, CIC’s executive vice president since 1987, who passed away on Thursday, May 15 from complications due to ALS. He was 62. Rusty’s many friends and colleagues gathered on Saturday, June 21, to celebrate his life, his contributions to education, and his advocacy on behalf of individuals with developmental disabilities.

Rusty’s career in education was devoted to improvement and reform in postsecondary education. During his tenure at CIC, where he was responsible for overall program planning and administration, he led the planning for the annual Presidents Institute, now the largest annual conference of college and university presidents in the nation. Prior to CIC, he was deputy director of the Fund for the Improvement of Postsecondary Education within the U.S. Department of Education and served on the staff of the California Legislature Subcommittee on Postsecondary Education. He was coeditor of the book Learning in Groups that was published in 1983.

As the father of a son born with fragile X syndrome, Rusty was a vigorous advocate on behalf of individuals with developmental disabilities. He recently received two awards for this work. In 2007, the Arc of Northern Virginia created an award in his name for such advocacy efforts. In 2008, he and his wife, Judi, were among the first recipients of a “Lifetime Achievement Award” from the Arlington County Department of Human Services.

Born and raised in Louisville, KY, he received a BA from Vanderbilt University and an MA in English from Indiana University, and he completed work toward a doctorate in higher education at Stanford University.

Rusty enjoyed tennis, bird watching, poetry, and music. He is survived by Judi, his wife of 38 years, his daughter Erin of Philadelphia, PA, his son Ryan of Arlington, and his brother Dale Garth of Dedham, MA.

During his illness, Rusty was greatly moved and appreciative of the kind words and visits of dozens of colleagues and friends from all over the U.S. From these conversations, he came to better understand the scope of his professional and personal accomplishments.
CALL FOR CAMPUS IMAGES

In view of CIC’s growing membership, the Council is again issuing a request for campus images for its website and publications, as well as framed pictures to hang in the Washington, DC, office. Currently, scores of electronic photos rotate on CIC’s website, and many are used in our brochures and annual reports, and dozens of beautifully framed images of CIC member campuses grace the walls of the office.

For the website, please send the image via email in tif or jpeg format (no less than 300 dpi) to Publications Manager Lilia LaGesse at llagesse@cic.nche.edu.

For the office walls, framed artwork—with minimum dimensions of 12” x 14” and maximum dimensions of 20” x 25”—can be sent to LaGesse at CIC, One Dupont Circle, NW, Suite 320, Washington, DC 20036-1142.

Note: If you are unsure whether your campus has already sent artwork to CIC, please contact LaGesse at (202) 466-7230 or via email at the above address.

ARTstor Incorporates CIC’s Historic Campus Architecture Project

ARTstor, a nonprofit organization that offers (through a subscription service) a vast digital library of scholarly images to 950 educational and other nonprofit institutions worldwide, recently added all the content from CIC’s extensive Historic Campus Architecture Project (HCAP). HCAP features approximately 5,000 images of 2,100 buildings and historic sites from 389 participating colleges and universities. Colleges and universities that are ARTstor subscribers can access the HCAP materials on ARTstor’s website at www.artstor.org. Others may access the materials on the HCAP website at www.cic.edu/hcap.

CIC has made a special arrangement with the publisher of an important new book by William G. Bowen, former president of Princeton University and of the Andrew W. Mellon Foundation. The Board Book: An Insider’s Guide for Directors and Trustees, draws on Bowen’s experience as a member of many corporate and nonprofit boards of trustees, as well as his presidential experience. The book is likely to be useful to both college presidents and board members and could serve as background reading for board retreats. It retails for $26.95. The publisher, W.W. Norton, is offering CIC members 50 percent off the list price ($13.48) for orders of 12 copies or more. Shipping is free. For multiple copies of the book, contact Katie Cahill-Volpe, at (866) 383-7094 or kcahill@wwnorton.com and note that you are a CIC member.

Six CIC Members Selected by State Department to Host International Students

In March 2008 CIC was asked by World Learning, Inc., a 75-year-old global nonprofit organization that operates education and development programs worldwide, to help locate appropriate undergraduate colleges and universities for 170 students who wish to spend a semester or a year in the U.S. beginning in August 2008. CIC notified all member presidents inviting them to apply to host one or more international students.

The email prompted an immediate outpouring of interest. Ninety-three CIC institutions applied to World Learning by the deadline. World Learning, in turn, submitted a list of colleges and universities, including institutions in all sectors of higher education that applied to participate in the program, to the U.S. Department of State for final approval. Overall, only 28 institutions of all types were selected as hosts for the students this first year of the program’s operation. Six—almost one-quarter—of the institutions selected for 2008–2009 are CIC member institutions: Endicott College (MA); Goucher College (MD); Ithaca College (NY); Nazareth College (NY); Ohio Dominican University; and Utica College (NY).

The students will come from Latin American and Asian countries and are selected on the basis of academic excellence, leadership potential, and preparedness for study in the U.S. (including knowledge of English).

CIC Arranges Discount for Bowen Book

Council Earns Protech’s Fast Track Excellence Award

CIC recently received recognition from Protech Associates, Inc. for outstanding achievement in implementing its association management system and was awarded the Fast Track Excellence Award. The Protech Customer Relationship Management for Members (CRM4M) system, which CIC implemented in 2007 with significant support from the Booth Ferris Foundation and its Trustee, JP Morgan Chase Bank, allows for state-of-the-art contact record management, automates business procedures, and streamlines workflow for membership renewal, dues billing, and event and meeting planning. Through an extension to CIC’s website, CIC members can now register and pay for conferences...
and services online and with credit cards, among other benefits.

CIC Goes Green

In an effort to reduce CIC’s environmental footprint, the office recently initiated several eco-friendly policies. Foremost in this effort is a move toward using recycled paper for all paper products, publications, copier and fax paper, CIC letterhead, and envelopes. During the summer, CIC will close the office on some Fridays and extend the hours of the other four work days during the week to conserve energy costs.

Staff News and Notes

CIC welcomes four new staff members. Cynthia Page was appointed business manager on June 9. She replaces Kalpna Srimal. Page has a great deal of experience as the lead financial manager of small nonprofit and for-profit organizations. Most recently, she served as director of finance and administration at the Harwood Institute for Public Innovation and previously as vice president for finance at RIVA Market Research and Training. She holds a BS in business administration from the University of South Carolina and became a certified public accountant in 1991.

Eric Godin joined CIC on June 16 as manager of research projects, a new position at CIC. His primary responsibilities are to work on CIC’s data initiatives. Godin recently completed his MEd in higher education administration at the College of William & Mary, after graduating with a double major in psychology and sociology from the University of Richmond (VA) in 2006. While pursuing his master’s degree, Eric also worked as a research assistant.

Veronica Relph joined the staff as conference coordinator on May 12. She came to CIC from Diversity Best Practices (a division of Working Mother Media) where she was a conference coordinator and membership assistant. Previously, Relph completed internships at the Museum of Contemporary Art in Los Angeles and the Los Angeles Philharmonic/Hollywood Bowl. She graduated cum laudae in 2003 from the University of Southern California with a BA in art history and a minor in public management.

CIC’s newest staff member is Kate S. Webber, who began work at CIC on August 4 as membership manager. Kate started her professional career at Bank One and quickly moved through the ranks from trainee to business analyst and, finally, auditor. Kate is a May 2008 graduate of Wilson College (PA), where she majored in behavioral sciences. While at Wilson, she served as student ambassador of the Women with Children program and later as president of the Wilson College Government Association. Kate replaces Kim Farmer, who is heading to Italy for a year-long stint teaching English.

Congratulations are due to several CIC staff members who were recently promoted. Christoph Kunkel has been named vice president for operations. Sarah Stoycos has been promoted to director of programs. Tiwanda Washington-Settlers has been named development manager. Sheila Cooper assumes the title of assistant to the president. Lilia LaGesse has been promoted to publications manager. In addition to her current duties as conference coordinator for the Presidents Institute, Michelle Friedman has taken on responsibilities as program manager for the Woodrow Wilson Visiting Fellows program. And in addition to her duties as CIC’s receptionist, Keisha Pearson is assuming new responsibilities as membership assistant, working closely with the membership manager to assure updated membership records.

CIC President Richard Ekman has been on the speaking circuit, beginning with a January 30 presentation at the Council for Higher Education Accreditation’s Annual Conference, where he spoke on “New Leadership for Student Learning and Accountability.” On March 17 he was a panelist discussing U.S. higher education at the meeting of the Fulbright New Century Scholars Program. He also was a panelist at the May 22 World Bank Forum on Information and Technology to Enable the Knowledge Agenda, discussing how the new generation of college and university students use library and information services. Ekman delivered two commencement addresses this spring at Mount Marty College (SD) on May 10 and at Barton College (NC) on May 18. In addition, he became a member of the Humanities Indicators Study Group of the American Academy of
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Let us hear from you.
Phone: (202) 466-7230
Fax: (202) 466-7238
Email: cic@cic.nche.edu
Website
CIC’s website—www.cic.edu—is a rich resource of information. Visit the site for news about CIC conferences and programs, to download CIC publications, and for links to other sites in higher education.

Listservs
Through listservs, CIC links a national network of people who lead and staff private colleges and universities. The service is free, and the listservs are reserved exclusively for CIC member institutions.
To join the discussion groups, send your request for a specific list via email to cic@cic.nche.edu. Make sure to include your name, title, and institution. If your request is approved, your name will be added to the appropriate listserv. You will receive an email confirmation.

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

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

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

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

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

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

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

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

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

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

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Arts and Sciences, joined the board of the National Humanities Alliance, and joined the TIAA-CREF Direct Client Advisory Council.

CIC Senior Vice President Harold V. Hartley III served as a faculty member at the June 8–12 Higher Education Management Institute at Peabody College, at Vanderbilt University where he discussed financial benchmarking.

CIC Senior Vice President Barbara Hetrick was the keynote speaker at the American Sociological Association’s Workshop for Department Chairs on Assessment, held July 31 in Boston, Massachusetts.

Laura Wilcox, CIC’s vice president for communications, attended an international conference on technology and learning at Effat College in Jeddah, Saudi Arabia, and toured the country for two weeks in April. Jordan’s Queen Rania was the keynote speaker at the conference.

CIC Senior Counsel Marylouise Fennell received an honorary Doctor of Humane Letters on May 18 from her alma mater, the University of Hartford, for her “contributions to higher education worldwide.”

THE BOARD OF DIRECTORS AND STAFF OF CIC WELCOME
THE FOLLOWING NEW MEMBERS SINCE WINTER/SPRING 2008

New Institutional Members
Andrews University, MI Donnelly College, KS
Becker College, MA Grinnell College, IA
Columbia Union College, MD Macalester College, MN
Daniel Webster College, NH Voorhees College, SC

New Associate Member
Fisher College, MA
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<tr>
<th>Date</th>
<th>Conference</th>
<th>Location</th>
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<tr>
<td>September 10, 2008</td>
<td>President-Trustee Dialogue</td>
<td>Utica, NY</td>
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<td>September 23, 2008</td>
<td>President-Trustee Dialogue</td>
<td>Memphis, TN</td>
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<td>October 2–4, 2008</td>
<td>Data and Decisions Workshop</td>
<td>Hartford, CT</td>
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<td>October 14, 2008</td>
<td>Conversation between Foundation Officers and College and University Presidents</td>
<td>New York, NY</td>
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<td>October 30, 2008</td>
<td>President-Trustee Dialogue</td>
<td>Minneapolis, MN</td>
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<td>November 1, 2008</td>
<td>New Chief Academic Officers Workshop</td>
<td>Seattle, WA</td>
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<td>November 1–4, 2008</td>
<td>Institute for Chief Academic Officers</td>
<td>Seattle, WA</td>
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<td>November 4, 2008</td>
<td>CIC/Aspen/Wye Seminar on Leadership</td>
<td>Seattle, WA</td>
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<td>January 3–4, 2009</td>
<td>New Presidents Program</td>
<td>Bonita Springs, FL</td>
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<td>January 4–7, 2009</td>
<td>Presidents Institute</td>
<td>Bonita Springs, FL</td>
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<td>January 7–8, 2009</td>
<td>Presidential Vocation and Institutional Mission Seminar</td>
<td>Bonita Springs, FL</td>
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<td>January 7, 2009</td>
<td>CIC/Aspen/Wye Seminar on Leadership</td>
<td>Bonita Springs, FL</td>
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<tr>
<td>March 12–14, 2009</td>
<td>Vocation in Undergraduate Education (VUE) Conference</td>
<td>Indianapolis, IN</td>
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