CAO Institute to Focus on Finances, Faculty, and Programs

A major focus of the 2009 Institute for Chief Academic Officers will be the challenge of creating and sustaining high-quality curricula and programs while making necessary changes to ensure the financial stability of the campus in a time of fiscal constraints. The 37th annual Institute will be held November 7–10 in Santa Fe, New Mexico. This year’s conference registration fees remain at the 2008 rate.

Featured speakers include W. Robert Connor, president of the Teagle Foundation; Sandy Baum, senior policy analyst at the College Board; and Azar Nafisi, author of *Reading Lolita in Teheran: A Memoir in Books* and *Things I’ve Been Silent About: Memories* and executive director of Cultural Conversations at the Foreign Policy Institute of Johns Hopkins University’s School of Advanced International Studies. Three panelists, Catherine R. Cook, co-founder of Miller/Cook & Associates, Inc.; John Lawlor, founder and principal of The Lawlor Group; and Michaelita Quinn, president of Executive Management Services, Inc., will close the conference with a discussion on “Recruitment, Retention, and the New Economy: What Happened? What Now?”

Other sessions during the conference will focus on issues such as financial forecasting, insights from chief advancement officers on the CAO’s role in fundraising, analysis of the costs of academic programs, using assessment to institute change, trends in enrollment, strategies for growth, and student retention. The conference also will assist the CAO in working with the faculty by showcasing concrete practices in sessions on understanding the needs of faculty members from different generations, developing faculty members as leaders, helping faculty members use technology to advance student learning, and improving learning in cost-effective ways.

(continued on page 6)
It’s an understatement that higher education is slow to change, so it is a surprise that today almost everyone agrees about the need for more attention to assessing the results of undergraduate education. In just a few years, Secretary of Education Duncan and former Secretary Spellings, the Democratic Congress and the earlier Republican Congress, all of the regional accrediting bodies, and a host of voluntary associations and philanthropic foundations concur that colleges and universities should place less emphasis on the “inputs” of a college education (such as SAT scores) and more on the “outputs” (such as demonstrated ability in mathematics and writing). Ironically, less than a decade after leaders of colleges and universities and their Washington representatives fended off Republican-favored versions of the higher education reauthorization legislation that called for new reporting requirements, price controls, and a national testing regimen, the Democratic Congress has proved even more eager to prescribe additional reporting requirements. NAICU estimates that there are 100 new reporting requirements in the current law. So far, administration of these laws has been benign, with little of the hostile rhetoric toward higher education of a few years ago.

Perhaps the change in attitude is because higher education has already been responsive to the message, sometimes even anticipating it. All accrediting associations now require institutions to show how they go about assessing learning “outcomes.” More colleges and universities are using NSSE, CLA, MAPP, and other measures. The state colleges and universities have created a collective display of institutional scores on these measures (VSA) and the private colleges and universities have built something similar (UCAn). CIC has been in the forefront of encouraging colleges to devise or adopt voluntary measures that address the public’s desire for information about outcomes. CIC, for example, has assembled the largest group of colleges that voluntarily use the CLA, share results with one another, and use these results to improve teaching and learning on campus. Earlier, CIC was the first of the national “presidential” associations to promote campus use of NSSE. A Teagle Foundation-supported New Leadership Alliance for Learning Outcomes and Accountability is trying to coordinate these voluntary initiatives so that even more colleges and universities will pursue similar objectives. A new National Institute for Learning Outcomes Assessment, launched by the widely-respected Stan Ikenberry and George Kuh, is promoting research on assessment mechanisms that are widely accepted.

Holding to this pathway will require vigilance. For every person who still scoffs at efforts to go beyond grades in courses as sufficient measures of learning outcomes, there are many more who are unimpressed by our recent progress and ask impatiently why every college and university is not already using the same assessment instrument. Some ask why there is not already in place a single standard of quality in colleges and universities. The latter group appears to include disproportionate numbers of elected officials and journalists.

These people do not appreciate the unusual degree of institutional autonomy in U.S. higher education and why it is an essential feature to preserve. In contrast to most countries, in the U.S. a large percentage of all undergraduate education is provided by nonprofit, independent institutions. Both public and private colleges embrace the view...
that institutional autonomy has allowed enormous diversity to
develop among undergraduate institutions, in their curricula
and philosophies of education, and in encouraging a culture of
innovation and entrepreneurial spirit that has produced many
good results. Moreover, the stimulation of competition among
colleges and universities has kept U.S. higher education from
becoming bureaucratic, stale, and politicized.

To be sure, in this market environment, a few colleges and
universities offer programs that are popular but not rigorous.
Even so, there is little reason to worry; the market itself adjusts
for low-quality institutions by allowing students to enroll
elsewhere. The survival of a small number of low-quality
programs is a trivial price to pay for the widespread ferment
in program development that characterizes most colleges and
universities and the breakthroughs that transform teaching or
advance scientific or scholarly knowledge.

Some ask why we are so skeptical about the growth of
for-profit higher education, if we are so quick to defend the
competitive environment and the prerogative of each institution
to act autonomously. The answer is that the profit motive has,
in almost every instance that we’ve seen so far, caused operating
costs at for-profit colleges to be squeezed too tightly, so that
faculty members are denied any space for imagination in what
they teach, student support services are reduced to skeletal
levels, and profits are drawn out of the enterprise instead of
being used to enrich it for the benefit of students or to pay for
long-term improvements. In principle, a for-profit college could
demonstrate deep commitment to student learning, but the
financial incentives seem so far to have prevented the for-profit
colleges from doing it.

As metrics for gauging institutional performance have
improved, accreditors now ask colleges for more data, and most
colleges and universities now have the capacity to collect and
analyze data for their own internal benchmarking purposes.
When CIC began its Key Indicators Tool in 2004, some college
presidents were nervous that the data, once collected, could fall
into the hands of accreditors who would use the information
against the institution. Now many colleges find that the
information in the Key Indicators Tool and companion Financial
Indicators Tool offers an easy way to comply with accreditors’
requests for measures of institutional performance.

Another force for greater standardization, now on the
horizon, will pose a new challenge to the peculiarly American
balance between a concern for learning outcomes and the
protection of institutional autonomy. This challenge derives from
the national effort to increase the number of well trained college
graduates who enter the workforce and add to our national
economic strength and competitiveness on the world stage. In
Europe, the “Bologna Process” has led to new agreements among
nations to allow easier equivalency of credits and degrees and
mobility of students among universities in different countries.
Interest in extending this approach to the U.S. is increasing
because, if it is difficult to transfer credits earned in, say, India
or Zambia to an American college or university, the Indian or
Zambian student will enroll in a European university, where
transferring is easier.

We want American universities and colleges to remain
attractive to foreign students, but we cannot achieve this
goal by imposing a simple federal template on all college and
university degree programs or we will risk the stultifying effects
of a centralized, government-run system of higher education.
To prevent a federal mandate, we need to demonstrate that
the voluntary approaches that have taken us some distance
in just a few years can take us much further. Then we will
need to persuade those who prefer legal remedies that these
would constrain innovation, discourage diversity among
institutions, and lead to additional expense for compliance and
enforcement—all without assuring better information or higher
educational quality than the voluntary approaches currently do.
Accountability aside, it’s our focus on improvement of teaching
and learning, not mere compliance, that will assure that even the
best colleges and universities become even better.

Here’s our dilemma. When Secretary Spellings was railing
against colleges and universities and the Republicans, despite
all expectations, were asserting the need for more federal
involvement in our institutions, it was easy to be firmly opposed.
Secretary Duncan, on the other hand, always sounds supportive
and collegial. Yet he and the Democratic Congress apparently
want even deeper, direct regulation of higher education. Dare
we trust today’s more congenial government officials to help us
find a non-governmental path to quality assurance, or are the
principles of institutional autonomy, privacy, and diversity of
institutions important to protect even when there appears to be
little immediate threat? And how can we persuade the state and
federal governments that the leading example set by “private”
higher education is serving the “public” interest extremely well?
Given the severe challenges that face American higher education and the country as a whole, the informed perspectives of presenters at the 2010 Presidents Institute promise to provide valuable insights for conference participants. The Institute, which has become the largest annual meeting of college and university presidents, will be held January 4–7, 2010, at the Marco Island Marriott in Marco Island, Florida. Featured speakers include Roger W. Ferguson, Jr., president and chief executive officer of TIAA-CREF; Shirley M. Tilghman, president of Princeton University; and Serge Schmemann, editorial page editor of the International Herald Tribune. The concluding plenary session will explore new directions for improvement in higher education quality and will feature panelists Robert Shireman, deputy undersecretary, U.S. Department of Education; Sylvia Manning, president, Higher Learning Commission of the North Central Association of Colleges and Schools; Peter T. Ewell, vice president, National Center for Higher Education Management Systems; and Edwin H. Welch, president, University of Charleston (WV).

Independent colleges and universities are well positioned to help secure a better future for the country. Over the years, private colleges have demonstrated resilience and adaptability in the face of challenges to their existence and threats to the nation. While today's problems are perhaps greater than any faced in a generation, America's small and mid-sized private colleges are exhibiting imagination, flexibility, entrepreneurial spirit, and a degree of self-sacrifice unmatched by many of society's institutions. Through creative academic programs, innovative revenue sources, adaptive responses to changing student demographics, and new strategic directions to serve both campus and community, independent colleges are helping to define the future.

What is the role of college presidents and the institutions they serve in contributing to the economic well-being of the nation? How can presidents position their institutions to advance the national goal of an educated citizenry committed to American ideals of democracy, responsibility, and service to others? What is the role of a liberal arts education in workforce development for the new economy? How can independent colleges best serve a new generation of war veterans seeking further education? CIC's 2010 Presidents Institute will explore these and other critical questions by drawing on the practical successes of presidents and on the experiences of experts with broad perspective on the trajectory of independent higher education.

In addition, the Institute will continue to feature practical presentations and discussions on issues that typify presidential responsibilities, from board relations to fundraising to public relations. 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.
New Presidents Program Focuses on Mentoring

Serving as a college or university president requires a broad vision, yet new presidents frequently come from narrower backgrounds and many say they did not fully realize the gap until they had already assumed the office. The first few months on a new campus can be overwhelming and missteps at this time can be critical. Recognizing these special needs and concerns, the Council of Independent Colleges offers a New Presidents Program on January 3 and 4 each year, immediately preceding the annual Presidents Institute (January 4–7).

Since 1989, some 600 college presidents have completed the program, which offers opportunities for new presidents and their spouses to meet and exchange ideas with others new to the office. The presenters are experienced presidents, many of them alumni of the program.

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

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

At times, a mentor’s role will be primarily to help the new president reach clarity, said Cynthia Zane, now in her third year as president of Hilbert College (NY). “A president may need only to speak to a mentor by telephone or, alternately, to spend a half-day or entire day talking an issue through, exploring the options and consequences of various courses of action.”

Eureka College (IL) President David Arnold, who not only participated in the program as a new president but was a presenter and facilitated it for years, said, “The role of a mentor is not to tell a new president what to think. Rather, it is to help focus him or her on what to think about. For example, the mentor might ask, ‘What are your burning issues, and how are you handling them?’ The entire process opens up the give and take that enables a president to consider crucial issues from new and more productive perspectives.” Instead of being pressed to make major decisions under time pressure, Arnold added, a president can be helped by a mentor who offers sound advice in an unhurried manner, helping a new president to sort through multiple priorities.

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

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

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

To register for the New Presidents and Spouses Programs, visit the CiC website at www.cic.edu/PresidentsInstitute.

2010 New Presidents Advisory Committee

Charles L. Flynn, Jr., College of Mount Saint Vincent
Rosemary E. Jeffries, RSM, Georgian Court University
William T. Luckey, Lindsey Wilson College
Scott D. Miller, Bethany College (WV), Chair
Cynthia Zane, Hilbert College
The keynote address, “When the Budget Sinks Can Student Learning Still Rise?,” will be delivered by W. Robert Connor, president of the Teagle Foundation. Connor was Andrew Fleming West Professor of Classics at Princeton University and chair of the department. When he became president and director of the National Humanities Center in Research Triangle Park, North Carolina, he also was professor of classics at Duke University.

Other plenary speakers include:

**Sandy Baum**, senior policy analyst at the College Board, will explore “The Economy and the Future of Private Colleges and Universities.” She is coauthor of *Trends in Student Aid, Trends in College Pricing,* and *Education Pays: The Benefits of Higher Education for Individuals and Society* for the College Board. Her knowledge of private colleges and universities is grounded in her work as professor of economics at Skidmore College.

**Azar Nafisi** will address the topic of “The Liberal Arts and Democracy.” Nafisi authored the national bestsellers *Reading Lolita in Tehran: A Memoir in Books and Things I’ve Been Silent About: Memories*. Nafisi is also executive director of Cultural Conversations at the Foreign Policy Institute of Johns Hopkins University’s School of Advanced International Studies in Washington, DC. She is currently working on a book entitled *Republic of the Imagination* about the power of literature to liberate minds and peoples.


**Catherine R. Cook** is co-founder of Miller/Cook & Associates, Inc., a firm offering independent colleges and universities an integrated approach to enrollment management.

**John Lawlor** is the founder and principal of The Lawlor Group (TLG), a market research, brand management, and marketing communications firm that works almost exclusively with private education clients.

**Michaelita Quinn** is president of Executive Management Services, Inc., a consulting group that provides services in enrollment management and student affairs to private colleges and universities including assessments, coaching, interim management, searches, and consulting.

A number of workshops will be offered during the CAO Institute. “Budget Fundamentals for the CAO” will be led by Mark Matson, vice president for academic affairs and dean of Milligan College (TN) and Joanne Passaro, provost and vice president for academic affairs, Carroll University (WI). “Financial Forecasting” will be led by Michael Townsley, special assistant for finance to the president and professor of business at Becker College (MA). Azar Nafisi will lead a seminar on “The Future of the Liberal Arts Curriculum.” David Townsend, director of Wye Programs, Aspen Institute, and tutor at St. John’s College (MD), will address classical and contemporary texts that have bearing on issues of leadership in the CIC/Aspen/Wye Seminar on Leadership.

The Workshop for CAOs in their Third or Fourth Year of Service will be led by Robert L. Entzminger, provost, Hendrix College (AR); Bryon L. Grigsby, senior vice president and vice president for academic affairs, Shenandoah University (VA); Adrienne Israel, vice president for academic affairs and academic dean, Guilford College (NC); Judith Muyskens, provost, Nebraska Wesleyan University; Stephanie Quinn, executive vice president and dean, Rockford College (IL); and Mark Sargent, provost, Gordon College (MA). And, as always, new chief academic officers are encouraged to participate in the day-long New CAO Workshop as well as the mentor program led by experienced colleagues.

Registration materials are available on the CIC website at [www.cic.edu/CAOInstitute](http://www.cic.edu/CAOInstitute).
CIC Holds Inaugural Vocation Conference; Sets Stage for New Network

CIC hosted the inaugural conference, “Vocation in Undergraduate Education (VUE): Extending the Theological Exploration of Vocation,” held March 12–14, 2009, in Indianapolis, Indiana, that sets the stage for the launch of the Network for Vocation in Undergraduate Education (NetVUE), building on the success of recent campus-based programs for the theological exploration of vocation. The meeting featured presentations by noted scholars, theologians, and campus leaders; sessions about successful campus programs and challenges to them; and an exchange of best practices. The conference was generously supported by Lilly Endowment Inc.

The purpose of the conference was five-fold: (1) Deepen the understanding of the intellectual and theological substance of vocational exploration; (2) Examine the role of theological reflection and vocational exploration in a variety of institutional contexts; (3) Share knowledge, best practices, and reflection on experiences among previously involved campuses and others; (4) Facilitate the incorporation of additional colleges and universities into this enterprise; and (5) Develop a network for sustaining an extended program in the theological exploration of vocation.

An organizational meeting during the conference helped to shape the future development of NetVUE. The key programmatic elements of NetVUE will include a national conference held every other year, regional gatherings and multi-campus collaborations held in off-years, online resources and networking, a mentoring and consulting service, and a small NetVUE staff based on a campus to support these activities. A detailed announcement of the Network with a call for membership will be issued in the fall.

Plenary speakers at the VUE Conference included Nathan O. Hatch, president of Wake Forest University; Beverly Daniel Tatum, president of Spelman College (GA); and William F. May, Cary M. Maguire Professor of Ethics Emeritus at Southern Methodist University. In addition, panels of campus leaders addressed such topics as “The Varieties of Vocational Experience” and “Institutional Impact of Vocational Exploration Programs,” and presenters from a number of colleges and universities shared elements of their programs and ideas for strengthening the theological exploration of vocation on campus. The texts of these presentations and other resources are available on CiC’s website at www.cic.edu/NetVUE.

“Higher Education and the Thirst for Meaning in Life and Work”

Nathan Hatch delivered the keynote address on the disjunction between what faculty members teach and the larger issues of meaning and purpose. Contemporary life, said Hatch, is filled with overachievement, the professionalization of childhood, and a culture of competition in which one’s identity is formed by what one does and accomplishes. “The young are increasingly defining their lives and careers with less attention to meaning…. Many careers are selected for their paychecks and accolades.” Yet signs of acute frustration by young professionals—new lawyers are leaving their careers early, young physicians are burned out—compound the current economic turmoil, indicate the need to answer the question: What happens when the high rewards aren’t there? Hatch stressed that “students need to reassess their values” and higher education leaders must focus on “developing young men and women of character who do the right thing…and learn not just how to make a living but how to live.”

As such, Hatch noted, colleges must “expand occasions that challenge students to define their commitments and also encourage faculty members to help students do this…. Students yearn to connect with something larger. They want to do good, and do well, to lead an examined and purposeful life…. How do we channel these nascent hopes and dreams and relate them to powerful traditions of thought about the meaning of work and the changing state of the professions?”

Hatch noted that, “The most pressing question is whether institutions will have the will and the creativity to sponsor a substantive range of courses in this area…. In all likelihood, such efforts will be welcomed by some faculty, opposed by others, and critically observed by a majority to see the fruits of the experiment. To allay suspicion and to build support, leaders will need to be academically savvy, student-oriented, and programmatically creative.”

He concluded, “A robust program exploring vocational discernment should involve rigorous courses on everything from the history and sociology of the professions to the meaning of vocation in various religious traditions. It should also engage those offices in our schools that deal with volunteer service, spiritual formation, and career planning. It will take new energy and resolve and fresh initiatives if colleges are to recover their rightful place in helping students discover for themselves what living is for.”

(continued on page 8)
“The Significance of Vocational Exploration for Institutional Mission”

Beverly Tatum discussed the significance of undergraduate vocational exploration for furthering the mission of an institution of higher education. In her opening remarks, she said, “Our students are inheriting a complex world with many difficult decisions to make. They have easy access to plenty of information—but will they use it wisely? How do we adequately prepare our students for wise, ethical, and responsible leadership?”

She stressed that “introspection is the route to self-knowledge, which is a cornerstone of wisdom. If we want our students to live compelling lives, lives of deep meaning and purpose—if we want to fulfill our missions—develop that leadership potential as we promise to do—we must create some space for reflection. How do we do that in the secular academy?”

She offered four suggestions to address that question:

1. **Teach about issues of social justice.** “Exploration of such social justice issues as power and privilege inevitably awakens the spirit,” Tatum said. “Racism, like the other ‘isms of sexism, classism, anti-Semitism, heterosexism, and ableism, is a powerful source of disconnection in our society. All of the ‘isms alienate us not only from others but also from ourselves and our own experiences.”

2. **Build reflection into one’s teaching.** Tatum noted that, “At Spelman we are introducing the use of electronic portfolios as part of the first year seminar experience, with the intent of carrying it through to the senior year. The act of identifying which pieces of work you want to include in the portfolio, and why you have selected them and presented them in a particular way is an act of reflection which inevitably reveals one’s passions and perhaps leads one to her sense of vocation, as she brings forward her best work. It can be done if we consider it important.”

3. **Create co-curricular spaces for reflection.** “This is important not just for students but for faculty and staff,” said Tatum. “At Spelman, the WISDOM Center (Women in Spiritual Discernment of Ministry) provides programs and also occupies a physical space, including a room for meditation,” she said, noting that two faculty members have volunteered to lead guided meditation.

4. **Model the behavior.** Tatum encouraged conference participants to “Talk about your own journey when given the opportunity. Whenever we have the chance, we can talk about our own practice,” she said. “Mention that you write in a journal. Be seen in the silent spaces.”

“Vocation, the Professions, and the Liberal Arts”

William May examined issues that lie at the intersection of vocation, the professions, and the liberal arts, addressing the question: How can programs in the exploration of vocation help to reaffirm the multiple aims of academic institutions?

“The liberal arts college in the 19th century, largely Protestant in origin and small town in its setting, found its common ground in a general consensus on ends and goals that shaped its life,” said May. “Reflecting this consensus, the president of the college often taught a course in ethics for all graduating seniors. This arrangement...offered an important symbol. Ethics had not yet contracted into a merely technical subspecialty in religious or philosophical studies; it served rather to crown the student’s education.” In contrast, he said, “The 20th century positivist university no longer looked to substantive ends and goals to supply the institution with its common ground. Indeed, teachers in the disinterested pursuit of the truth needed to shed their values before entering the classroom. Values express only subjective, emotive preferences.”

May noted that, “Ultimately, this objectivist creed of the faculty encouraged careerism in students. Teachers can transmit a knowledge-based power, but they cannot raise questions about its responsible uses without descending into advocacy. Thus graduates can treat their knowledge as a purely private possession to manage as they please in the pursuit of their careers...”

Citing three ancient purposes of the liberal arts college, May asserted that these remain a part of the vocation or calling of the small private college that today seeks to serve the common good:

1. **Honing critical intelligence.** “The task of criticism in the intellectual life includes making judgments as to worth and value in the spheres of politics, art, economics, religion, philosophy, and morals,” May said. “The university is precisely the site where critical inquiry ought to occur, considering and weighing alternative goals for the society at large and for the professions in particular.”

2. **Cultivating the civic self.** “The university must accept as part of its most comprehensive purpose the cultivation of the civic self—the art of acting in concert with others for the common good to engage in critical inquiry is itself a social act that teases the mind out of the bottle of private preference and opens it out toward a community of inquirers,” said May.

3. **Preparing all graduates to be good teachers.** “The university must turn out professionals who are good teachers,” May said. “We must help cultivate in students, whatever their vocation, the qualities of a good teacher—a capacity for critical inquiry, a direct grasp of their subject, a desire to share it, verbal facility, and sensitivity to one’s audience.”
Major Media, Near-Record Attendance Factored in Success of College Media Conference

Despite dramatic changes in the economy that have restricted college and university travel budgets—and led to drastic cutbacks in the news industry—the 2009 College Media Conference attracted a significant number of the nation’s most prominent higher education media representatives and near-record attendance. More than 230 participants, including more than 200 communications officers from public and private, large and small colleges and universities in 38 states, attended the 23rd annual conference, cohosted for the first time by CIC and the American Association of State Colleges and Universities.


One participant described the event as “by far the best opportunity for college media relations professionals to discuss what they do. Interacting with this group is a good part of the value.” Another said, “I am amazed at the quantity and quality of the A-list media people who participated. I came away with new perspectives of the process that I plan to apply ASAP.”

The media panelists discussed the devastating changes in the news media—including layoffs, cutbacks, and buyouts that are decimating the ranks of reporting staff at most media outlets nationwide. Many said that reporters who had covered higher education as a beat are being reassigned or their publications are reducing education coverage overall. Jane Karr, Education Life editor at the New York Times, said education coverage at the Times is now decentralized. “There is no longer an education editor—everybody covers education now, including sports, lifestyle, metro, business—which PR officers need to rethink how and to whom they pitch a story.” Other media panelists explained how college and university PR/media officers can interact effectively with them as they report on higher education issues, provided specific examples of what they were looking for in a story, and described how their publication is changing. The conference also featured panel discussions by college and university public relations professionals who shared best practices and approaches to publicizing campus activities and pitching stories to the media.

Networking with colleagues in communications, marketing, and media and public relations from around the country was described by some participants as one of the major benefits of the conference.

Among the topics discussed were “Satisfying the Editor’s Demands,” “Understanding National Education Reporters,” “Crystal Ball Gazing: Future of the News Media,” “Publicizing Science and Research Experts,” “New Media and Fresh Ideas for Promoting Faculty Members,” “Getting Coverage for the Institution,” “Public Policy and the Year Ahead,” “Approaching Network TV Shows,” “PiOnet Review: What’s on Media Officers’ Minds?,” and “Understanding Daily Newspapers.”

Many participants at the conference were eager to explore social media and networking tools such as Twitter, Facebook, and blogs and how they are used by the media. Dozens of attendees took advantage of the Twitter “hashtag” (cmc2009) established for the conference.

The University of Maryland was the premier sponsor of the conference; other sponsors included readMedia, EurekAlert!, and Allegheny College (PA).

Resources from the conference, including the 2009 Higher Education Media Contacts List, are available at www.collegemediaconference.org/resources.html.
A seminar on *Slave Narratives* for faculty members was so popular last year that CIC and the Gilder Lehrman Institute of American History together with the United Negro College Fund reprised the event this year. David W. Blight, Class of 1954 Professor of American History at Yale University again led the seminar for full-time faculty members in history, English, and related fields. Thirty participants were selected (from more than 150 highly competitive nominations) for the seminar held at the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at Yale University in New Haven, Connecticut.

Professor Blight opened the seminar with a discussion of 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 in depth both ante-bellum and postbellum narratives. The seminar covered the most famous pre-war narrative by Frederick Douglass, and the most famous post-war narrative by Booker T. Washington, as well as others including recently discovered narratives from Professor Blight’s 2007 book, *A Slave No More: Two Men Who Escaped to Freedom, Including their Narratives of Emancipation*.

“The seminar provided a valuable opportunity to take a ‘mini-sabbatical’ with colleagues who face similar limitations on time and resources for research and reading in our fields,” said Kathy Ogren, professor of history at University of Redlands (CA). “We also shared many exciting opportunities for teaching innovation at our institutions, and sharing those best practices is facilitated by the size and diversity of the seminar.” Participants also were treated to a historical tour of the Yale campus with stops at the Grove Street Cemetery and the Amistad Monument.

David Blight is the author of several other books including *Race and Reunion: The Civil War in American Memory*, for which he won the 2001 Frederick Douglass Prize and the 2002 Bancroft and Lincoln Prizes, *Beyond the Battlefield: Race, Memory and the Civil War, Frederick Douglass’ Civil War: Keeping Faith in Jubilee*, and the edited volumes, *When This Cruel War is Over: The Civil War Letters of Charles Harvey Brewster, Narrative of the Life of Frederick Douglass;* and *The Souls of Black Folk*, by W.E.B. Du Bois.
Department Chair Workshops Attract Record Participation

A record number of department and division chairs participated in CIC’s 2009 Department and Division Chair Workshops, held in St. Louis, Missouri (April 2–4); Cambridge, Massachusetts (May 27–29); Pittsburgh, Pennsylvania (June 2–4); and San Diego, California (June 9–11).

“Creative Leadership with Limited Resources” was the theme of the eighth 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 attracting entry-level students to the major, using data to guide decisions, the theory and practice of conflict management, working with underperforming faculty members, cost-effective professional development for faculty members, working with the chief academic officer, and preventive law.

In a session at the St. Louis workshop on attracting entry-level students to the major, George Dehne, president of GDA Integrated Services, highlighted ways that department chairs could encourage faculty members to participate in the student recruitment process. He suggested that chairs ask faculty members to consider engaging in some of the following activities:

- Be available for spontaneous visits with prospective students during office hours;
- Choose classes that prospective students might find interesting;
- Participate in off-campus community events and give a demonstration or lecture during special on-campus admissions events;
- Interview prospective scholarship students who have an interest in your field;
- Join prospective students and their parents for lunch on campus;
- Identify alumni who majored in your field who could talk with prospective students interested in your discipline; and
- Talk with the media on subjects in which you have expertise.

Plans are underway for the ninth annual CIC Department/Division Chair Workshops in 2010. Additional information about the program will be posted on the CIC website in early October.

2009 Foundation Conversation to Explore Investing in Access and Success

CIC’s 21st Annual Conversation between Foundation Officers and College and University Presidents will feature several senior officers of foundations that have invested in college student access and success.

The 2009 Conversation will take place on Tuesday, October 13 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 Investing in Access and Success: Colleges and Foundations Join Forces to Educate All Students.

Speakers will address what their foundations are doing to help students, particularly those who are the first in their families to attend college, who are from low-income families, or are students of color; why their foundations focus on certain initiatives and not on others; what they choose to fund and why; what changes they see coming to philanthropy; and the possible impact of those changes on the kinds of programs they will support in the future.

The keynote speaker will be Jamie Merisotis, president of the Lumina Foundation for Education, who will address “Educating College Students in a Time of Changing Demographics and Uncertain Economics.” Matthew Quinn, executive director of the Jack Kent Cooke Foundation, and Eduardo Martinez, program director of the UPS Foundation, will present “How Foundations Work with Colleges to Make a College Degree Possible for all Students.” Mason Granger, program director of the William Randolph Hearst Foundations, will offer concluding remarks on “Promoting Access to High Quality Higher Education.”

Foundation executives also will lead discussion groups between the plenary session and the luncheon.

Facilitators for the Foundation Conversation include Barbara Gombach of the Carnegie Corporation of New York; Jane Daniels of the Luce Foundation; Max Marmor of the Kress Foundation; and Steven Wheatley of the American Council of Learned Societies.

Participation is limited to CIC member presidents. For more information about registration, visit the CIC website at www.cic.edu/foundationconversation.
New CIC Study on Pathways to Presidency Suggests Greater Need to Prepare Future Presidents

A new CIC study reveals that the career patterns that lead to the presidency of a small college often differ in important ways from the career patterns that are typical of presidents of large universities. Compared with presidents of other kinds of colleges and universities, first-time CIC presidents are less likely to have been a chief academic officer, less likely to have been hired from within the institution, and more likely to have been employed outside higher education altogether. CIC presidents also are, on average, slightly younger, more likely to be female, and less likely to be a person of color than first-time presidents of other kinds of colleges and universities.

The CIC study, *A Study of Career Patterns of the Presidents of Independent Colleges and Universities*, by Harold V. Hartley III, senior vice president, and Eric E. Godin, manager of research projects, began in 2008 as part of an initiative to strengthen CIC’s large number of leadership development programs for senior executives of small and mid-sized private colleges and universities. Using data from the American Council on Education’s *American College President Study*, CIC analyzed the career pathways, education, and demographic characteristics of first-time American college and university presidents from 1986 to 2006. Comparisons were made between presidents of CIC member institutions and presidents of four major sub-sector groups: public baccalaureate and master’s level institutions, private doctoral universities, public doctoral universities, and public two-year colleges. Funding for the project came from the American Academic Leadership Institute.

In considering the various career routes to the presidency, CIC examined the types of positions held prior to assuming the office of president, various background and demographic characteristics of first-time presidents, such as gender, race/ethnicity, age, and major field of study, as well as presidents’ sense of readiness for various presidential responsibilities.

Some of the key findings of the comparisons of first-time presidents of CIC member colleges and universities with their counterparts in other institutional groupings include:

- **Major Field of Study.** A larger proportion of CIC presidents earned their highest degree in the humanities and fine arts; an even larger proportion, however, earned their highest degree in education or higher education—highest among presidents of four-year institutions.

- **Demographic Characteristics.** Presidents of CIC member colleges and universities were slightly younger (average age of 59), more likely to be female (28 percent), and less likely to be a person of color (8 percent) than their counterparts in other four-year institutional settings.

- **Preparation for Presidential Responsibilities.** CIC first-time presidents felt insufficiently prepared for the following duties (in descending order):
  - Fundraising;
  - Risk management and legal issues;
  - Capital improvement projects;
  - Budget and financial management; and
  - Entrepreneurial ventures.

(continued on page 14)
Preparing the next generation of leadership in independent colleges and universities is the goal of a new program, Academic Leadership for the 21st Century, offered by CIC in partnership with the American Academic Leadership Institute (AALI) and the American Association of State Colleges and Universities (AASCU). The need for such a program is evident, given recent reports from search consultants about smaller applicant pools in many presidential searches, an increase in the median age of those currently serving as presidents that will likely lead to a large number of presidential retirements in the coming years, and a decrease in the number of chief academic officers pursuing presidencies. These concerns are compounded by the fact that search committees have sometimes not chosen CAOs to become presidents, despite impressive records of success, because the candidates lack experience in nonacademic aspects of campus leadership such as fundraising and strategic budgeting.

To address these issues, the program prepares CAOs to serve as effective college presidents. AALI is underwriting a substantial portion of the expense of this initiative, which makes the program available at a relatively modest fee. The year-long program focuses on aspects of institutional leadership that are often outside the CAO’s purview and consists of two seminars, ongoing webinars and reading exercises, experiential programs and activities focused on specific areas of presidential responsibility, and mentoring by a former college president, Ann Die Hasselmo, current president of AALI, throughout the duration of the program.

Twenty CAOs from CIC institutions and 21 CAOs from AASCU institutions have been admitted to the program. The number of participants was purposefully kept small in order to provide adequate opportunity for interaction among the participants, those who lead the seminars, and those who serve as mentors. Participants will be in separate seminar sessions for those topics that are specific to either the public or the private sector. The intent is to offer a personalized program with a focus on those aspects of institutional leadership that are within the responsibilities of the president but often outside that of the CAO (for example, fundraising, alumni affairs, financial management, and campus master planning). Because search committees and institutions increasingly favor candidates with prior knowledge and experience in essential roles that only presidents perform, the intent of the program is to make it more likely that a CAO will be knowledgeable about the distinctively presidential aspects of senior institutional leadership, more likely to be given serious consideration by presidential search committees, and—upon beginning a presidency—more likely to act with clear purpose and a sound strategy.

The first seminar, which covers many of the nonacademic content areas of the president’s role, took place on August 4–6; the second will take place January 13–14, 2010, both in Washington, DC. The experiential component of the program will be developed by the CAO and his or her campus president and may occur on the participant’s own campus, a neighboring campus, or a campus near locations where the CAO would normally travel during the course of the academic year.

### ACADEMIC LEADERSHIP FOR THE 21ST CENTURY—CIC PARTICIPANTS

<table>
<thead>
<tr>
<th>Jeffrey Abernathy</th>
<th>Sherilyn Emberton</th>
<th>MaryAnn Janosik</th>
<th>Daniel May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Augustana College</td>
<td>Lincoln Memorial University (TN)</td>
<td>Saint Joseph’s College (IN)</td>
<td>The University of Findlay (OH)</td>
</tr>
<tr>
<td>Lyle L. Bowlin</td>
<td>Ed Ericson, Ill</td>
<td>Barbara Karlin</td>
<td>Carol A. Scheppard</td>
</tr>
<tr>
<td>Southeastern University (FL)</td>
<td>John Brown University (AR)</td>
<td>Golden Gate University (CA)</td>
<td>Bridgewater College (VA)</td>
</tr>
<tr>
<td>Andrea Chapdelaine</td>
<td>Karen Gainey</td>
<td>Paul C. Koch</td>
<td>Michael Selmon</td>
</tr>
<tr>
<td>Albright College (PA)</td>
<td>Limestone College (SC)</td>
<td>St. Ambrose University (IA)</td>
<td>Alma College (MI)</td>
</tr>
<tr>
<td>Elizabeth Domholdt</td>
<td>Bryon Lee Grigsby</td>
<td>Leslie Lambert</td>
<td>Michael B. Sperling</td>
</tr>
<tr>
<td>The College of St. Scholastica (MN)</td>
<td>Shenandoah University (VA)</td>
<td>Ferrum College (VA)</td>
<td>Mercy College (NY)</td>
</tr>
<tr>
<td>Patricia H. Draves</td>
<td>Tina S. Holland</td>
<td>Lizbeth Martin</td>
<td>C. Reynold Verret</td>
</tr>
<tr>
<td>Mount Union College (OH)</td>
<td>Holy Cross College (IN)</td>
<td>Holy Names University (CA)</td>
<td>Wilkes University (PA)</td>
</tr>
</tbody>
</table>
Based on analysis of these data, Hartley and Godin offer several recommendations:

1. Greater emphasis should be placed on preparing chief academic officers to assume the presidency, particularly in fundraising, risk and financial management, and other administrative and leadership skills often called upon in the presidency.

2. Equally, more opportunities should be provided to orient new presidents from nonacademic backgrounds to faculty, curricular, and shared governance issues, as well as to orient new presidents from outside higher education to the dynamics of academe, especially the particularities of independent higher education.

3. Women and persons of color especially should be encouraged to apply to programs that prepare prospective presidents.

CIC President Richard Ekman said of the study, “With a better understanding of the career patterns and characteristics of member presidents, CIC is adding to its leadership development programs for senior administrators of small and mid-sized private colleges and universities in an effort to strengthen the preparation of tomorrow’s college and university presidents.”

While known for its large array of leadership development programs for presidents, chief academic officers, and other senior leaders, CIC is concerned about the future health and stability of the presidencies of small and mid-sized private colleges and universities. Given the “graying” of the presidency (nearly half of all CIC presidents are over the age of 60), it is highly likely that in the next ten years a significant number of member presidents will retire. At the same time, many executive search consultants have reported that the typical search for a college president attracts fewer candidates—and fewer well-qualified candidates—than was the case a decade ago. The implications of study findings will be shared with trustee search committees and presidential search consultants.

The full report is available on CIC’s website at www.cic.edu/PresidentsStudy.

**CIC Secures Grants for Several New Programs and Services**

CIC has received an unusual number of grants recently that will make it possible to offer several new programs and services at well below their full cost and with significant financial support for those who participate. Details about these new initiatives will be forthcoming.

**Information fluency in the disciplines.** After six years of support for CIC workshops on basic “information literacy” in which more than 250 colleges and universities participated, CIC will now address the need to prepare students to use information more effectively in coursework and research projects in their major fields of study. With a recent $577,000 grant from the Andrew W. Mellon Foundation, CIC is developing a new series of workshops and will provide generous support for campus teams of faculty members, librarians, academic officers, and technologists to participate. The first workshop, to be held in March 2010, will focus on literature.

**Teaching art history.** Often lost in larger studio art departments and hampered by the lack of easy access to museums with excellent collections, the teaching of art history at smaller colleges and universities will benefit from a new series of seminars for faculty members. The Samuel H. Kress Foundation has provided CIC a $210,000 grant in support of a three week-long seminars for faculty members to be held over the next three years at the Birmingham Museum of Art, the High Museum of Art in Atlanta, and the Allen Memorial Art Museum at Oberlin College. All three museums have remarkable collections of European art.

**Learning outcomes assessment.** The CIC/CLA Consortium is currently helping 47 institutions document the learning gains by students from first to senior year and to benchmark the results. The Carnegie Corporation of New York has awarded CIC a grant of $499,370 to expand the consortium to include additional urban institutions with large numbers of first-generation, minority, and low-income students. More than one-third of all CIC member institutions are located in urban areas.

**Management training for librarians.** CIC is partnering with the Council on Library and Information Resources (CLIR) to strengthen the information management capabilities of librarians in liberal arts colleges. The Institute of Museum and Library Services has awarded a grant of $713,000 to the project, which will give special attention to colleges that serve low-income, minority, and first-generation students. The UNCF and the Appalachian College Association are co-sponsors of this program.

**Participation in the 2010 CIC Presidents Institute.** CIC received a $30,000 grant from the Henry Luce Foundation to assist presidents of CIC institutions that are especially hard-pressed this year or who might not have been able to participate in Presidents Institutes in recent years to participate in the 2010 Presidents Institute.
The strategies used by the 20 institutions participating in CIC’s Wal-Mart College Success Awards program vary widely, with multi-faceted programs that focus on assisting first-generation students with the academic, social, and psychological challenges that they face in college. During a July 19–21 conference in Washington, DC, three-person teams from the 20 institutions shared their successes and challenges and learned from a small group of experts.

The Wal-Mart College Success Awards, made possible by a generous grant from the Wal-Mart Foundation, provided $100,000 grants each to 20 small and mid-sized independent colleges and universities that have records of deep commitment to the education of first-generation college students. The awards help the institutions build on demonstrated successes and develop further the enrollment, retention, and graduation rates of first-generation college students over a two-year period. The 20 recipients were selected from more than 200 institutions that applied.

In the opening session, Michelle Gilliard, senior director of workforce development and education at the Wal-Mart Foundation, immediately engaged the teams in a conversation about their assumptions regarding the first-generation students on their particular campuses. The dialogue among participants continued as institutions presented the results of their first year of work and discussed what had worked as well as what needed to be adjusted.

Other plenary speakers at the conference included Patrick Terenzini, Distinguished Professor of Education and senior scientist at the Center for the Study of Higher Education at Pennsylvania State University and Joshua Wyner, senior vice president of the National Consortium for College Completion.

Terenzini warned participants of the dangers of simply searching for best practices, explaining that this process “tends to narrow our vision” and may cause us to overlook some important strategies. He explained, “There is no one lever that will make the difference.” Instead, he encouraged institutions to “pull lots of little levers.”

In his closing remarks, Joshua Wyner emphasized the importance of innovation, expanded opportunities, and shared benchmarks among institutions. He also spoke of the power of working collectively and of demonstrating success to those outside the institution. “You’ve done the work,” Wyner said, “now show us that you’ve done it.”

More information about the Wal-Mart College Success Awards, including a short description of each institution’s program, is available on CIC’s website at www.cic.edu/projects_services/walmart_college_success.asp.

### WAL-MART COLLEGE SUCCESS AWARD RECIPIENTS

- Adrian College (MI)
- Bay Path College (MA)
- Bellarmine University (KY)
- California Lutheran University
- Carroll University (WI)
- College of Mount Saint Vincent (NY)
- College of Saint Benedict (MN)
- Florida Memorial University
- Illinois College
- Juniata College (PA)
- Kalamazoo College (MI)
- Lesley University (MA)
- Manchester College (IN)
- North Central College (IL)
- Ripon College (WI)
- St. Edward’s University (TX)
- The College of Idaho
- The College of St. Scholastica (MN)
- Wartburg College (IA)
- Wiley College (TX)
Graduates of Rollins College (FL) and Washington and Lee University (VA) are the recipients of CIC’s 2009 American Graduate Fellowships. Robert Hoffman of Rollins will pursue a PhD in philosophy at the University of Pennsylvania, and Matthew Loar of Washington and Lee has accepted an offer to study classics at Stanford University. Each of these students will receive an award of $50,000 for a year of graduate study, renewable for a second year.

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 Fellowships may be used to support doctoral study at any of 23 leading private research institutions in the U.S., Great Britain, and Ireland. The eligible fields of graduate study include history, philosophy, literature and languages, and fine arts.

A generation ago, small liberal arts colleges prepared a disproportionate share of the country’s scholars and scientists. In recent years, however, graduate students in the humanities have been drawn increasingly from large research institutions and state universities. Data from a CIC analysis of the Survey of Earned Doctorates (2006) show that in 1980, 28.2 percent of new PhD recipients in the humanities were alumni of independent American colleges and universities that emphasize baccalaureate and master’s level education. In 2003, only 22.9 percent of new PhD recipients were graduates of such institutions. In addition, the American Historical Association in a 2005 report stated, “After decades of lowering the barriers of class and privilege, the ranks of new history PhDs are growing less diverse and more likely to draw from a narrow range of elite institutions…. [Only] a small number of private liberal arts colleges played a critical part in feeding undergraduates into the pipeline of future history PhDs.”

The American Graduate Fellowships support the graduate education of a few stellar graduates of small colleges and also advance two larger purposes: encouraging the best students at small and mid-sized independent colleges to apply for PhD work in the humanities at top-tier private research institutions and raising awareness at leading graduate schools that small colleges are a rich source of future doctoral students. The Fellowships, funded by a generous grant from the Wichita Falls Area Community Foundation in Wichita Falls, Texas, draws attention to the best graduates of small liberal arts colleges who possess the education and ability to excel in the doctoral programs that train tomorrow’s leading scholars. President Teresa Pontius said, “The Wichita Falls Area Community Foundation continues to be supportive of the important work being accomplished by these distinguished recipients. The small part we play in helping shape lives is very rewarding.”

2009 AMERICAN GRADUATE FELLOWSHIP RECIPIENTS

Robert Hoffman of Orange Park, Florida, was described by Rollins professor of philosophy J. Thomas Cook, as someone with “a truly exceptional intellect, an exemplary character and a serious commitment to the life of the mind.” Hoffman has earned numerous academic honors and awards at Rollins College and is a Cornell Scholar—the college’s highest academic scholarship. He has been active in numerous service organizations, including Habitat for Humanity and Rollins Relief, an organization that assisted residents of New Orleans adversely affected by Hurricane Katrina and central Florida residents who suffered the effects of a series of devastating tornados. He was also instrumental in establishing the Honor Code at Rollins. In addition, Hoffman is a member of the Rollins cross country team, serving as team captain during his last three years. In the field of philosophy, he is particularly interested in the topics of freedom, determinism, responsibility, and moral psychology.

Matthew Loar of Littleton, Colorado, graduated summa cum laude from Washington and Lee University with a major in classics in 2007. He subsequently completed post-baccalaureate studies in Greek and Latin at the University of Pennsylvania in preparation for his pursuit of a PhD in classics. He also completed a master’s degree in women’s studies at the University of Oxford in 2009. Loar is a member of Phi Beta Kappa and was awarded the Beinecke Fellowship for Graduate Studies in 2006. He was one of the founding members of Washington and Lee’s chapter of One in Four, an all-male sexual assault peer education group, and in Lexington, Virginia, he volunteered for Project Horizon, where he answered a crisis hotline at an abused women’s shelter and assisted the shelter’s clients with childcare. While in graduate school at Stanford, Loar plans to study gender and sexuality in ancient literature. Kevin Crotty, one of Loar’s classics professors at Washington and Lee, described him as someone who “possesses ‘teacherly generosity’—that is, he delights not only in mastering a topic, but also in sharing it with others.”
Student Journalists, Presidents Get ‘Inside the Times’

Nearly 100 student news editors from 50 CIC member colleges and universities participated in the fourth annual Student Newspaper Editors Workshop at The New York Times in New York City on March 20, 2009.

The event, titled “Inside the Times,” provided student news editors with the unique opportunity to meet editors and reporters from the newspaper. Participants explored the role of newspapers in society, discussed all aspects of publishing, worked on their journalistic skills, and met other campus newspaper staffs from across the country.

During the day, students met with Bill Schmidt, deputy managing editor; Kathleen McElroy, deputy editor of the continuous news desk; Don Hecker, director of the Times’ Student Journalism Institute; Charles Blow, visual op-ed columnist; and photographer Fred Conrad.

“I found the workshop very intriguing and I learned a lot that I will be able to bring back to my own newspaper to help improve it as well as help improve myself as a journalist,” said Ruth Harper, editor-in-chief of the St. Bonaventure University (NY) Bona Venture. Meagan Bemis, editor-in-chief of the Eckerd College (FL) Triton, said “The New York Times is all about integrity, trust, and journalistic skill. It was truly inspiring to be in the building and hear from the individuals who set the bar for journalism as a whole.” Bemis added that students were encouraged “not to take no for an answer.” Instead, “try to learn from anyone and everything you come in contact with when seeking jobs in this highly competitive field.”

Presidents will also be offered an inside look at the Times when the CIC/NYT Partnership hosts a group of presidents on Monday, October 12, 2009. Participants will meet with reporters and editors to discuss higher education trends and ideas for future coverage, as well as plans for the 2010 Student News Editors Workshop.
Woodrow Wilson Visiting Fellows with expertise in environmental issues are the most sought after by the colleges and universities that wish to host a Fellow this year. In response to this growing demand, CiC recently added to the roster several Fellows who are knowledgeable about environmental science and conservation issues.

These new Fellows include:

Jeffrey Ball, *The Wall Street Journal*’s environment editor who writes the paper’s “Power Shift” column, a biweekly chronicle of the changing energy and environmental landscape.

Joseph Romm, editor of *Climate Progress*, a liberal blog on the science, solutions, and politics of climate change, and a senior fellow at the Center for American Progress. He was acting assistant secretary of energy for energy efficiency and renewable energy during the Clinton administration when he managed $1 billion in research, development, demonstration, and deployment of clean energy and carbon-mitigating technology.

Glenn T. Prickett, senior vice president of Conservation International (CI), a nonprofit organization dedicated to protecting the earth’s biological diversity. Through CI’s new partnership with the United Nations, Prickett is currently serving as senior fellow of the United Nations Foundation. CI works in more than 40 countries in Asia, Latin America, and Africa to protect biodiversity and to demonstrate that human societies and nature can live harmoniously.

Christine Todd Whitman, former governor of New Jersey and head of the Environmental Protection Agency, is currently president of The Whitman Strategy Group, a consulting firm that specializes in energy and environmental issues. She is also co-chair of the Republican Leadership Council (RLC), whose mission is to support fiscally conservative, socially tolerant candidates.

Applications are still being accepted for Woodrow Wilson Visiting Fellows for the 2009–2010 academic year. The fee for a five-day residency is $5,750 for CiC members and $6,250 for other institutions. CiC pays the Fellow’s honorarium, travel, and other incidental expenses, and the host campus provides housing and meals for the Fellow. Hosting a Fellow on campus is a cost-effective way to maintain excellent programming for students, faculty members, and the entire community when budgets are lean.

Now into its second year of operation by CiC, the Fellows program continues to grow. CiC increased the number of participating Fellows to more than 125 and finished the 2008–2009 academic year with 83 successful campus visits by Fellows.

More information about the program, including biographical information about the Visiting Fellows, can be found at [www.cic.edu/visitingfellows](http://www.cic.edu/visitingfellows).
Year-Three NELL Participants Explore New Approaches to Language Learning

The third meeting of CIC’s Network for Effective Language Learning (NELL) convened teams from ten institutions and one consortium to explore new approaches to foreign language learning. During the July 13–17 meeting at Endicott College (MA), made possible by a grant from the W.M. Keck Foundation, participants discussed ways to improve language learning in the context of cultural competency and devised plans for adapting some new approaches to the needs of their own campuses. The plans allow participating institutions to invigorate current course offerings and add additional languages to the curricula.

The teams, selected through a competitive application process, consisted of four members: a foreign language department chair, a language faculty member, a technology expert, and a provost or dean. Through a series of plenary sessions and smaller break-out sessions, participants examined a wide range of topics, from creating a learner-centered approach to language learning and working with native-language speakers to faculty development issues.

All participants have become part of an ongoing eCommunity through which institutions are supporting one another in their efforts to bring meaningful change in language learning to their campuses through the exchange of ideas and resources. In addition to interacting through a group wiki, they will participate in several live web conferences in which they will have the opportunity to hear from outside experts about topics that are related to the core concepts of NELL.

As the new cohort launches its online community, participating institutions in the 2007 and 2008 Networks have continued to pursue the plans they devised at the summer meeting. For example, the team from Russell Sage College—of The Sage Colleges (NY)—is preparing to offer two new languages (Chinese and Italian) in fall 2009. At Wiley College (TX), a small pilot program in Spanish using many of the techniques learned at NELL was offered in the spring 2009 semester and received rave reviews from the students.

Facilitators for the Network are Jan Marston, Marc Cadd, and Clayton Mitchell (Drake University, IA); Mary Beth Barth (Hamilton College, NY); Samuel H. “Pete” Smith (University of Texas at Arlington and language examiner for Drake University); and Neal Sobania (Pacific Lutheran University, WA).

Update on President-Trustee Dialogues

Two President-Trustee Dialogues are planned for the fall and two were held this spring. These regional meetings, offered by CIC together with the American Academic Leadership Institute (AALI), bring together small groups of five to six presidents and one or two trustee leaders from each institution to examine topics such as board governance, president-board relations, and institutional strategy.

The presidents of Chatham University (PA) on May 4 and Edgewood University (WI) on June 3 hosted President-Trustee Dialogues on their campuses. Participants used sections of William G. Bowen’s The Board Book that they had read in advance to help frame parts of the discussion. Ann Die Hasselmo, former president of Hendrix College (AR) and now president of AALI, moderated the dialogues.

Participants praised Hasselmo for her skillful facilitation of the meetings and for their flexible format. The frank and open nature of conversation that these small meetings encourage has been one of the most popular features of all the Dialogues. A participant from the Chatham Dialogue said it offered “real world solutions to problems we all face.”

Two additional President-Trustee Dialogues will take place in the fall at California Lutheran University on November 10 and at Ursinus College (PA) on October 28.

For more information, please see www.cic.edu/projects_services/coops/trustee_dialogues.asp.
A group of students from Dominican University (IL) had the opportunity to witness history by serving as part of the international election monitoring team in El Salvador this spring.

Continued Efforts to Mitigate Economic Impact

CIC institutions continue to help students and their families in a variety of creative ways through these difficult economic times. Many private colleges and universities have responded to the economic crisis by increasing financial aid and holding tuition steady and—in a few cases—lowering it. Many CIC institutions are doing more. Juniata College (PA), for example, has initiated new programs to lessen the economic impact of the recession for students and families. Those programs include increased work-study opportunities on campus (30 new campus employment positions were created), more funding to pay higher wages for seniors who oversee complex projects, creation of a special fund to adjust financial aid awards if a family’s primary wage earner loses a job or the family experiences a catastrophic financial change, and approval to use up to $2 million of the college’s endowment principal for short-term, low-interest loans for families who lose student loans due to changes in real estate values. At Davis & Elkins College (WV) the board of trustees voted to lower tuition after receiving word of a projected 20.4 percent increase in enrollment next year. The college’s Highlands Scholar program also allows students who graduate with a 2.5 or better GPA from high schools in the immediate area to attend Davis & Elkins with tuition equaling that of West Virginia University.

In addition to hosting a career fair and “Tools for Taking Charge: Life After Layoff” event on campus this spring, Newman University (KS) reduced its tuition rate for area residents who lost jobs due to cutbacks and layoffs. While tuition differs somewhat across Newman’s programs, students accessing this reduced tuition rate program will realize up to a 50 percent savings per credit hour. California Lutheran University’s new “4 to Finish” program is available to students who start in fall 2009. The program allows students who declare their majors early, meet regularly with their advisors, make sufficient progress toward their degree each year, and fulfill other responsibilities to have their tuition and fees waived for the remaining classes if graduation isn’t accomplished in four years.

Dominican University (IL) has launched a comprehensive plan to address the financial and emotional needs of current students, their families, and alumni. The university is offering seniors who graduated in January and May 2009 a 10 percent reduction in tuition for its four professional graduate schools, effective for two academic years. The university also is expanding the number of on-campus student jobs by at least 30 positions with an increased entry-level wage. For alumni who are struggling in this volatile job market, the university is offering free workshops on resume writing, interviewing, and financial management. In addition, the university’s School of Leadership and Continuing Studies will make available a limited number of academic scholarships to the parents of current undergraduate students who are between jobs and are seeking to complete their bachelor’s or master’s degrees to enhance their job prospects.

Several CIC institutions are providing some financial relief for students and families with the creation of new accelerated programs. Hartwick College (NY) recently announced the creation of a three-year’s bachelor’s degree that will reduce costs to students and their families by nearly 25 percent. And this fall, Chatham University (PA) will launch its first three-year program, a Bachelor of Interior Architecture (BIA). The program does not require summer study in order to allow students to participate in travel programs or internships. The Chatham format is designed to save students a year of tuition.
International Activities

Twenty-nine of the 100 projects selected to receive $10,000 grants for Kathryn W. Davis’s 100 Projects for Peace Program that are underway this summer were submitted by students from 25 CIC member institutions. The Davis Projects for Peace is an initiative for students to design grassroots projects for peace that they implement anywhere in the world. Through a competition on over 90 campuses, 100 projects were selected for funding by Kathryn W. Davis, a lifelong internationalist and philanthropist who believes that today’s youth—tomorrow’s leaders—ought to be challenged to formulate and test their own ideas. Mrs. Davis, who is now 101 years old, is the mother of Shelby M.C. Davis who funds the Davis UWC Scholars Program (the recipient of CIC’s 2009 Award for Philanthropy). The projects are taking place across the globe including in Argentina, Bosnia, Vietnam, and the United States. Three Trinity College (CT) students received a grant to provide health education in Honduras; however, due to the political unrest their project was relocated to Zambia. They are currently sharing HIV/AIDS health education curriculum as they work with five high schools located in Mufulira, Murundu, and Kitwe. The 2009 project grants were awarded to students from: Agnes Scott College (GA), College of Notre Dame of Maryland, Connecticut College, Earlham College (IN), Gettysburg College (PA), Grinnell College (IA), Hamilton College (NY), Kalamazoo College (MI), Kenyon College (OH), Lafayette College (PA), Luther College (IA), Macalaster College (MN), Mount Holyoke College (MA), Oberlin College (OH), Scripps College (CA), St. John’s College (MD), St. Lawrence University (NY), Swarthmore College (PA), The College of Idaho, Trinity College (CT), University of Richmond (VA), Wartburg College (IA), Washington and Lee University (VA), Westminster College (MO), Wheaton College (MA).

A group of Dominican University (IL) students had the opportunity to witness history when they served as part of the international election monitoring team in El Salvador this spring. The students had the opportunity to see democracy in action overseas after participating in their first presidential election in the United States. Leading up to the Salvadoran election the students attended political rallies, observed candidate debates, and visited with community groups. On Election Day, the students were stationed in community centers throughout the countryside where they compiled information about polling irregularities, counted ballots, and filed reports for the country’s Supreme Electoral Tribunal and witnessed the democratic transition of power from the long-entrenched ARENA party to a candidate backed by the FMLN. The group detected irregularities at the polls, but they concluded that this election represented the first peaceful transition of power in El Salvador in decades.

In June, 20 students from College of the Ozarks (MO) were invited by The Greatest Generations Foundation to be a part of the commemorative activities at Omaha Beach in Normandy for the 65th anniversary of D-Day. The students traveled with a group of ten veterans to London before crossing the English Channel and traveling through northern France for visits to Utah Beach, Omaha Beach, and Point-Du-Hoc. On June 6, the contingent was part of the International Commemoration of D-Day. More information about this experience can be found at www.thenormandyexperience.com.

Competitive Program Winners

Seven of 47 persons selected to participate in the 2009 Frye Leadership Institute are CIC faculty members and administrators. This intensive, two-week residential program was held May 31–June 11 at Emory University in Atlanta, Georgia, and cosponsored by the Council on Library and Information Resources and EDUCAUSE. The Institute is designed to develop the next generation of higher education leaders with backgrounds
Elmira College’s (NY) new residence hall, Meier Hall, named for the college’s 12th president, is slated to open in autumn of 2010.

CAMPUS UPDATE

in information technology or library sciences. Participants from CIC institutions included: Jody Britten, Butler University (IN); Darlene Brooks, Rhodes College (TN); Scott Krajewski, Augsburg College (MN); Annette Marksberry, Xavier University (OH); Amanda Moore, Hendrix College (AR); Sondra Smith, St. Lawrence University (NY); and David Weinberg-Kinsey, Cardinal Stritch University (WI).

Announcing New Programs, Majors, and Schools

Viterbo University (WI) this summer announced one of the largest curricular developments in the institution’s history. The new initiative includes two communications majors in organizational and visual communications; a clinical laboratory science major in partnership with the Mayo Clinic and a “4+1 BBA to MBA” program that will allow students to complete both an undergraduate and graduate degree in five years that incorporates the principles of ethics, corporate social responsibility, and sustainability; and a sports management and leadership major.

Saint Joseph College (CT) announced this summer the establishment of five schools to reinforce its mission as a comprehensive institution with career-focused undergraduate, graduate, and certificate programs. The five new schools are in the areas of education; graduate and professional studies; health and natural science; humanities and social science; and pharmacy.

Announcing Gifts and Grants

The University of Dubuque (IA) received a $30 million gift from an alumnus, Joseph Chlapaty, and his wife. The gift will be used to strengthen academic programs and to support construction and renovation projects. The Chlapatys made the gift in honor of the university’s commitment to providing higher education to students who are first in their families to go to college and for supporting talented students who believed college was not possible for them.

Chapman University (CA) announced a $25 million gift that will make possible a new 1,300-seat performing arts center. The challenge gift was made by anonymous longtime Orange County residents.

Taylor University (IN) and Indiana Wesleyan University were major recipients of gifts from the estate of Arthur Hodson, a community leader and philanthropist who left the majority of his $27 million estate to the two universities. Taylor received $13.8 million and Indiana Wesleyan received $10.6 million. The gifts will be used primarily for endowments, scholarship funds, and endowed chairs.

Marian University (IN) received a historic $6 million gift from a former trustee. The amount of the gift—given as a $1 million check and a 10-year pledge of $500,000 annually—represents the single largest gift from an individual ever made to the university. The anonymous donor sent the gift to honor the institution’s official transformation to Marian University.

Mount Ida College (MA) was recently awarded three grants over the course of one week totaling more than $2.1 million, including a $1.7 million grant approved by the U.S. Department of Education in July that will fund major improvements in the college’s technology infrastructure, the expansion of staff and resources in the college’s Center for Excellence in Learning and Teaching, faculty development programs, and overall student retention.

Gwynedd-Mercy College (PA) was awarded a $1.2 million grant from CampusEAI Consortium, a global, nonprofit information technology services and consulting provider, that will equip the college with the myCampus Web 2.0 campus portal. Through this web portal, students, faculty, and staff will have access to academic and social information in one place. Departments will be able to target groups or individuals by managing customized web pages. Students will be able to access grades, financial information, course schedules, and activities. The portal will also facilitate faculty and department collaboration, alumni activities, events and development, prospective student engagement, and customized alerts and announcements.

Lebanon Valley College (PA) has received a $1 million gift, the largest single foundation grant the college has ever received, for student financial aid. The gift from the Donald B. and Dorothy L. Stabler Foundation of Harrisburg will create a permanent new endowment to reduce the college loan burdens of some local juniors and seniors.

Frank and Susan Shaw of Dawsonville, Georgia have given Furman University (SC) a $1 million gift that will be used primarily to support a scholarship fund on campus.

Elmira College’s (NY) new residence hall, Meier Hall, named for the college’s 12th president, is slated to open in autumn of 2010.
Forming Partnerships

Faculty members from Holy Family University (PA), Thomas Jefferson University (PA), and La Salle University (PA) are collaborating on a program to help nursing students who speak English as a second language. Twelve of the 40 students who enrolled in the program across the three universities receive one-on-one tutoring from Holy Names faculty members.

Loras College (IA) recently signed a collaborative agreement with Allen College that gives qualified students the opportunity to complete a Bachelor of Science degree in biology or general science at Loras and then enter Allen College’s accelerated nursing program to earn a bachelor of science in nursing. The program collapses four years of nursing coursework into 15 months of intensive study.

New and Recently Renovated Facilities

Elmira College (NY) laid the cornerstone this summer for a new residence hall slated to open in fall 2010 that will be named for Thomas Keith Meier. Meier, who is in his 22nd year as president of Elmira College, is the second-longest serving president of the college.

In May, Wilson College’s (PA) new $25 million science education building was opened and named the Harry R. Brooks Complex for Science, Mathematics and Technology after the father of philanthropist Marguerite Brooks Lenfest. Lenfest, a 1955 Wilson College graduate, and her husband H.F. “Gerry” Lenfest contributed the lead gift of $10 million for the science complex in February 2007. The Lenfests received CIC’s 2008 Award for Philanthropy.

Springfield College (MA) recently unveiled the newly remodeled Fuller Arts Center for visual and performing arts and other academic programs. The $1.2 million renovation was supported with a lead gift from the George F. and Sybil H. Fuller Foundation. Improvements include a new computerized stage lighting system and improved stage visibility in the auditorium.

Environmental Leadership

In March, Benedictine University (IL) hosted “Sustainable Saturday in Lisle” that attracted 1,500 people to load their cars full of recyclables and drive them to campus. The items collected included 180,827 pounds of electronics, 197 large batteries, 7.96 tons of scrap metal, 11,000 pounds of paper, 489 pairs of eyeglasses, 236 ink jet cartridges, 128 bicycles, and 398 cell phones. Seven households will have energy for the next 12 months because of the recycling efforts.

Several CIC institutions, including Merrimack College (MA) and Ferrum College (VA), have recently gone “trayless” in their cafeterias. At Merrimack this move accounts for savings of 15,000 gallons of water and reduced use of chemicals and electricity. The move to trayless cafeterias also reduces the amount of food waste. At Texas Lutheran University the amount of discarded food was cut in half after going trayless—from 1,200 pounds daily to 600.

SAT Elimination

Sewanee: The University of the South (TN) recently announced that it will no longer require applicants to submit SAT or ACT scores so long as a graded academic paper is provided and the applicant completes an interview. Loyola College in Maryland also recently did away with the SAT requirement, joining other Maryland schools including Goucher College, Washington College, St. John’s College, and McDaniel College that use “test-optional” admissions policies.

Changing Status

Columbia Union College has officially changed its name to Washington Adventist University (MD) and College of St. Catherine is now St. Catherine University (MN). Marian University (IN), Muskingum University (OH) and Neumann University (PA) also have recently changed status from college to university.
CIC Announces Second Annual, Expanded CIC/Aspen/Wye Seminar on Leadership

CIC is offering a second annual, expanded Seminar on Leadership for CAOs in collaboration with the Aspen Institute and Wye Seminars. Based in classical readings, the 2009 meeting will take place on the afternoon of November 10 and the morning of November 11, immediately following the Institute for Chief Academic Officers in Santa Fe, New Mexico. CIC is still accepting applications for the seminar.

The seminar provides an opportunity for intellectual renewal and engagement in substantive scholarly issues and ideas in conversation with one another. Participants will discuss major issues and challenges of leadership and explore the application of those values to issues in contemporary higher education in a global polity. The discussions again 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) for over 30 years.

The half-day CIC/Aspen/Wye seminar on the final day of the 2008 CAO Institute was a big success, with more applications to participate than it was possible to accommodate and very positive reports from those who did participate.

Through CIC’s special arrangement with Aspen/Wye and a grant from the American Academic Leadership Institute, CIC is able to offer the 2009 seminar for $350 per participant. Spouses are welcome to participate fully in seminar activities at the same rate. A “scholarship” fund is open to all participants, offering $200 upon request, thanks to the support of the American Academic Leadership Institute.

A second CIC/Aspen/Wye Seminar on Leadership will also be offered for presidents following the 2010 Presidents Institute on January 7. Registration forms for both seminars for CAOs and presidents are available on CIC’s website at www.cic.edu.

CIC Members Selected by State Department to Host International Students

For the second year in a row, 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 2009.

CIC invited member presidents to apply to host one or more international students. World Learning, in turn, submitted a list of colleges and universities that applied to participate in the program to the U.S. Department of State. Eleven CIC institutions were selected as hosts for 2009–2010—twice the number of CIC institutions selected last year.

CIC institutions selected for 2009–2010 include Endicott College (MA), Goucher College (MD), Juniata College (PA), Maryville College (TN), Nazareth College (NY), North Central College (IL), Ohio Dominican University, Shenandoah University (VA), University of New England (ME), Utica College (NY), and Wilkes University (PA).

The students will come from Latin American and Asian countries, including Burma, China, Costa Rica, El Salvador,
Indonesia, Laos, Nicaragua, Panama, Uruguay, Thailand, Venezuela, Dominican Republic, Guatemala, Honduras, Malaysia, Mongolia, Philippines, and Vietnam. Students are selected on the basis of academic excellence, leadership potential, and preparedness for study in the U.S. (including knowledge of English).

50th Anniversary Books Available to College Trustees

CIC is making available at no cost to college trustees copies of its 50th anniversary publication, Meeting the Challenge: America’s Independent Colleges and Universities Since 1956. This book, prepared in 2006 as part of the recognition of CIC’s 50th anniversary, is comprised of three essays written for general audiences. The first, by historian John Thelin, reviews the evolution of independent colleges and universities in American higher education since the 1950s. The second, by former U.S. News & World Report editor Alvin Sanoff, examines the present contributions and current status of these institutions. The third essay, by Welch Suggs, formerly a journalist at The Chronicle of Higher Education, gives a brief history of CIC’s half-century of service. A number of CIC presidents have said that the book provides a good introduction to private higher education for donors and trustees.

To order copies, contact Publications Manager Lilia LaGesse at (202) 466-7230 or via email at llagesse@cic.nche.edu.

CIC Offers Discount for Latest Panas Book

By special arrangement with Jerry Panas, executive partner and CEO of Panas, Linzy & Partners, CIC members can purchase his new book, The First 120 Days: What a New College President Must Do To Succeed, at a discounted price of $30. A frequent speaker at the Presidents Institute and long-time member of the CIC Board of Directors, Panas explores the keys to a successful presidency that he has gleaned as a fundraising consultant to hundreds of colleges and universities as well as to many of the country’s major nonprofit organizations.

An online order form (with an option to pay by credit card), is available at www.cic.edu/publications/books_reports. Questions should be addressed to Lilia LaGesse, CIC publications manager, at (202) 466-7230 or llagesse@cic.nche.edu.

Gates’ Presidents Institute Address Spurs Courses on Ancestry Tracing

The 2009 Presidents Institute keynote address by 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, has led some CIC campuses to create courses on ancestry tracing. During his address, Gates spoke about his current research on genealogy and genetics to demonstrate how people are best understood as the products of their family and community across generations. From that research, Gates created the acclaimed 2006 and 2008 PBS documentary series, “African American Lives.” He said that the project is the first to employ genealogy and science to provide a deeper understanding of African American history. He concluded his Presidents Institute remarks with a proposal that CIC institutions consider developing ancestry tracing as a course to help students understand the true diversity of the culture of the United States. His address is posted on CIC’s website at www.cic.edu/conferences_events/presidents/2009_resources.asp.

As a result of Gates’ suggestion, Southern Vermont College will offer a course for first-year students in the fall that will include DNA testing, a class lecture as well as a public lecture by Gates, and a book signing. Marywood University (PA) is collaborating with the African American Lives Genealogy and Genetics Curriculum project of the W.E.B. Du Bois Institute for African and African American Research to provide first-year students with an understanding of the complexities of race, ethnicity, and culture using problem-based learning techniques and integrated strategies of genealogy, oral history research, family stories, and DNA analysis.

CALL FOR CAMPUS IMAGES

In view of CIC’s growing membership, the Council is again issuing a request for framed pictures to hang in the Washington, DC, office. Currently, dozens of beautifully framed images of CIC member campuses grace the walls of the office. Framed artwork—with minimum dimensions of 12” x 14” and maximum dimensions of 20” x 25”—can be sent to Publications Manager Lilia LaGesse, CIC, One Dupont Circle, Suite 320, Washington, DC 20036. 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 llagesse@cic.nche.edu.
CIC NEWS

Staff News and Notes

CIC President Richard Ekman delivered the commencement address and received an honorary degree at Alvernia University (PA) on May 16. On May 9, he also was the commencement speaker at Schreiner University (TX).

Barbara Hetrick served as a National Endowment for the Humanities panelist to review Challenge Grant proposals on July 16. In addition, she interviewed nominees for the 2009-2010 American Council on Education Fellows Program. Hetrick is a former ACE Fellow.

In addition to the NACUBO article on CIC's Financial Indicators Tool mentioned above, Harold V. Hartley III, senior vice president, co-authored “The Role of Active Learning in College Student Persistence,” a chapter in The Role of the Classroom in College Student Persistence, a New Directions for Teaching and Learning volume, and co-authored the paper, “Stakeholder Perceptions of Governance: Factors Influencing Fundraiser Perceptions of Board Effectiveness,” presented at the April 2009 annual meeting of the American Educational

CIC BIDS FAREWELL TO MARY ANN RENNKE

After 23 years serving private college and university leaders at the Council of Independent Colleges, Mary Ann Rehnke plans to retire as vice president for programs in September. Since 1986, she has served on the CIC staff with primary responsibility for planning the Institute for Chief Academic Officers, the New CAO Workshop, the Spouses Programs for the CAO and Presidents Institutes, and the Department/Division Chair Workshops. She works with advisory groups of constituents to plan these programs. Earlier in her career at CIC, she developed regional workshops on teaching and learning issues for faculty members, directed National Institutes which brought faculty members and administrators together to address significant issues that involved numerous campus leaders in such topics as service learning, and served as the leader of the Transformation of the College Library project.

Though ordinarily Mary Ann prefers to remain out of the spotlight, she has agreed to participate in the 2009 Institute for Chief Academic Officers in Santa Fe, New Mexico, on November 7–10 to bid farewell to her CAO colleagues. CIC will honor Mary Ann’s contributions to independent higher education during the opening session on Saturday evening, November 7.

Over the last two decades, Mary Ann has observed myriad changes in higher education and at CIC. She said, “When I first arrived at CIC in 1986, the Deans Institute (the title of the Institute for Chief Academic Officers at that time) attracted 100 academic deans and vice presidents; eight of them were women. Now the conference draws over 300 administrators and more than 130 women. I’m pleased to note that the growing number of female CAOs and presidents of CIC institutions and of female executives in higher education associations indicates that women are making inroads in leadership positions.” In addition, Mary Ann noted that “the evolution of the programming for presidential spouses has really come as a surprise to me. I had assumed that as more women spouses came to campus with previously established careers and more men became presidential spouses, the role of presidential spouse would diminish. Instead, the presidential spouses have become more involved in the institution’s fundraising, serving on community boards, representing the college, and raising friends—now among the issues that are included in CIC’s programming for spouses.”

Earlier in her career, Mary Ann served as associate dean of the college at Daemen College (NY). She also has been associate dean for faculty relations and academic programs at the College of St. Catherine (now St. Catherine University, MN). Mary Ann began her career as an English faculty member at Northern Kentucky University, where she later held the position of director of summer sessions. She edited Liberal Learning and Career Preparation, Is This Good for Our Students? and wrote “The Life of a Department Chair.”

In retirement, Mary Ann plans to work as a hospice volunteer in preparation for service in the Ignatian Lay Volunteer Corp in 2010, participate in retreats at three major Cistercian abbeys as she is a Lay Cistercian of Holy Cross Abbey in Virginia, study Spanish to assist with her volunteer work, spend extended periods of time in Minnesota with her relatives, and continue her work as a Lay Eucharistic minister, member of the pastoral care committee, and organizer of the weekly meditation group at the Episcopal church she attends.
Research Association in San Diego, California. In June Hartley led a session on “Financial Benchmarking” at the Higher Education Management Institute of Vanderbilt University’s Peabody College.

Eric Godin, manager of research projects, and Hartley co-authored “The Presidency of Independent Colleges and Universities: Leadership at the Crossroads,” a paper presented at the Annual Forum of the Association for Institutional Research at Atlanta in June. In addition, Godin was a fellow at the AIR/NCES/NSF Summer Data Policy Institute in June.

Godin and Hartley also co-authored A Study of Career Patterns of the Presidents of Independent Colleges and Universities (see page 12 for a story about the study).

STAFF SPOTLIGHT—People Who Make CIC Work

Kate Webber joined CIC in August 2008 as membership manager. She is responsible for working with the staff and Board of Directors to recruit and retain members, managing CIC’s Tuition Exchange Program, and maintaining membership records. Webber started her professional career at Bank One and quickly moved through the ranks from trainer to business analyst and, finally, auditor. She is a May 2008 graduate of Wilson College (PA), where she double-majored in psychology and sociology. While at Wilson, she served as student ambassador of the Women with Children program and later as president of the Wilson College Student Government Association.

Webber grew up in Maryland and currently resides in Fairfax, VA with her eight-year-old son.

THE BOARD OF DIRECTORS AND STAFF OF CIC WELCOME THE FOLLOWING NEW MEMBERS SINCE WINTER/SPRING 2009

New Institutional Members

- Butler University (IN)
- Luther College (IA)
- Manhattanville College (NY)
- Martin Methodist College (TN)
- Nebraska Methodist College (NE)
- Stetson University (FL)
- Talladega College (AL)
- Texas Christian University

New Affiliate Members

- New Ventures of Regis University (CO)
- Online Consortium of Independent Colleges & Universities (CO)

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

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

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

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

PRESIDENTS (cicpres-list@cic.edu): Open only to current presidents of CIC member institutions.
CHIEF ACADEMIC OFFICERS (cicdean-list@cic.edu): Open to chief academic officers, provosts and those with similar rank at CIC member institutions.
STUDENT AFFAIRS (cicstaff-list@cic.edu): Open to student affairs officers and staff at CIC member institutions.
PUBLIC RELATIONS (cicpr-list@cic.edu): Open to public relations officers and staff at CIC member institutions.
ADVANCEMENT (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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Conference</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 27–29, 2009</td>
<td>Data and Decisions Workshop</td>
<td>Indianapolis, IN</td>
</tr>
<tr>
<td>October 12, 2009</td>
<td>CIC/New York Times Presidents Council Meeting</td>
<td>New York, NY</td>
</tr>
<tr>
<td>October 13, 2009</td>
<td>Foundation Conversation</td>
<td>New York, NY</td>
</tr>
<tr>
<td>October 28, 2009</td>
<td>President-Trustee Dialogue</td>
<td>Collegeville, PA</td>
</tr>
<tr>
<td>November 7, 2009</td>
<td>Workshop for New Chief Academic Officers</td>
<td>Santa Fe, NM</td>
</tr>
<tr>
<td>November 7–10, 2009</td>
<td>Institute for Chief Academic Officers</td>
<td>Santa Fe, NM</td>
</tr>
<tr>
<td>November 10, 2009</td>
<td>President-Trustee Dialogue</td>
<td>Thousand Oaks, CA</td>
</tr>
<tr>
<td>January 3–4, 2010</td>
<td>New Presidents Program</td>
<td>Marco Island, FL</td>
</tr>
<tr>
<td>January 4–7, 2010</td>
<td>Presidents Institute</td>
<td>Marco Island, FL</td>
</tr>
</tbody>
</table>