INDEPENDENT

Keynote speakers and panelists at the 2007 CIC Presidents Institute, held January 4–7 in Tucson, Arizona, addressed the theme of “The Anticipatory President and the 21st Century Campus” and focused on international issues, higher education economics, institutional planning, and the future of science. The 292 presidents and 176 spouses who attended gave outstanding evaluations to the conference as a whole. Several presenters discussed their recently published books, which were available for sale during the Institute, including keynote speaker George Rupp, president of the International Rescue Committee in New York (Globalization Challenged); Spencer Foundation President Michael McPherson and Williams College (MA) President Morton Schapiro (College Access: Opportunity or Privilege?); Lloyd Thacker, executive director of The Education Conservancy (College Unranked: Ending the College Admissions Frenzy); and Wall Street Journal Deputy Bureau Chief Daniel Golden (The Price of Admission).

Plenary speaker Rita Colwell, former director of the National Science Foundation, explored the implications for independent colleges and universities of emerging developments in science, engineering, and mathematics education and research. Michael Dolence, a leading consultant to colleges, universities, and associations, presented a comprehensive view of the challenges and opportunities facing higher education in the 21st century. And James Doti, president of Chapman University (CA), joined McPherson and Schapiro for a closing plenary discussion on the financial future of independent higher education. Workshops on comprehensive campaigns and “cost disease” in higher education were very well attended. Many of the presentations are available as resources on CIC’s website at www.cic.edu/presidents/2007resources.asp. (See Special Report, pages 5–14.)
The Materials of Learning  

To most college presidents, the controversies that embroil librarians, publishers, college book store managers, and computing center directors are too specialized for presidential involvement, but a deteriorating situation makes it compelling for campus leaders to become involved now. At stake is the viability of the materials that faculty members rely on for teaching and students use to learn.

To be sure, course syllabi have come a long way from the days when the paucity of affordable books meant that the professor's lectures were the main source of course content. As early as the 1960s, the technology of inexpensive paperback publication allowed professors, especially in the humanities and social sciences, to assign as many as a dozen books per course, with the expectation that each student would buy most of them. In the sciences and in professional fields such as business where single textbooks were more common, then-new technologies allowed production of heavily illustrated, full-color editions that were nevertheless priced reasonably.

But over the past 20 years the situation changed. First, book prices increased, a result of both the rising cost of paper and other manufacturing and distribution costs, and of the practice of many publishers to issue too many monograph titles, each of which would likely sell only a small number of copies. Journal prices in the sciences also increased sharply. Then, in response, it became common for faculty members to assemble "coursepacks" as a way of saving their students' money. It did not take long for copyright challenges to this practice to appear, however, with publishers arguing that coursepacks went beyond any reasonable "fair use" in the classroom. Meanwhile, some faculty members in the sciences and professional fields began to insist on assigning the most up-to-date version of a textbook, well before the print run of an expensive, slightly earlier edition had sold enough copies to justify the publisher's initial investment. Libraries, forced to contend with rising prices, cut back their acquisitions, which in turn exacerbated the publishers' difficulties.

In the last ten years, ever-newer technology has offered partial solutions. At its simplest, students now find it much easier to buy used books, thanks to a nationwide market of online advertisements that has displaced hand-printed flyers on dorm bulletin boards. Online substitutes for printed books and articles are now widely available. Some futurists believe that we will soon witness the dominance of a learning style among young people that will cause online course materials to replace printed books and journals. If a college or university subscribes to JSTOR or Project MUSE, for example, it can make a staggering quantity of older and current journal articles available to students. If a college uses a course management system (CMS), it can post course materials from a variety of digital—that is, "born digital"—and printed sources for all to use.

But some of these solutions have detracted further from sales of new books and journals. Defensive actions by publishers and their allies, such as the successive changes in intellectual property and copyright laws in the 1990s, have made it more difficult and expensive to use a wide range of materials in courses, whether online or in print. Two U.S. senators last year introduced a bill that would require all journal articles based on government-funded research to be available free of charge. And as the largest CMS provider increased the fees it charges to extremely high levels and claimed...
“Now is the time for leaders of colleges and universities to try to ensure that a system of affordable and diverse resources for teaching and learning will exist in the future.”

Presidents and deans usually know what faculty members on their own campuses are doing, and often there are institutional guidelines for the quantities and types of materials that may be required for a course. But presidents will need to do more to shape the discussions beyond their own campuses. Such national organizations as the Association of Research Libraries, the Association of College and Research Libraries, EDUCAUSE, the Association of American Publishers, the Association of American University Presses, the Council on Libraries and Information Resources, and the Coalition for Networked Information are all trying to shape a more rational system of information resources, but they have differing perspectives and a variety of interests to serve. Moreover, they are not the biggest players in this arena. Policies on copyright and fair use, especially for nonprint media, are shaped largely by the entertainment industry. Academic books, journals, and online resources are a surprisingly small component in the deliberations that shape information markets and laws.

What can presidents and chief academic officers do?

First, recognize that students need access to a wide variety of information sources and that the best teaching and learning take place when students must utilize multiple sources. Monolithic, “canned” course content has never been educationally sound.

Second, in an era when many students think a Google search is the same thing as research, campus leaders need to ensure that an appropriate combination of faculty members and librarians teach “information literacy”—namely, the ability to find, evaluate, and use information from disparate sources in order to make a coherent, well-documented argument. This entails a lot more than one morning of library orientation during freshman week. CIC’s Transformation of the College Library Workshops have, since 2004, helped more than 225 colleges develop such programs.

Third, be mindful that a lively, market-based system of publishing and disseminating materials for teaching and research is a good thing. Do not assume that all publishers are predatory price-gougers who must be opposed or that all alternatives to traditional publishing invented in the not-for-profit academic world will be good bets for the long run. We need a sustainable system of providing information for teaching and learning.

Fourth, speak out against current intellectual property laws that give unreasonably long protection to rights holders and needlessly limit classroom use of copyrighted materials.

Fifth, find ways to reward publishers who offer low-priced materials and faculty members whose assignments respect students’ budgets. Because pedagogies that encourage students to use multiple sources for papers are best, institutional patronage of such services as Google Book Search and JSTOR should be considered, as well as maintaining robust and cost-effective inter-library loan arrangements through consortia.

Sixth, recognize that large and small institutions of higher education have the same overriding interest in this subject. Admittedly, some research universities include scholarly presses that hope to make money from sales; are homes to faculty superstars whose royalties and advances from publications are substantial; and see the advancement of the frontiers of knowledge as a primary purpose. Yet the common interest of all colleges and universities is much more in faculty members and students as users of information, than as owners of information.

Now is the time for leaders of colleges and universities to try to ensure that a system of affordable and diverse resources for teaching and learning will exist in the future. Better understanding of the changes in the market and in prevailing technology, and a unified—and louder—voice from presidents and deans could make a critical difference.
CIC Board of Directors Welcomes New Members

During the January 2007 CIC Board of Directors meeting in Tucson, five new members were elected to the Board (see below). In addition, seven members were reelected to the Board to serve additional one- or three-year terms.

James T. (Tim) Barry was appointed as the eighth president of Mount Marty College (SD) in October 2002. Previously, he served as vice president of development at People to People International and as vice president for advancement at Avila University (MO). He is a permanent deacon in the Roman Catholic Diocese of Sioux Falls, South Dakota.

Walter D. Broadnax became president of Clark Atlanta University (GA) in 2002. He has served as dean of the School of Public Affairs at American University; professor of public policy and management in the School of Public Affairs at the University of Maryland; deputy secretary of the U.S. Department of Health and Human Services; and president of the New York Civil Service Commission.

Paul Conn became president of Lee University (TN) in 1986 and has led the institution during a significant growth period in enrollment and campus facilities. Prior to becoming president, Conn—who received a PhD in psychology from Emory University—served on the Lee faculty and won the school's highest award for “Excellence in Teaching.” He is an author of both scholarly and popular books, four of which have been listed on the New York Times bestseller list.

Elisabeth S. Muhlenfeld, who holds a PhD in English from the University of South Carolina, became Sweet Briar College's (VA) ninth president in August 1996 after having served in various academic and administrative functions at Florida State University. A specialist on Southern writers, Muhlenfeld has four books and numerous articles to her credit. She serves as vice chair of the SACS Commission on Colleges.

Erik Nielsen was named president of Franklin College of Switzerland in June 1995. Previously, Nielsen served in various administrative roles at the University of Evansville (IN), Trinity and Stanford Universities, and Bowdoin College. Trained in classics and Near Eastern archaeology with a PhD from Bryn Mawr College, Nielsen has directed an ongoing archaeological excavation in Italy for the past 30 years. He currently also serves as president of the Association of American International Colleges and Universities.

CIC Board Member Publishes Book on Financial Planning and Budgeting

A new book by CIC Board member Kent Chabotar, president of Guilford College (NC), Strategic Finance: Planning and Budgeting for Boards, Chief Executives, and Finance Officers, was published this fall by the Association of Governing Boards of Universities and Colleges. This comprehensive guide to higher education financial planning and budgeting includes actionable steps that boards, presidents, and CFOs can take to navigate a course of institutional financial stability.

The book is available from AGB for $45 (AGB member) or $65 (nonmember). For more information, visit the AGB website at http://www.agb.org/wmspage.cfm?parm1=938.
SPECIAL REPORT: The 2007 Presidents Institute

The Challenge of American Provincialism

G eorge Rupp, president of The International Rescue Committee, keynoted the 2007 Presidents Institute, and offered three long-term strategies that college and university presidents can pursue to combat the “long-established pattern of provincialism that plagues American public life today” and also help build educational quality. He urged presidents to devote greater faculty and curricular resources to language and culture; increase on-campus diversity; and enhance opportunities for study abroad.

“Our students must do the hard work of learning about others who are different from us. They need to know more about the Mideast and large countries such as China and India that will play an increasingly major role in the world. Sub-Saharan Africa and Central and South America are becoming vocal in their disenchantment with the United States. Europe is asserting its economic, political, and cultural differences from the U.S. and the euro is rapidly becoming an alternative global currency.”

Yet American students are woefully unprepared in basic language and cultural studies, according to three recent reports Rupp cited. A National Geographic Society survey of American 18–24 year olds found that 30 percent were unable to locate the United States on a world map; a survey by the Asia Society found that 25 percent of college-bound high school students did not know the name of the ocean that separates the U.S. from Asia; and an American Council on Education survey showed that fewer than 1 percent of American graduate students are studying a language deemed critical to U.S. national security.

“It will be difficult to respond to the challenge to offer a more global curriculum, which requires a more globally informed faculty, as well as tough choices among competing studies. Tradeoffs will have to be made.” But, he added, colleges and universities have substantial resources to address provincialism.

He strongly recommended that colleges and universities participate in consortia to broaden language offerings beyond French and Spanish. “Can we claim to offer an education for (Cont’d on page 7)

Colleges Should Promote Mathematics and Science Literacy for All Students

C ollege and university leaders must address the under-representation of women and minorities in the sciences, and champion the need for investment in basic research, said Presidents Institute plenary speaker Rita Colwell, distinguished professor at the University of Maryland, College Park and former director of the National Science Foundation.

“Science and engineering are extending our vision to the farthest reaches of the cosmos and to the smallest secrets of life. As the sciences grow more interwoven, colleges and universities must develop more integrated tools. The days are gone when a single discipline can go it alone,” Colwell stressed. She urged presidents to promote science literacy for all students, not just those in the sciences. “You have a huge responsibility. As you envision your institution’s allocation of positions, look holistically at what the scientific community is involved in and establish collaborations among disciplines based on what the sciences are doing.”

She also advised presidents to broaden their institution’s focus on mathematics. “Math is the gateway to science and engineering and is critical to broaden students’ perspectives. Don’t farm out math to the math department—challenge science and other professors to use math in their courses and show where it fits in.”

Colwell emphasized that this broader perspective is necessary for students to understand our world today. “Systemic change in education is required. Both K-12 schools and higher education need to transform their educational systems to cultivate lifelong learning and develop new tools to broaden every discipline to include math and science.”

Only through this kind of systemic change in education—as well as a significant increase in support for basic research—can the United States retain its preeminence in the sciences, Colwell concluded. Colwell’s powerpoint presentation is posted on CIC’s website at www.cic.edu/conferences_events/presidents/2007resources.asp.
Curricular Reform Is Key to Global Competition in Education

Higher education leaders must “invest in curricula and the systems that support and manage them,” if our institutions are to compete successfully in today’s global education marketplace, said plenary speaker Michael Dolence, president of Michael G. Dolence & Associates.

The developments of the 21st century that are already having a significant impact on higher education include the exploding (100 million person) adult learning market, internet connectivity, global communications, technological innovations, and a new generation of learners who “don’t know what a card catalog is and don’t do research in libraries.” These and other basic forces, Dolence maintained, are presenting both challenges and opportunities for higher education.

“Clearly a new age is upon us,” he said. “With 127 million individuals in the learning market today— including 17 million in higher education and 8 million attending college part-time— it’s obvious that people know how important learning is. But the traditional college curriculum is inadequate and is not designed to teach today’s learners.” For example, he said the current three-credit course system is not rational or justifiable. “We made it up. It has served us well because we didn’t have to deal with the forces we face today…. The lines between credit and noncredit coursework… grew fuzzy long ago.”

In addition, new open market rules are driving the need for change in curricula, which now must compete globally, Dolence said. “Educational programs, materials, and processes and how they are valued in the marketplace are changing…. Our nation’s economic vitality is dependent upon learning, and therefore education policy is being challenged, with the focus shifting from the state’s domain to a national and international focus. Curriculum drivers are shifting from the sole purview of the faculty to outcomes demand and market-driven forces…. Learners are exposed to a wider array of choices and options. Our networked society means that change can and will spread much faster. Everyone’s connected; is learning going to hold back?”

Commercial learning enterprises are also driving the need for change. Dolence noted that IBM offers a program where learning (not training) is the central focus; the University of Phoenix develops curricula to meet demand and has been hugely successful (annual earnings rose from $769 million in 2003 to $2.2 billion in 2005); and Thompson Publishing now derives 66 percent of its revenues from electronic products, software, and services.

All these factors are leading to “changes in learning behavior and expectations, as well as a fundamental redesign of how learning is designed and delivered,” Dolence said, adding that curricular innovation and transformation will be necessary. He called for a fresh view of academic strategies, built around a formal curriculum architecture, enabled by an integrated learning management system, and supported by a fully aligned assessment strategy. “Significant investments in curriculum and the systems that support and manage them,” are necessary, Dolence said, citing three inexorable realities: “curriculum drives enrollment, enrollment drives revenue, revenue drives everything else.” He concluded, “curriculum that is not in revision is in decline.”

Panelists Predict Severe Challenges for Higher Education in Next Decade

In forecasting the economic future of higher education, a Presidents Institute panel predicted that colleges and universities will likely see continued strategic use of tuition discounting, particularly at highly selective institutions; increasingly constrained federal and state funding for higher education as a result of the nation’s ballooning budget deficit; and major demographic and geographic changes in the demand for higher education.

 Presidents James L. Doti of Chapman University (CA), Morton Owen Schapiro of Williams College (MA), and Michael S. McPherson of the Spencer Foundation, economists conducting ongoing research programs about the economics of higher education, explored demographic projections and future prospects for student financial aid, costs, pricing, and discounting during the closing session of the conference.

Schapiro described a worksheet that Williams College has created to estimate the racial/ethnic and geographic diversity of potential applicants in 2020. (The Enrollment Projection Tool is now available on CIC’s website at www.cic.edu/conferences_events/presidents2007PI_Resources/2007PI_schapiro.pdf)

“A simple demographic analysis is surprisingly easy to do and interesting as well,” he said. For example, his analysis shows how colleges will be demographically different in the years ahead:

- The share of white students at colleges and universities will decrease from 74 percent today to less than 60 percent in 2020;
The share of Hispanic applicants is predicted to double from 6 percent to 12 percent (at Williams College, Hispanic students will likely increase from 10 percent to 25 percent of the student body and Asian Americans from 10 percent to 20 percent).

The differences by region will be striking—many more students will come from the Sunbelt states, and fewer from New England and the Midwest.

“These statistics indicate we’ll have a much more vibrant and interesting campus in the future, which is great. But as we become more diverse, with significant increases in lower income students attending college, the least selective campuses with lower endowments will face the necessity of trying to replace lost revenue,” Schapiro noted.

Raising tuition is an option for institutions facing a financial situation such as this, said Doti, because studies have shown that tuition increases are associated with higher quality. But he cautioned against a high-tuition, high-discount policy for some institutions. Using a sample of 107 colleges and universities included in both the 1992 and 2002 NACUBO surveys, the data indicate that “charging a higher price and offering discounts can have a positive impact”—but mainly for more highly selective institutions. According to his analysis, “High selectivity schools retained 57 cents for every dollar they spent on tuition discounting; low selectivity institutions retained only 35 cents per dollar—therefore low selectivity institutions are not as able to effectively utilize a high-tuition, high-discount policy…. Empirical analysis suggests it is the wrong strategy for low selectivity schools.”

McPherson’s observations about the national fiscal picture in the next decade—particularly the predicted $3.5 trillion federal budget deficit—do not bode well for higher education. “Declines in federal revenue mean that finding any money to fund higher education will be a struggle, and we anticipate that state government spending on higher education will also be severely constrained.” In fact, McPherson predicted a “long-term decline in governmental priority given to higher education spending.” However, “when the federal government does not have money to spend on a problem, regulation and assessment” become the policy options, he noted, adding that this shift is already occurring with the Spelling Commission. But “the conversation is at an early stage and there is still an opportunity for college presidents to influence policy makers.” Rather than saying “no” to everything, presidents should tell officials what colleges and universities are already doing to assess educational effectiveness; and they “need to breed a ‘culture of evidence’ on campus.”

Finally, McPherson cautioned that “student aid is likely over the next decade to come under serious attention by federal officials. It is a cumbersome, confusing system that is increasingly seen as operating in a self-serving way, which is eroding the underlying trust in the system. We’ll see persistent pressures in the next decade for simplification of student aid and calls for more accountability as to where the money goes.”

(Cont’d on page 8)
Creating international perspectives. PLU’s educational mission and international study permeate the curriculum, he said. PLU hires faculty members with international interests, provides students with opportunities for international internships, and has a January term, when many students have an opportunity to study abroad. Anderson said that approximately 40 percent of the student population travels internationally.

Study-abroad is a requirement at Franklin College of Switzerland, said President Erik Nielsen, and most of the college’s students study in non-European countries. Franklin College is an accredited American school, but 40–50 percent of its students are non-Americans. Nielsen emphasized the importance of students with a cultural orientation before they travel to a new country.

International Guests Welcome Faculty, Student Exchanges

Two presidents from private institutions crossed the oceans to join their American colleagues at the Presidents Institute in Tucson. Dr. Tjama Tjivikua, rector of the Polytechnic of Namibia and Prof. Dr. Wolfgang Glatthaar, president of the Universität Witten/Herdecke, the first German private university, sought to develop contacts for possible student and faculty exchanges and initiate other forms of international cooperation.

Both would welcome any post-Institute contacts: ttjivikua@polytechnic.edu.na, www.polytechnic.edu.na wolfgang.glatthaar@uni-wh.de, www.uni-wh.de/indexen.html.

When to Stay and When to Leave

Long-term service as a president at the same institution can be energizing and empowering, said three veteran presidents during a session entitled “A ‘Second Presidency’ at the Same Institution.” But effectiveness over the long run requires substantial internal and external support, said Esther L. Barazzone, president of Chatham College (PA) since 1992; James A. Davis, president of Shenandoah University (VA) since 1982; and Theodore E. Long, president of Elizabethtown College (PA) since 1997.

The most recent ACE survey of presidents indicates that the average duration of presidencies at smaller private institutions is more than eight years.

Barazzone said that seasoned presidents tend to be more confident, and thereby empowered to lead an institution in a promising but dramatically new direction; over time presidents develop a tight-knit net of established relationships with all college constituencies. Barazzone also pointed out that opportunities for personal growth increase over time.

“Presidencies,” Long asserted, “are not linear or seamless; instead, they develop in distinct stages.” In his case, the stages have been defined by emphases on planning, infrastructure, and finally institutional identity-building and program distinction. “Don’t stay,” Long said, “if no big challenge is left to be tackled; but staying can be energizing and offer valuable learning experiences.”

Emphasizing the role of family and external advisers to make a long tenure at the same institution work, Davis said that strong family support is essential. “The entire presidential family needs to be satisfied with settling in for the long-run.”

And all three panelists agreed that external advisors, preferably seasoned college presidents as coaches, are invaluable sources of input to allow a president to move successfully from one stage of tenure to the next.

Who’s Next?

Developing the next generation of college presidents requires a long-term strategy, said two experienced presidents, Stephen Jennings of the University of Evansville (IN) and Paul Dovre, president emeritus of Concordia College (MN), together with the recently appointed president of Hilbert College (NY), Cynthia Zane. Jennings and Zane have both been involved in CIC’s Lilly-funded program on Presidential Vocation and Institutional Mission, he as a facilitator and she as a participant in 2005–2006. During the Presidents Institute session, “Preparing the Successor Generation of Presidents,” Dovre emphasized that successfully grooming a possible candidate is a long-term strategy, and involves a mix of measures that includes creating a climate for leadership development, becoming a mentor and encouraging promising staff, creating development opportunities and providing feedback and reflection on in-office experience, as well
as cultivating leadership abilities by stimulating thoughtfulness on vocation and self-awareness.

Jennings further developed the argument that all sitting college and university presidents need to learn from long-established business practices of succession planning because “there is never a pool of potential presidential candidates rich enough.” In his remarks, he further stressed the necessary combination of active recruitment and hiring of talented vice presidents with challenging those leaders and setting them up with job descriptions that leave a lot of room for growth. Zane confirmed that it was, above all, mentors who helped her both acquire the necessary expertise and gain the confidence to see herself in the presidential role. Zane further emphasized the essential role of spouses in the process of helping a president to learn from successes and failures.

Strategic Planning—Under Duress or For Specific Goals?

Strategic planning exercises on campus usually involve multiple constituencies, take place during prosperous times, and result in plans for allocating resources for innovative new programs. However, as three presidents explained during a Presidents Institute session, some successful plans can also take place under duress, with limited resources, and in brief time periods.

Stephen McDonald, president of Lebanon Valley College (PA), Wendy Libby, president of Stephens College (MO), and Wayne Powell, president of Lenoir-Rhyne College (NC), described recent strategic planning experiences that resulted in tangible, dramatic improvements at their institutions.

A long-brewing financial crisis at Stephens that Libby discovered upon her arrival as the new president forced her into action on a strategic plan undertaken with quick, focused collaboration of key constituents in a crisis environment. As a result, she now says, “I’m still here, which in itself is surprising.” Her college renewed its mission of providing education for students in design and fashion, the performing arts, equestrian science, and creative writing—specialties that had established the institution’s niche decades ago. “We had gotten away from what we were best at,” she explained. Stephens received extensive local publicity for its publicly transparent planning efforts. The college has now grown from 439 to 650 undergraduate students and reopened one of its previously empty residence halls, with two more empty residence halls scheduled to open in the fall. After having to lay off nearly one-third of the faculty during the restructuring, Libby said the college is now starting to hire faculty members again.

Lenoir-Rhyne’s resurgence was also the result of crisis-driven planning. Following a series of resignations, a death, and budget misadventures, the college brought in a new administration that raised questions about the institution’s ability to meet its financial obligations. Trustees, faced with dire consequences, empowered Powell to reorganize contracts, freeze hiring, eliminate 35 staff positions, and cut budgets. Financial exigencies forced him to plan abruptly and without the deliberative, collegial debates that underlie most long-range planning efforts. “We had one month to make our plans and put them into effect,” Powell said, adding, “I thought I’d be run out of town.” On the contrary, the college now enjoys a $1.6 million surplus, recently completed an $8 million capital campaign, and has increased enrollment by 250 students.

McDonald did not face a crisis when he began discussing a strategic plan at Lebanon Valley. His main question to constituents was whether the college should increase enrollment from 1,600 to 1,700 students by 2012. The unique planning process was built around a board game that involved faculty, administrators, students, trustees, and community friends. McDonald led what he describes as “an educational enterprise where we all learned a lot.” If, for example, the constituents wanted to increase enrollment, they also would need to plan for a residence hall to house the additional students, a renovated student center to accommodate the additional services that would be needed, and enhanced recruiting efforts for new programs to attract the students. “We all discovered that increasing enrollment, which we decided made sense, actually meant renovating our student center now instead of five years down the road, as I had thought initially.”

Each of the presidents advocated having a personal support structure throughout this process—particularly to help during difficult times. They recommended engaging outside facilitators or experienced advisors who had few other attachments to the institution. One president advised, “Have your own personal board of directors comprised of professional colleagues with similar experiences and no stake in the result.”

Adapting Large-University Fundraising Techniques

People give to people they trust—and they give to institutions that are successful, not to those in desperate need, said Kerry Romesburg, president of Jacksonville University (FL), and John D. Sellars, president of Drury University (MO) during a Presidents Institute session. Both served in development roles at large universities before becoming presidents. They described for their colleagues how their previous roles have helped in their current positions.

“If you have a small staff, you should contract with professionals to help you with feasibility studies, electronic screening, prospect research, and wealth analysis.” They discouraged cutting development staff or budgets, because they can help raise necessary funds. And they encouraged using trustees as key campaign advisors.

“Eighty percent of the total amount a college receives,” said Sellars, “will come from 1 percent of your donors.” Both speakers advocated involving as many people as possible in the campaign, but cautioned against talking to the wrong people. One basic fact, they pointed out, is that “You can only get money from people

(Cont’d on page 12)
2007 Presidents Institute Awards Banquet

The 2007 CIC Presidents Institute at the Westin La Paloma Resort and Spa in Tucson, Arizona featured a highly rated program, superb speakers, well attended workshops, and beautiful views of the Arizona desert. Photography by John Hursh, Focus on Events.

Marvin Suomi, CEO and president of KUD International LLC, is presented with CIC’s 2007 Award for Philanthropy.

Susan Woodbury, trustee and chair of the George I. Alden Trust, accepts the CIC Award for Philanthropy on behalf of the Trust for its remarkable support of CIC member colleges.

Presidents Daniel Carey of Edgewood College (WI) and Sister Patrice Werner of Caldwell College (NJ), who were completing their terms on CIC’s Board of Directors, were honored during the Presidents Institute banquet.

CIC’s Spouses Task Force helped to organize a highly successful Spouses Program at the Institute. Pictured (l-r), top row: George Efta, Saint Mary’s College (IN); Kris Ohle, Wartburg College (IA); Susan Kneten, Barton College (NC); Elise Luckey, Lindsey Wilson College (KY); and Dinah L. Taylor, University of the Cumberlands (KY). Bottom row: Angel Broadnax, Clark Atlanta University (GA); Regina E. Boehm, chair, Keystone College (PA); Sheryl Y. Head, Urbana University (OH); Ellen Zemke, Milliken University (IL); and Mary Ann Rehoke, CIC. Not pictured are Jani Flynn, Springfield College (MA); Bob Haring-Smith, Washington & Jefferson College (PA); and Susan Johnston, Iowa Wesleyan College.
In a session on college rankings, Drew University (NJ) President Robert Weisbuch, Ursinus College (PA) President John Strassburger, and Lloyd Thacker, executive director of The Education Conservancy, discussed measures of institutional quality, benchmarks of success, and opportunities to shape enrollment management processes according to educational values.

Two companies that have been sponsors of the Presidents Institute for 15 years—Jenzabar and Noel-Levitz—were honored for their dedicated support of the conference. Jenzabar’s chairman and CEO, Bob Maginn (top center), accepted the award for Jenzabar; Peter Bryant (bottom left) and Gary Fretwell, represented Noel-Levitz.

Conference attendees had time during a reception before the Awards Banquet to meet and reconnect with friends and colleagues. David and Suzanne Bushman (left) of Lees-McRae College (NC) chatted with Christopher and Moira Blake of Mount Mercy College (IA).

Robert and Cheryl Lindgren (left) of Randolph-Macon College (VA) enjoyed a moment with Susan and William Abare of Flagler College (FL).
who are involved and who have resources. Involving prospects in your institution’s goals is a critical element in building your fundraising tallies.” They suggested several ways to do so: invite prospective donors to serve on special task forces, search committees, blue-ribbon committees, and school and department advisory boards; involve them in alumni activities or ask them to host a presidential roundtable; and give them a leadership role on the campaign.

Sellars advised presidents to expect that 50 percent of their time will be committed to cultivating prospects and soliciting gifts. Romeburg added, “Remember to make as many personal contacts as possible. The principal fundraiser is the president, and the major donors expect to talk to the person in charge.”

Presidential Leadership Is Key to Outcomes Assessment Initiatives

Presidential leadership is critical to initiating, guiding, and championing robust initiatives to assess learning outcomes, according to two presidents who spoke at the Presidents Institute and are involved in the development of integrated approaches to outcomes assessment on their campuses. University of Charleston (WV) President Edwin H. Welch and Wheaton College (MA) President Ronald A. Crutcher acknowledged that colleges and universities are under increasing pressure, thanks to the visibility of the Spellings Commission’s report, to demonstrate academic success. The panelists argued that there is value in private colleges assessing learning outcomes, as a means to improve student learning and make the case for the quality of the institution. Their institutions are at different stages in developing an integrated campus approach to outcomes assessment, and each is taking a slightly different path to achieving this objective.

Seeking to revitalize the institution and claim a distinctive niche in the higher education landscape, Welch initiated just over a decade ago a university-wide planning effort. Planning changed the institution’s mission and focus from faculty teaching to student learning. Faculty participation in this self-study and planning effort was critical to their unanimous support two years after the shift in focus. Now, ten years later, the university is noted for its “culture of assessment” and faculty members play a central role in the implementation and revision of assessment activities. In 2005–2006, the University of Charleston had the highest “value-added” score among the more than 100 colleges and universities that administered the Collegiate Learning Assessment (CLA). The CLA examines competencies central to general education, such as critical thinking, analytic reasoning, problem solving, and written communication. The University of Charleston provides one example of how institutional leadership, support from faculty colleagues, and the influence of campus culture worked together to create an atmosphere where faculty support for the assessment of student learning is the norm.

Wheaton College has recently started a similar process of reexamining its educational goals and setting strategic priorities. Crutcher described the objectives, based in part on essential learning outcomes identified by business leaders and recent college graduates. To measure outcomes, Wheaton is working with Harvard professor Richard Light to develop a set of dashboard indicators. These measures include the number of academic courses incorporating experiential learning, the proportion of students engaged in community service and social action, and the diversity of students, faculty, and staff. Monitoring these indicators will help the college assess its efforts to provide a transformative liberal arts education.

Several common themes emerged from the presentation that should be useful to other CIC colleges and universities seeking to develop robust outcomes assessment initiatives. Beyond presidential leadership, which is critical to initiating and implementing these efforts, Crutcher and Welch said faculty involvement was central in defining outcomes and their measures. Assessment efforts were purposefully linked to the institutions’ mission statements. And finally, both presidents viewed the effort to assess student learning outcomes as beneficial to the institution, both in fostering improved academic success and in demonstrating the institution’s educational quality.

Workshop Explores Comprehensive Campaigns

On the Sunday afternoon following the Presidents Institute, CIC offered a workshop on Comprehensive Campaigns. It followed a similar, but longer workshop on the same subject offered five years ago. At any given time, most institutions are engaged in campaigns—annual, capital, or single purpose. The comprehensive campaign combines these components into a general, five- to seven-year initiative, designed to take the institution’s fundraising to a new plateau.

Workshop topics included pre-campaign planning; feasibility studies; major donor “moves management”; roles of the president, vice president for institutional advancement, and board; and prospect research. The Council for Advancement and Support of Education cosponsored the event, and presidents were able to invite their chief advancement officers to join them at the workshop. Nearly 50 presidents and eight advancement officers participated.

Several college or university presidents served as workshop leaders. Jake Schrum of Southwestern University (TX) moderated the workshop, and was joined by Robert Duffett of Dakota Wesleyan University (SD), Br. Dietrich Reinhart of Saint John’s University (MN), and Timothy Thyrein of Waynesburg College (PA). The other workshop facilitators included consultants who have helped a wide range of institutions conduct campaigns: Richard Allen, president and principal, RPA Inc.; Mason Blacher, president, Mason Jay Blacher and Associates; Jane Eaves, principal, Gonser Gerber Tinker Stuhr; Ted Grossnickle, chairman and CEO, Johnson, Grossnickle and Associates, Inc.; and Cheryl Hyatt, president, The Charitable Resources Group.
To Be Or Not To Be Online

Online education, in its diverse forms and types, is experiencing immense growth rates and carries the promise of an attractive revenue stream. Leaders of many colleges and universities, therefore, are either actively pursuing or contemplating an online strategy. “Careful, though!” was the message delivered by William Fox, president of Culver-Stockton College (MO), and Arthur F. Kirk, president of Saint Leo University (FL) during a session entitled “Advantages and Risks of Online Programs for Private Institutions.”

Both speakers encouraged attendees to consider online offerings, one reasonable motivation being, as Kirk put it, “if not you, some for-profit will do it.” However, both also suggested that campuses proceed carefully and only after reaching consensus on questions such as “What are the objectives?” “What’s the specific market to be targeted?” “Who are the likely consumers?” “What products should be offered?” “Is there sufficient will on campus?” and “Are the significant start-up means available to pursue a promising online strategy?”

Representing institutions with very different online ventures, both speakers agreed that the key to success lies in developing an online education program that naturally fits with an institution’s history of outreach and its bricks-and-mortar operations. Saint Leo is one of the first colleges to offer online education in the national market, having extended a history of wide outreach to nontraditional students, especially active military personnel. Culver-Stockton’s regional approach and, for now, more limited online program offerings match its institutional culture and more modest adult education history. Both speakers stressed, however, that CIC-type institutions should explore online possibilities. As Kirk argued, “All other things being equal, students will prefer CIC-type institutions over the University of Phoenix. But,” he warned, “the other things do need to be equal.”

Rapid Response and Clarity of Purpose Are Crucial for Responding to Crises

Because no two campus crises are alike, presidents need crisis plans for all types of events and, when there is trouble, “we should do more than just patch things up,” said Presidents Institute panelist Joan Hinde Stewart, president of Hamilton College (NY).

In a session on “Preparing for and Reacting to Crises,” Stewart and presidents David Pollick of Birmingham-Southern College (AL) and Trudie Kibbe Reed of Bethune-Cookman University (FL) discussed how presidents should prepare for and react to crises precipitated by circumstances as varied as reprehensible student actions, controversial speakers, and community problems.

Each president offered a case study from his or her own campus experiences, including a controversial speaker at Hamilton, a racially-sensitive campus-community situation at Bethune-Cookman, and a church-burning incident that implicated students at Birmingham-Southern. All three presidents agreed on several crisis-management tactics:

- **Rapid response with clarity of purpose and principle is crucial.**
- **When discussing the event, focus on the objective facts and a positive management strategy.**
- **Be prepared to issue many statements and press releases, and to take appropriate action in dealing with all angles of the event.**
- **Be very careful about what you say to the mass media (and electronically), but maintain a strong relationship with the press.**
- **Know who you are as president and what you and your institution stand for.**
- **Open dialogue and honesty are important. Use the crisis as an opportunity to reinforce and restate your mission.**
- **Always keep the board of trustees fully informed.**

National Editors Provide Insights into College Coverage

Three experienced journalists who cover higher education from different perspectives gave CIC presidents an insider’s view of their publications. The speakers included Jane Karr, editor of the “Education Life” section of the New York Times; Dan Golden, deputy bureau chief in Boston for the Wall Street Journal; and Tim Goral, editor of University Business magazine.

Karr edits the education supplement that runs each quarter in the Times. She presented five truisms that were intended to help the presidents understand the Times’ preferences. First, she said the paper does have a liberal bias, but attempts to listen to views from the other side as well. Second, there is an Ivy League slant, and it extends beyond the Ivies to other selective colleges and universities. Third, the Times will cover other small colleges, but only if there is likely to be interest nationally in what they are doing. Fourth, colleges frequently do not target their news releases appropriately. She says the Times is looking for unique angles that others have not discovered. And fifth, while time is very limited, there are occasions when editors and reporters will meet individually with college presidents, so Karr invited presidents to contact her (jakarr@nytimes.com) if they plan to be in New York.

(Cont’d on page 14)
Goral described his magazine’s intention to cover “the problems of senior management, including presidents, vice presidents, deans, and heads of departments.” He said, “If there is a way to save money, we want to know about it. If you have a particular success story, we want to hear it.” He urged presidents and PR officers to review the University Business editorial calendar at www.universitybusiness.com, which lists topics for future issues of the magazine. Goral said he would be pleased to receive pitches on story ideas particularly that relate to the topics on the calendar. Goral (tgoral@universitybusiness.com) invited presidents to meet with him at the offices in Norwalk, Connecticut.

Golden explained that the Wall Street Journal had recently restructured its pages, and he is not yet certain what it might mean for higher education coverage, although three reporters in Boston and one in Washington continue to have higher education as their primary beat. Because the Journal’s signature focus is finance and business, editors seek stories about the business of higher education, including fundraising approaches, endowments, salaries of highly compensated executives, access, affirmative action, rankings games, financial aid policies, religious pressures in college, unique or bizarre ideas, and the excesses of college athletics. Golden (Dan.Golden@dowjones.com) added that he wants “stories with conflict, controversy, tension, or surprise.”

Stories these reporters expect to cover in the near future include diversity on campus, explaining the outcomes one receives from an education, for-profit aspects of intercollegiate athletics, fallout from the Spellings Commission’s focus on accountability, Congressional reauthorization of the Higher Education Act, the Supreme Court case on affirmative action in K-12 schools in Seattle and Louisville that could have implications for higher education, and why college costs so much.

The most popular session featured research on “The Role and Influence of the Presidential Spouse” based on a pilot study done by Matt Thompson, a PhD candidate at the University of Georgia and dean of students at Florida Southern College. Thompson’s initial dissertation work included a survey of presidential spouses at private colleges and universities in a discrete geographic region and explored topics such as presidential spouses’ backgrounds, the amount of time devoted to the role, and patterns of remuneration. Conference attendees assisted Thompson in refining his survey for the completion of his research.

Helping presidential spouses understand how tax laws apply to their fundraising work, the presidential house, and their professional development activities was the focus of a session led by Bertrand M. Harding, Jr., tax attorney and author of The Tax Law of Colleges and Universities. Abigail Pribbenow, presidential spouse at Augsburg College (MN) and Edward W.S. Neff, presidential spouse at The Sage Colleges (NY), led the New Spouses Workshop, which addressed issues such as “Navigating the Minefields While Serving as Presidential Spouse,” “The Varied Roles of the Presidential Spouse,” “Reinventing Yourself as Presidential Spouse,” “Finding Your Niche on Campus and in the Community,” and an “Open Mike” session, allowing new spouses to seek the advice of experienced presidential spouses on issues of concern.

Participants in a spouses session on “Finding Your Vocation as Presidential Spouse” reflected on the benefits of vocational thinking as a way to remain well grounded and retain one’s identity while serving as a presidential spouse.
Roger Martin

What is the responsibility of the individual student and that of the institution for the quality of the education the student receives? And, how do institutions encourage and nurture student engagement in and responsibility for their own learning? In his keynote address, “Student Consumerism and the Ivory Tower,” Roger Martin, president emeritus of Randolph-Macon College (VA) said that students, along with their parents, increasingly believe that the college bears full responsibility for students’ educational and social well-being. Faculty members and administrators, on the other hand, believe just as strongly that if students are to function in the real world they must take more responsibility for their own lives.

Martin brings a unique perspective to the examination of the responsibility of students and the responsibility of the institution for fostering student success. During a recent sabbatical, he was enrolled as an undergraduate student at St. John’s College (MD). He is now writing about that experience.

“Students bear a major responsibility for their education and also for their lives while in college—even if they have physical or learning disabilities. We are there to assist them, to give them encouragement and support, to teach them; but at the end of the day, they must take control of their lives and take the consequences if they mess up. College, after all, is a microcosm of society, a place where there should be consequences and rewards for student behavior,” Martin said, adding that college administrators must constantly communicate this fact to students as well as their “helicopter” parents.

His “freshman” experience at St. John’s gave him “a much deeper sense of what our responsibility should be for the students who come to our campuses.” He talked with many of his fellow students about their high school experiences. Most said they were not engaged in high school, that much of it was rote learning, and there was little debate or intellectual conversation. “And what happens to students like them when they get to college? Often, more of the same. Indeed, they are often subjected to what I consider to be the four key challenges to the way many colleges

(Cont’d on page 16)
Today's learners, according to Oblinger, “are digitally savvy and have no fear of anything technological; are constantly connected to each other and to information; and are very experiential (not hierarchical) and learn by doing and asking peers. They use technology to socialize, and are immediate—to them, email is slow; instant messaging (IM) is better.”

This new reality means that educators may not be taking advantage of what students want and need—but it also may provide opportunities. “We are able to connect with students in a variety of ways that allow us to be more engaging and responsive; we can provide students with skills to connect to the vast amounts of electronic information and make sense of what’s real; and we can use the cyber infrastructure to help students work more collaboratively and to bring them real-world experiences,” Oblinger said.

Educators also need to recognize that students no longer expect to learn by sitting in rows and facing forward toward an instructor. She urged campus leaders to redesign spaces so that students can work in teams and around tables. “We need to harmonize space with learning theory—by creating flexible, comfortable rooms with no central focal point.” Libraries are changing too, she noted, providing access to integrated resources and space for interaction and exchange, where food and talk is encouraged rather than forbidden.

Students should be involved in creating these new learning environments, Oblinger concluded. “They are consumers with a choice, and they have a unique perspective on what they need in order to learn.” Educators should consider providing a visual, mixed delivery that is engaging, manageable, social, and experiential (not hierarchical) and learn by doing and asking peers. They use technology to socialize, and are immediate—to them, email is slow; instant messaging (IM) is better.”

During a subsequent session, Oblinger set about dispelling myths about information technology (IT), among them:

1. **IT will make us more competitive**—Just having technology won’t change your situation; it’s what you do with the technology that makes a difference. Strategic questions that should be asked include: Who are our competitors and on what basis are we “losing” to them? What are the options for improving competitiveness? What is the role of IT in closing the gap?

2. **IT investments will save money**—Investing in IT without investing in process redesign rarely yields savings. Strategic questions: What outcomes are we looking for? How can they be measured? Is the purpose to save money, increase capacity, or enhance core functions? What is the cost of doing nothing?

3. **Networks are secure because we already have a firewall**—Half of colleges and universities reported network attacks in 2005. Security hinges on more than just technology—education and awareness is the key.
Strategic questions: Does everyone consider that security is their responsibility? How do we ensure academic values without ensuring security? Are we engaging in ongoing risk analysis? Are the institution’s policies on security up to date? Who is involved in the policy development process?

4. *If I could find a good chief information officer, these problems would go away*—Executive involvement in IT is critical because IT enables strategic choices of the institution; executives must make these choices. Strategic questions: How do we ensure the entire executive team is on board with IT initiatives? How do we align expectations with reality?

5. *We can handle our own IT issues internally*—This is increasingly hard to do; gaining an external perspective may be the most valuable thing you can do. In addition, shared service centers can save each campus 20–40 percent. Strategic questions: What price are we willing to pay to do it ourselves? What mistakes might we avoid if we look outside the institution?

Both of Oblinger’s presentations are online at www.cic.edu/conferences_events/caos/2006_resources.asp.

**Accountability and Leadership for Learning**

*Jamie P. Merisotis, founding president of the Institute for Higher Education Policy, offered practical guidance on how to manage accountability issues in a way that is strategic and enhances institutional goals and priorities. Excerpts from his address follow.*

“The national landscape of accountability for both institutional and student success that has emerged over the last few years is likely to have a profound impact on what we do, and how we do it, in U.S. higher education. These emerging strategies and approaches are being driven by a fundamental view that higher education’s performance must improve significantly in order for the nation to achieve maximum benefit from the investment in higher education…”

Learning outcomes are important, but they aren’t the only thing we need to measure. We must take a more holistic view of what we do as higher education institutions in fashioning this new accountability paradigm…. The emergence of data-driven strategies and accountability systems have not done nearly enough to take into account the complex circumstances under which today’s colleges students’ lives are lived. The ideal scenario of a normally persisting, well- advised, highly motivated student runs headlong into the stark reality of life in America today: prior educational deficiencies, family and child responsibilities, financial pressures, language and cultural barriers, and poor information and support systems. These are the very issues that many of your colleges deal with every day, serving as the front lines in the war to improve our nation’s educational accomplishments. But until we grapple with these deeply rooted concerns, the national dialogue about accountability will, in my view, continue to reinforce the existing biases and under-investments that have left us with a system that is still divided into haves and have-nots….

Countering this bleak prospect will require more than tweaking at the margins. It will require a true partnership that dedicates time, understanding, effort, political capital, and financial resources to ensure that college opportunities are available to students who would not otherwise attend. There are solid strategies at the disposal of the higher education system to address this convergence of trends, but the higher education system will have to change significantly.

The partnership should develop a coordinated strategy and must include local, state, and federal lawmakers; students and parents; the private sector; the media; higher education associations and analysts; and college faculty, staff, and leadership at all kinds of institutions…. Investment in postsecondary education by all members of this partnership will lead to returns that benefit both individuals and society….

What can you do to make this new national learning partnership possible? One major role is to provide much-needed leadership. Many institutions have been silent or ineffective in the task of making the case for investment in higher education opportunity…. I think it is time to…go on the offensive, making the case for what higher education contributes to our nation, and why the investment specifically in independent institutions is absolutely essential for the country. We need to make the case to policymakers, to families, and to students, in clear, unequivocal terms, about why that investment pays off…. Publicize the results of what you have learned about cumulative learning outcomes from the Collegiate Learning Assessment. Use your NSSE data to describe the specific ways in which you are engaging your students. Use CIC’s Making the Case website as a model for your efforts....

Look ahead and anticipate what questions will arise, think hard about what your future student bodies will look like, and then plan, plan, plan for the future. What will you need to do pedagogically, and in terms of student services, to meet the needs of a rapidly changing student population?

The brave new world of higher education accountability will indeed have a profound impact on what we do, and how we do it, in U.S. higher education. But that profound impact ultimately can be shaped by what you do as institutional leaders, and does not have to be something that you feel has been imposed upon you by uninformed, or hopelessly misinformed, external forces. Take charge of what college learning is all about, and bring your voice to these critically important debates…. When all is said and done, college really is the most effective way to ensure prosperity, security, and harmony for all Americans. What you do at your institutions could prove pivotal in achieving those goals.” The full text of Merisotis’ presentation is on the website at www.cic.edu/conferences_events/caos/2006_resources.asp.
Recruitment and Retention Require Integrated, Campus-wide Effort, Panelists Say

The rapid evolution of electronic technology, from email to the web, is transforming both the ways that prospective students get to know colleges and universities and the ways that institutions interact with those potential students, said speakers at the Institute's closing session. The speakers were Michael S. Witherspoon, former vice president for national business development for James Tower, and now senior vice president of Jon McRae & Associates, Inc.; and Catherine Cook, CEO, and William Miller, president of Miller/Cook & Associates. They explored the contributions that academic and student affairs officers make to the enrollment management process, and how they might ensure that “the brand promised matches the brand delivered.”

Witherspoon said students expect to be active participants in the recruitment/enrollment process—and they expect to get their information and to communicate electronically. A June 2006 telephone survey of 1,000 college-bound seniors about their college application experience and expectations indicated they expect “to fill out forms online; to see online profiles of other students on campus; a virtual tour of the campus; and online tools like calculators to determine financial aid and tuition amounts.”

What should campuses do to meet these expectations and improve the recruitment process? Cook said campus leaders first need to recognize that “recruitment has become multifaceted—messages and mediums include many audiences such as learning coaches, attorneys, psychologists, personal trainers, and family members, all of whom expect your services to be integrated and focused.” She recommended a number of ways to improve the recruitment process, including expanding e-communication beyond email and web pages, e-communicating with parents and family, giving students the information they want as soon as they want it, and remembering the power of personal contact.

Once a student has decided to enroll in a college or university, Miller said, the recruitment process should continue. “Help the student and family understand what they need to do to prepare for orientation, registration, and the first week of classes.” To ensure that the student re-enrolls after the first term, campus leaders should “encourage active participation, provide theme-based housing, encourage academic engagement outside the classroom, celebrate student success, keep family members involved, and make sure that the student knows how he or she will pay for the next term,” she said.

An integrated communication plan is key to meeting these goals and improving retention rates, concluded William Miller. Such a plan “provides the opportunity for an institution to take full advantage of existing mediums and messages, and is essential to cost-effective, targeted marketing plans.”

The powerpoint presentation is available on CIC’s website at www.cic.edu/conferences_events/cao/2006_Resources/2006CAO_recruitment_main.pdf.

Promoting Student Success

College student success was the focus of a number of sessions at the 2006 CAO/CSAO Institute, including ways to improve student learning and persistence, and strategies that involve collaboration between the offices of academic affairs and student affairs.

Grounded Retention Strategies. Despite concerted efforts by colleges and universities to improve persistence, student departure rates overall have remained unchanged for more than half a century. John M. Braxton, professor of education at the Peabody College of Vanderbilt University, discussed recent theoretical developments in the understanding of college student departure that offer two promising organizational strategies for four-year residential colleges. First, he said, an institution should demonstrate its commitment to the welfare of students. Research has found that an enforced commitment on the part of all college personnel—the faculty, administrators, and staff—to treat students fairly and with respect, thereby demonstrating an abiding concern for the students’ growth and development, is a characteristic of colleges that promote student persistence. Second, a college or university should exhibit institutional integrity, demonstrating that the actions of faculty members,
administrators, and staff are consistent with institutional policies and goals. Research indicates that students who perceive that the institution is true to its mission and goals are less likely to depart. Braxton offered eight institutional imperatives derived from these organizational attributes (see box, page 18).

The retention strategies instituted at Ursinus College (PA) were in line with many of the recommendations offered by Braxton. Judith T. Levy, vice president for academic affairs, and Deborah Olsen Nolan, dean of students/associate dean of the college, described their collaborative efforts to improve student retention under the banner, “fostering student achievement.” The first-year experience program at Ursinus includes a two-semester interdisciplinary seminar and clustered residential living where common academic and residential experiences are shared. A first-year experience coordinator works closely with academic and student affairs to support first-year students. Faculty members are encouraged to interact closely with students outside of the classroom and are reimbursed for meals with students in the dining hall or in faculty homes. Upperclass students are required to complete an independent learning experience with a faculty member. All campus personnel are expected to embody the culture and values of the institution.

Promoting Student Persistence. Two CIC-member institutions, Claflin University (SC) and Lynchburg College (VA), which have demonstrated improved retention and graduation rates, were featured in this session. George E. Miller III, vice president for academic affairs at Claflin, presented an approach to retention management that incorporates academic and student affairs staff, as well as the faculty and students. Miller said the formula for retention success at Claflin included recruitment, admissions, registration, and management. A campus culture has developed at Claflin where responsibility for student success is shared among the faculty, staff, and administrators, as well as students. An example of this collaboration is the role the residence life staff plays in monitoring student class attendance.

At Lynchburg, student success is a critical component of the college’s strategic plan. John Eccles, dean of students, heads a leadership team that encompasses academic affairs, student affairs, and enrollment management. Using data from a variety of sources, a campus-wide retention committee identified a number of initiatives to improve student success, including the creation of an integrated first-year experience program, developing support strategies for students with disabilities, and establishing an “academic coaching program” for academically-challenged students. Noting that 70 percent of students were involved in sports at some level, the campus also improved its recreation facilities, leading to higher levels of student satisfaction.

Effective Strategies for First-Year Programs. In recent years, a number of CIC member institutions have developed new programs for first-year students, including Marietta College (OH) and Mercer University (GA). Strategies for the first-year program at Marietta, said Sue DeWine, provost and dean of the faculty and Lon S. Vickers, vice president for student life/dean of students, include creating an integrated planning committee consisting of members of the faculty and student affairs staff, the development of residential learning communities, and shared teaching between members of the faculty and the student affairs staff in the first-year experience courses. The goals of these efforts are to strengthen the connection between students’ classroom and extracurricular experiences, thereby improving retention.

At Mercer, a comprehensive set of programs, events, and initiatives are coordinated by offices across the campus. Horace Fleming, executive vice president and provost, said they start with the recruitment of prospective students, followed by summer advising and registration, a new student orientation class in the fall, and then a series of first-year courses. In addition, progress reports are sent by faculty members to first-year students at the four-week and mid-term marks to apprise students of their performance. Summary reports are also sent to residence life staff members who can provide support and intervention. As a result of these efforts, first-year to second-year retention has risen from 72 to 83 percent.

Opportunities for International Exchange

Representatives from private universities in North Africa and the Middle East met with CAOs to discuss opportunities for exchanges with CIC member institutions. Ibrahim Badran, dean of the faculty of engineering, Philadelphia University, Amman, Jordan and Mohammed Dahbi, dean of the school of humanities and social sciences, Al Akhawayn University, Ifrane, Morocco held informal discussions over breakfast and also arranged for private consultations with many CAOs. They provided overviews of their universities and discussed opportunities for partnerships and exchanges with CIC institutions.

Philadelphia University in Amman, Jordan is one of the Hashemite Kingdom’s leading private universities, and is part of the growing trend in the Middle East toward independent higher education. The university enrolls 8,000 undergraduate and graduate students and offers degrees in social science, law, engineering, science, management, languages, pharmacy, and nursing.

Al Akhawayn University in Ifrane, Morocco (AUI) is a private Moroccan institution with an international outlook that has already served as a location for many American students and researchers interested in studying Arabic and learning about North Africa and the Middle East. AUI has a student body of about 1,200 and offers degrees in business administration, science and engineering, humanities, and social sciences.
2007 Workshops for Department/Division Chairs to Provide “Essential Tools”

“Essential Tools for Leading the Academic Department” will be the theme of the sixth annual department/division chair workshops offered by CIC in spring 2007. The workshops, sponsored by Academic Search, Inc. and RPA Inc., will provide chairs with practical strategies for improving their work, opportunities to experiment with the ideas presented, and discussion periods to explore these ideas with their colleagues.

The workshops are designed to serve both experienced and new chairs of departments or divisions at independent colleges and universities. Campuses are encouraged to send several department chairs to the workshop so they may support one another in instituting change upon return to their college or university.

Workshop topics will include:

- Using Conflict for Improvement
- Conducting Difficult Conversations
- Preventive Law
- Using Data for Program Review
- Best Practices of Experienced Chairs
- Legal Issues Surrounding Sexual Misconduct, Civility on Campus, and Academic Freedom
- Working with the Chief Academic Officer

Speakers will include: Nancy Alex, senior consultant for assessment and program analysis for The Austen Group; Claudia Beversluis, provost, Calvin College (MI); Virginia Bianco-Mathis, professor in the School of Business and director of human resources graduate programs, Marymount University (VA); John W. Bruton, professor of English and associate dean, School of Arts and Humanities, Ferrum College (VA); Judith Griffith, associate professor of English and department chair, Wartburg College (IA); Colleen A. Hegranes, senior vice president, College of St. Catherine (MN); Kate Sigman Hendricks, deputy university counsel, Duke University; Barbara Hetrick, vice president and dean of the college, Catawba College (NC); Christopher Hogan, principal in the law firm of Moos, Carter and Hogan, LPA (OH); Jane T. Jakoupek, vice president for academic affairs and dean of the faculty, Monmouth College (IL); James J. Lakso, provost and vice president for student development, Juniata College (PA); Larry Nuti, college counsel, Saint Mary’s College of California; Kenneth J. Porada, provost and vice president for academic affairs, Dominican University of California; Marianne Schmelfenbig, general counsel, Saint Mary’s College of California; Richard J. Sherry, dean of faculty growth and assessment, Bethel University (MN); John C. Spurlock, chair of the humanities division, Seton Hill University (PA); and Michael Williams, president of The Austen Group.

More information and registration forms for the workshops are available on CIC’s website at www.cic.edu/conferences_events/workshop/teaching/2007Dept_Div.asp.

Vocation, Mission Program Participants Meet for Follow-up Discussions

CIC conducted winter follow-up meetings in January and February for its program on Presidential Vocation and Institutional Mission, funded generously by Lilly Endowment Inc. Ten college and university presidents and seven spouses met for an afternoon and a morning immediately following the 2007 Presidents Institute in Tucson, Arizona. The program focused on the costs and advantages of vocational thinking as seen through the experiences of the presidents and spouses in their lives and work since they met in July 2006 at Glendorn in Pennsylvania for their initial seminar. In Atlanta, Georgia the seminar for prospective presidents and their spouses reconvened for a day-and-a-half follow-up meeting on February 26–27. The key questions under discussion included what vocational thinking has to do with applying for, interviewing for, and living in the presidency of a college or university. Altogether there were 23 participants and 18 of their spouses in attendance.

CIC Senior Advisor Bill Frame, the project director, remarked that one of the most gratifying effects of the seminars is how discussion about vocation “moves quickly from the personal to the public, yet neither enters the private sphere.” He added, “The remarkable camaraderie that has developed among each of the four groups we have so far convened reflects new senses of fulfillment and anticipation” among the participants. A third seminar for prospective presidents and spouses will take place in July 2007, again at Glendorn. Plans are also underway for a third group of current presidents to participate in the Presidential Vocation and Institutional Mission program beginning in summer 2008.
Foundation Conversation Explored Internationalized Campus

Liberal arts colleges that typify CIC’s membership are “more nimble, more willing to experiment, less tyrannized by entrenched disciplinary borders and curricular orthodoxies,” and therefore more likely to be leaders in new trends for global education, said Foundation Conversation speaker Jonathan F. Fanton, president of the John D. and Catherine T. MacArthur Foundation. Fanton and other presenters at CIC’s 18th Annual Foundation Conversation addressed the theme of “The Campus and the Globe: Building Resources to Internationalize Teaching, Learning, and Scholarship.” More than 100 college and university presidents and nearly two dozen foundation officers attended the October 10, 2006 event at TIAA-CREF’s Clifton Wharton Auditorium in New York City.

In his opening address, “Guiding Students toward Global Citizenship,” Fanton urged that four elements be included in any complete approach to this challenge: (1) a curriculum so international that “a student can’t escape”; (2) a way of thinking about the world that is not U.S.-centered; (3) finding ways to nurture comfort with difference, and (4) attention to the importance of “the practical ability to work in radically different cultures.” Fanton encouraged presidents to seek dialogues with the international program committees at umbrella organizations such as the Independent Sector and the Council on Foundations.

Campus Teams Learn to Use Data for Decision-Making at CIC/AIR Workshop

Twenty-five teams from small and mid-sized private colleges and universities participated in a workshop on the effective use of data in making campus decisions on October 5–7, 2006. In all, 75 people attended the Data and Decisions Workshop, jointly sponsored by CIC and the Association for Institutional Research (AIR) with funding from the U.S. Department of Education’s National Center on Education Statistics (NCES). This workshop, the sixth in the series, was held in St. Louis, Missouri.

The CIC/AIR workshops help participants make better use of institutional and comparative data to enhance strategic planning and decision-making. Workshop topics include performance indicators, comparison groups, strategic planning, operational issues, assessment, action plans, and publicly available national data sources. Participants at the October workshop received hands-on training with NCES’ online Integrated Postsecondary Education Data System (IPEDS), which includes extensive data on all U.S. higher education institutions.

Workshop faculty members included Mary Ann Coughlin, professor of research and statistics at Springfield College (MA); Edward Delaney, president of Strategic Analyses: Organizational Planning and Research (VA); Hal Hartley, CIC director of research; Richard Howard, director of institutional research and reporting at the University of Minnesota; Gerald McLaughlin, director of institutional research and planning at DePaul University (IL); and Josetta McLaughlin, associate professor of management at Roosevelt University (IL).

The fall 2006 participating institutions included Austin College (TX), Caldwell College (NJ), Carroll College (MT), College of Notre Dame of Maryland, Eastern Mennonite University (VA), Edgewood College (WI), Johnson C. Smith University (NC), Kenyon College (OH), Lesley University (MA), Madonna University (MI), Millsaps College (MS), Mount Marty College (SD), Naropa University (CO), North Central College (IL), Rider University (NJ), Saint Joseph College (CT), St. Edward’s University (TX), St. Mary-of-the-Woods College (IN), Stephens College (MO), Taylor University (IN), Texas Lutheran University, University of Bridgeport (CT), University of Indianapolis (IN), Westminster College (MO), and William Jewell College (MO). Since fall 2001, more than 150 CIC member institutions have taken advantage of this special training opportunity. The next workshop will be in Long Beach, California, October 4–6, 2007 and registration materials are available on the CIC website. The workshop will be offered annually through 2010.
CONFERENCES

CIC Announces Library Workshop Participants for 2007

Seventy-four institutions will participate in the 2007 Transformation of the College Library Workshops. The first two were held February 1–3 in Savannah, Georgia and March 1–3 in Portland, Oregon. A third is scheduled for April 12–14 in Cleveland, Ohio. They are again being offered by CIC in partnership with the National Institute for Technology and Liberal Education (NITLE). The workshops are supported by the Andrew W. Mellon Foundation. Since 2004 CIC has offered workshops that are intended to help colleges and universities take advantage of new technology and promote programs of information literacy on campus.

PARTICIPANTS IN 2007 TRANSFORMATION OF THE COLLEGE LIBRARY WORKSHOPS

**SAVANNAH, GA**
- Avila University (MO)
- Berry College (GA)
- Bethel College (TN)
- Birmingham-Southern College (AL)
- Bluffton University (OH)
- Brescia University (KY)
- Centenary College (NJ)
- Clearwater Christian College (FL)
- DePauw University (IN)
- Huntingdon College (AL)
- Mary Baldwin College (VA)
- McDaniel College (MD)
- Midway College (KY)
- Millsaps College (MS)
- Rosemont College (PA)
- Silver Lake College (WI)
- Smith College (MA)
- Southern Wesleyan University (SC)
- St. Norbert College (WI)
- Tougaloo College (MS)
- Tufts University (TN)
- University of the Cumberlands (KY)
- Warner Southern College (FL)
- Washington College (MD)

**PORTLAND, OR**
- Bryan College (TN)
- City University (WA)
- College Misericordia (PA)
- Corban College (OR)
- Fresno Pacific University (CA)
- Heritage University (WA)
- Holy Names University (CA)
- Kalamazoo College (MI)
- Lewis & Clark College (OR)
- Marlboro College (VT)
- North Central University (MN)
- Northwestern College (IA)
- Oklahoma City University (OK)
- Pacific Northwest College (OR)
- Roberts Wesleyan College (NY)
- Saint Olaf College (MN)
- Saint Xavier University (IL)
- Simon’s Rock College of Bard (MA)
- The Claremont University Consortium (CA)
- University of Puget Sound (WA)
- Warner Pacific College (OR)
- Wesley College (DE)
- Willamette University (OR)
- Williams College (MA)

**CLEVELAND, OH**
- Alvernia College (PA)
- Atlanta University Center (GA)
- Aurora University (IL)
- Bennington College (VT)
- Bethel College (IN)
- Eckerd College (FL)
- Franklin College (IN)
- Gardner-Webb University (NC)
- Gordon College (MA)
- Hilbert College (NY)
- Houghton College (NY)
- Kuyper College (MI)
- Lambuth University (TN)
- Malone College (OH)
- Marymount Manhattan College (NY)
- Milligan College (TN)
- Ohio Dominican University (OH)
- Presbyterian College (SC)
- Roanoke College (VA)
- Saint Anselm College (NH)
- Salem College (NC)
- St. Bonaventure University (NY)
- The University of Findlay (OH)
- Thiel College (PA)
- Thomas College (ME)
- Xavier University (OH)

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The concluding panel featured Ulrich Grothus, director of the German Academic Exchange Service (DAAD) New York, and Terrill Lautz, vice president and secretary of the Henry Luce Foundation. Their topic was “Focus on Academic Programs—Opportunities in Asia and Europe for Enriching the Global Dimension of Learning.” Lautz pointed out that there is more to know about Asia than can be found in China alone and in partnerships with Chinese universities. Grothus forecast that student and scholar mobility patterns in the U.S. and Europe would look more similar in the future. He especially encouraged CIC member institutions to nominate able students for participation in DAAD’s Research Internships in Science and Engineering (RISE). More information about this program, as well as other presentations and resources from the Foundation Conversation, are on CIC’s website at [www.cic.edu/conferences_events/foundation/2006_resources.asp](http://www.cic.edu/conferences_events/foundation/2006_resources.asp).
CIC Announces Major Grants for Two New Initiatives

Keck Foundation Provides Grant to Strengthen Language Instruction

The Los Angeles-based W.M. Keck Foundation has awarded CIC a grant of $360,000 to implement the Network for Effective Language Learning (NELL) in cooperation with Drake University (IA). The program is designed to assist small and mid-sized private colleges and universities to invigorate their offerings in language instruction to meet the needs of the 21st century student. Jan Marston, founding director of the Drake University Language Acquisition Program (DULAP), will serve as project director.

CIC President Richard Ekman explained, “There is a real crisis of modern foreign language teaching and learning on today’s campuses. Language study is a much less common requirement than it once was, few students attain fluency in a foreign language, and the variety of languages offered in most institutions is very small. Critical languages such as Arabic and Chinese are frequently unavailable. NELL is a project at the heart of the international and intercultural dimension of a liberal arts education and is a part of CIC’s increased emphasis on providing services that bolster the international competencies of its member institutions.”

Twenty-four liberal arts colleges will be selected to participate in NELL over three years. Each year, four-person teams from eight institutions will attend a summer meeting that will introduce them to the core features of Drake’s Language Acquisition Program, DULAP. The program brings together a mentorship collective that includes professional linguists and learning specialists, experts in the target language and civilization, and native speaker tutors. Using internet-based resources and tools, DULAP students connect with real-life native speakers and writers while learning to use target-language materials written by and for native speakers. DULAP students produce an e-portfolio documenting their progress in the language, and external examiners provide an independent evaluation of student work. The program also emphasizes intercultural competence, and encourages all students who study a language to use it in an intensive immersion experience abroad.

During the summer meeting, the teams will explore ways to adapt DULAP’s innovative teaching approach to the needs of their own campuses. After the summer workshops, institutions will engage in ongoing support activities. NELL consultants will visit campuses and continue to provide guidance. In addition, institutions will take part in an online community through a NELL website, which will become the core of a permanent alliance of institutions developing language-learning resources together and

Mellon Foundation Grant Supports New Institutional Diagnostic Service

The Andrew W. Mellon Foundation has awarded CIC a grant to implement a pilot Institutional Diagnostic Service (IDS). This service, to be provided in cooperation with The Presidential Practice, will assist recently appointed college and university presidents in identifying serious problems that should be addressed immediately, as well as promising opportunities for strategic attention.

“T he Institutional Diagnostic Service involves an intensive, multifaceted, on-the-spot diagnosis of the institution’s well-being to benefit presidents and their identification of strategic actions.”

In announcing the initiative, CIC President Richard Ekman said, “CIC has for many years made effective presidencies one of its principal concerns. A good start can lead to a long and effective tenure as a college or university president. The Institutional Diagnostic Service involves an intensive, multifaceted, on-the-spot diagnosis of the institution’s well-being to benefit presidents and their identification of strategic actions.” Ekman noted that ten presidents will be selected for the pilot project to receive support and test this innovative new approach to providing presidents with excellent information on challenges and opportunities at their institutions from the very start. “New presidents must learn significant cultural, organizational, and financial subtleties. The learning curve takes time for a new president to discern both the deeper problems and the true treasures of an institution.”

College presidents in their first or second year in office who apply for the Institutional Diagnostic Service will meet with a four-person team of former independent college and university presidents and experienced higher education consultants. The team will review a large quantity of written and electronic materials and spend a day-and-a-half on the campus, meeting with the president, members of the board, and senior staff, as well as discussing findings and possible strategies with the president. Following the site visit, the team will prepare a written report on its findings, recommendations, and next steps. In addition, team members and the president will hold a confidential follow-up conference call.

(Cont’d on page 25)
CIC Launches Website for Historic Campus Architecture Project

In November, CIC launched a new website, the CIC Historic Campus Architecture Project (HCAP), the first nationwide architecture and landscape database of independent college and university campuses (www.cic.edu/hcap).

The CIC HCAP website provides extensive information about significant buildings, landscapes, campus plans, and heritage sites of American higher education. Through a user-friendly search engine and a rich set of bibliographic materials, it also guides viewers to a wide variety of sources that they can use for further study. Supported by two generous grants from the Getty Foundation, the HCAP website documents nearly 2,000 campus sites of historical significance that have been provided by nearly 400 institutions. One of the resources that visitors will find on the website is a collection of more than 4,300 images relating to the featured sites.

The website has been enthusiastically received by campus officials, who say they see great potential for the site and have already begun to use it in a variety of ways. Jonathan Brand, president of Doane College (NE) said "my sense is that higher education is in a more serious historic preservation mode, and having such a thorough site of historic campus architecture is essential to chronicling this effort. Such a resource will help all of us in the years to come as we ensure that our campuses evolve but still remain true to our individual pasts." And Henry Tisdale, president of Claflin University (SC), said the site will help "make the case for the sustained development and enhancement of the university. Our strategic goals call for continued restoration and preservation of important buildings." Others said the HCAP website will be used in recruitment materials, as a resource in architectural coursework, and as a way of inspiring high-quality architectural design and campus planning. In addition, representatives of the public college and university sector have expressed interest in using the site as a model for a similar website devoted to the historic architecture of state higher education institutions.

"CIC is delighted that the HCAP website has been so well received," said CIC President Richard Ekman. "It offers an information-packed window into the physical world of independent colleges and universities in all of their variety. The campus is more than just a place; it's an emblem of what the institution values and how it brings its community together, a physical manifestation of educational philosophy. The thousands of photographs and drawings that CIC has assembled for this project, and all of the descriptive materials that go with them, form a treasure trove for understanding the places where students have learned and professors have taught from colonial times to the present." Ekman added, "CIC expects that people with a variety of interests in independent colleges and universities will find new and valuable materials here. Campus planners, alumni, admissions officials, and prospective students and their families, to name just a few of the audiences for HCAP, can choose to look at the most prominent features on one college campus or one hundred of them." Web users can search the collection by building style and type, architect, time period, state or region, and in many other ways.

CIC Senior Advisor Barbara S. Christen, an architectural historian, directs the project. Christen pointed to "the wealth of texts and images of buildings and sites on the HCAP website." In addition to buildings of every type found on a campus, the site includes many landscape sites and campus plans. She emphasized that the website has been designed to help researchers along with other users, and is available to the general public. "Architectural styles, designers, building types, changing functions over time, and the historical, educational, and religious contexts of each institution can all be easily explored using the search functions that CIC has built into the website."

The Getty Foundation "is proud to support CIC's ambitious documentation project," said Joan Weinstein, its Interim Director. "Through Getty's Campus Heritage Initiative, we have worked since 2002 to assist colleges in the United States to manage and preserve the integrity of their historic buildings and landscapes. With its wealth of material, the HCAP website has the potential to advance the interest in campus preservation to a wide audience across the country."
Teachers for the 21st Century Program Establishes National Faculty Development Network

CIC’s Teachers for the 21st Century program (Teach 21), funded by the Microsoft Corporation, is establishing a national faculty development network for college and university faculty members responsible for teacher preparation programs. During the program’s first two years, a group of 19 leadership institutions is working to develop this program (see list of participating institutions in the summer 2006 Independent, www.cic.edu/publications/independent/online/summer2006/T21.html). The design of the Teachers for the 21st Century program includes work by institutional teams, national meetings, shared readings, webinars, clusters of institutional teams and individuals, and shared lessons and assignments.

Each institution is represented by a team that includes faculty members from an institution’s education department as well as faculty members from the disciplines in which future teachers major, such as mathematics or English. The teams were selected on the basis of the success they have already demonstrated in infusing 21st century learning into their teacher preparation programs and for their plans to build on their successes during the 2006–2007 academic year. For example, one of the teams is engaged in an online seminar in which the science and mathematics curriculum for all students (including future teachers) is being infused with inquiry-based learning strategies. Faculty from this college’s education and math/science departments spearheaded these strategies, which are now being spread campus-wide. Another team is focusing on extending students’ use of portfolios by piloting the use of an eportfolio system beginning in January 2007. This institution’s education department has been requiring portfolios from their students since 1998. Their participation in CIC’s Teach 21 project stimulated a process that led their team and their colleagues to evaluate various eportfolio packages last semester, pick a finalist, and pilot its use this semester.

A key national component of the program is a monthly online seminar providing access to national leaders in teacher education. Three webinars were conducted in fall 2006. The first, in October, featured the Quest Atlantis simulated environment with Sasha Barab, the program’s creator and an internationally recognized leader in the use of online games to enhance 21st century learning for children in grades 4–6. In the November webinar, Ann Lieberman and Desiree Pointer Mace of the Carnegie Foundation for the Advancement of Teaching introduced the Foundation’s Quest Project, which has created a library of web-based videos and materials highlighting exemplary teaching and teacher preparation. The third webinar, in December, was an opportunity to exchange ideas with Arthur Levine, the author of a controversial and influential new report, Educating School Teachers, on the current status of the nation’s teacher preparation programs.

During the program’s third and fourth years, teams from up to 100 additional institutions will join the program.

(Keck Grant, cont’d from page 23)
sharing best practices and materials.

“Drake University’s role as an innovator in the development and application of alternative methods to enable students to acquire foreign languages is well established,” said Drake President David Maxwell. “We look forward to sharing what we have learned with colleges and universities, and to learning ourselves from the successes of others. Together, CIC and Drake will work toward reversing a serious decline in our national capacity to understand other cultures through the functional use of their languages.”

The first NELL workshop will take place July 9–13, 2007 at Drake University in Des Moines, Iowa. Subsequent workshops will be offered in the summers of 2008 and 2009. More information about NELL is available on CIC’s website at www.cic.edu.

(Mellon Grant, cont’d from page 23)
The Service for each institution will be coordinated by The Presidential Practice (TPP), an organization that provides coaching and counsel to newly and recently appointed presidents, as they work out complex institutional and cultural issues.

The current roster of consultants for The Presidential Practice, who will also participate in the IDS, consists of the following individuals:

• Rita Bornstein, President Emerita, Rollins College (FL)
• Scott Colley, President Emeritus, Berry College (GA)
• Ann Duffield, Founding Principal, The Presidential Practice
• Gregory Farrington, President Emeritus, Lehigh University (PA)
• James Galbally, Founding Principal, The Presidential Practice
• Richard Kneedler, President Emeritus, Franklin & Marshall College, (PA)
• Stephen R. Lewis, Jr., President Emeritus, Carleton College (MN)
• Dale Rogers Marshall, President Emerita, Wheaton College (MA)
• John McCardell, President Emeritus, Middlebury College (VT)
• Kenneth Shaw, President Emeritus, Syracuse University (NY)
• Jon Strauss, President Emeritus, Harvey Mudd College (CA)

More information about the Institutional Diagnostic Service is available on CIC’s website at www.cic.edu/projects_services/infoservices/IDS.asp.
CIC's first annual American Graduate Fellowships (AGF) competition received 61 fellowship applications from students, including 37 CIC member schools. The AGF initiative promotes doctoral study in the humanities by talented graduates of small and mid-sized private liberal arts colleges. It is designed to reverse a recent trend of fewer students from smaller institutions enrolling in doctoral programs at the best research universities.

The applications were reviewed by a panel of distinguished humanities scholars. Suzanne Blier, an art historian at Harvard University, spoke for the entire panel when she declared that "All of us were really impressed by the quality of the applications." They selected a pool of 14 finalists, representing eight different fields of graduate study. Two of the finalists stand to receive substantial fellowship awards of up to $50,000 a year for two years. The awards are contingent, however, upon admission and full-time enrollment in a humanities doctoral program at one of 23 private research universities in the United States, United Kingdom, and Ireland.

The list of finalists was forwarded to the graduate deans of the eligible universities, in time to be a factor in the graduate admissions process. The names of the two American Graduate Fellows and the other 12 finalists will be announced in the next issue of the Independent, once the students have finalized their plans for the fall 2007 academic term.

Dr. Jayashree Shivamoggi, director of external scholarship advising at Rollins College (FL), calls the program "timely and necessary, clearly filling a much needed gap" in support for graduate study. The applicants seemed to agree; as one of them wrote, "your program is a wonderful one, regardless of whether I end up being the beneficiary."

The American Graduate Fellowships are funded by a generous grant from the Wichita Falls Area Community Foundation (TX). Revised guidelines and application forms for 2007–2008 will be available on April 15, 2007 on the CIC website at www.cic.edu/projects_services/grants/americangrad.asp. The next application deadline is October 15, 2007.
Student News Editors Nationwide Attend Workshop at New York Times

More than 130 student newspaper editors from 60 CIC member campuses traveled to New York City on February 26 for an all-day workshop at the New York Times that featured discussions with reporters and editors, as well as a hands-on copy editing and headline writing session.

The CIC/New York Times Partnership in Education offered a day-long Student Newspaper Editors Workshop and supported “EntrepreneurshipWeek USA” in February 2007, following an October 2006 meeting of the Partnership’s Presidents Council at the Times.

The Student Newspaper Editors Workshop on February 26 at the Times in New York City was highly successful, attracting 133 student newspaper editors from 60 CIC member institutions. The students spent a day at the New York Times exploring the role of a newspaper in society, meeting with Times correspondents and editors, and developing their journalistic skills.

Highlights of the day included a discussion about the life of a foreign correspondent with Ethan Bronner, deputy editor of the foreign desk, and tips on becoming a sports writer from female sports reporter Lynn Zinser. Student Co-Editor in Chief of The Gwynnecian, Maureen Curcio of Gwynedd-Mercy College (PA), said of the event, “it was very insightful and helped me to better understand the lifestyle of the modern journalist. I especially enjoyed listening to the sports journalism segment—it was interesting to hear a woman’s perspective on an area of news that is generally dominated by men.”

Also in February, the Partnership supported EntrepreneurshipWeek USA, an initiative by the Ewing Marion Kauffman Foundation and New York Times to “celebrate the power of entrepreneurship and ignite the nation’s consciousness about the importance of being entrepreneurial.” EntrepreneurshipWeek USA was held from February 24 to March 3, 2007. More than 30 CIC member colleges and universities participated in its activities, including invention competitions, entrepreneurship film festivals, and networking events. Students from all academic disciplines were encouraged “to explore their potential as self-starters and innovative thinkers.”

On October 9, 2006, 16 members of the Partnership’s Presidents Council met with Times Education Editor Allison Mitchell and Higher Education Correspondent Alan Finder to discuss coverage of colleges and universities by Times education writers, higher education trends, and ideas for future coverage. In answer to a question about how correspondents select which stories to cover, Mitchell said “trend stories, quirky programs, and cutting edge activities,” as well as “intellectual life, campus disputes, college costs, and battles of ideas on campus” are among the most likely topics of interest. Finder said that a particular institution is written about primarily to illuminate a trend, or put a story in broader context, and added that he is interested in writing about college professors who inspire students; the role of great teachers who change lives. Mitchell encouraged participants to email appropriate, compelling story ideas directly to her at almitc@nytimes.com or to Finder at finder@nytimes.com.

She explained that correspondents’ education beats in general are as follows: Finder writes about college admissions; Tamar Lewin covers campus life; Karen Arenson covers SATs and New York-based higher education; Diana Schemo writes about education policy from DC; and Sam Dillon covers K-12 and No Child Left Behind.

To learn more about and to join the CIC/New York Times Partnership, contact CIC Vice President for Communications Laura Wilcox at lwilcox@cic.nche.edu or (202) 466-7230.
Dakota Wesleyan University (SD) dedicated the George and Eleanor McGovern Library and Center for Leadership and Public Service in October. Attending the event were George McGovern, former U.S. Senator and Representative from South Dakota (at podium), Dakota Wesleyan President Robert Duffett (far right), former President Bill Clinton, and other notables (front row, l-r) such as former Senator Tom Daschle, Senators Tim Johnson and John Thune, Representative Stephanie Herseth, and South Dakota Governor Michael Rounds.

Nuclear Energy Project Launched

Washington and Lee University (VA) and the Council on Foreign Relations have launched the Nuclear Energy Project, a comprehensive initiative examining the expansion of nuclear energy as a major power source. Currently, nuclear energy provides about 20 percent of U.S. electricity, yet it holds the potential to provide a significantly larger percentage. The Nuclear Energy Project comprehensively examines the effects that a major nuclear energy expansion would have on the nation, considering such issues as the reduction of greenhouse-gas emissions, the safety and security of nuclear facilities, the storage of radioactive waste, and the proliferation of nuclear weapons. The Project will release a major report this February aimed at Congress and the federal administration. A series of roundtable meetings and events for experts, policymakers, educators, the news media, and the general public will follow the report’s release. Additionally, an interdisciplinary workshop, “The Role of Nuclear Power,” (http://npw.wlu.edu) on the nuclear energy debate is scheduled for June 2007 on the Washington and Lee campus.

Environmental Leadership

Bennington College (VT) announced plans to convert its primary heating source from a fossil fuel system to a biomass heating system, which will supply the campus with heat derived from wood chips. The wood chips are a by-product of local logging, lumbering, and forest management; and—along with other energy-saving upgrades implemented at Bennington—will decrease the institution’s oil consumption by 93 percent, resulting in reduced carbon emissions and significant financial savings. Central College (IA) has focused part of its 2006–2009 institutional strategic plan on sustainability. Already, the campus has an environmental studies major, several award-winning “green” buildings using photovoltaic solar panels and energy monitoring systems, a nature preserve and outdoor laboratory, a campus-wide recycling program, and a campus magazine printed on 30-percent recycled paper. The college aims to add an all-electric fleet of vehicles, become less dependent on chemicals and pesticides, and expand “green” cleaning on campus. Mount Holyoke College (MA) launched The Big Turn Off, an energy conservation campaign. The campaign will include several campus-wide initiatives such as electricity conservation during semester breaks, and the implementation of energy-saving computers and other energy-saving building features. Spelman College (GA) will break ground for a new “green” residence hall, the first “green” building on an HBCU campus. Spelman is currently the first and only HBCU member of the U.S. Green Building Council, and aims for its new building to achieve the Council’s LEED certification award. Eastern University (PA) has pledged to convert 100 percent of its electricity usage to emission-free wind energy. The estimated environmental benefit of this purchase is equivalent to planting 1.9 million trees or not driving 24 million miles. And two CIC institutions—Berea
of French, was chosen as Arkansas Professor of the Year. This is the 13th time in the past 18 years that a Lyon faculty member has received a Professor of the Year Award—a record unmatched by any other college in the nation. Other State Professor of the Year awardees from CIC institutions include David Paddy of Whittier College (CA), William Felice of Eckerd College (FL), Carmen Acevedo Butcher of Shorter College (GA), James Angresano of Albertson College of Idaho, Miriam Ben-Yoseph of DePaul University (IL), Jeff Barker of Northwestern College (IA), Frank Wiseman of Georgetown College (KY), Cathleen Stutz of Assumption College (MA), Sarah Lea McGuirie of Millsaps College (MS), Maxine Fawcett-Yeske of Nebraska Wesleyan University, George Poe of University of the South (TN), David Mindich of Saint Michael’s College (VT), and Norman Duffy of Wheeling Jesuit University (WV).

Launching New Centers and Institutes
Ohio Northern University unveiled the Robotics Center of Excellence, a joint venture with KUKA Robotics Corporation. KUKA, along with its parent company KUKA Roboter GmbH in Germany, is one of the world’s leading manufacturers of industrial robots, with an annual production volume of nearly 10,000 units. The new center at Ohio Northern provides ONU students with hands-on design and programming experience using KUKA robots, controllers, and software. After graduation, students will be able to apply their experience at the center to a variety of industries already utilizing KUKA robots, such as the consumer goods, automotive, aerospace, pharmaceutical, and medical industries.

Champlain College (VT) has launched the Center for Digital Investigation. Made possible through major funding from the U.S. Department of Justice, the new center will address the increasing role that computer forensics and digital investigations have in 21st century police work. The center will employ new faculty members who will assist federal, state, and local law enforcement in performing digital investigations; offer courses in computer and digital forensics; and create new online training opportunities for law enforcement in Vermont and across the country.

Cedarville University (OH) has opened the Center for Bioethics. The center’s purpose is to teach students to understand bioethical issues such as cloning, stem cell research, assisted suicide, and environmental stewardship. The center will hold an inaugural event later this year: the cosponsorship of the 12th annual Conference on Bioethical Issues, hosted by Mount Vernon Nazarene University (OH). The conference will focus on stem cell biology. More information on the Center and the conference can be found at www.cedarville.edu/centerforbioethics.

Mercyhurst College (PA) has launched the Center for Public Safety, a resource for public safety training, education, and research in the region. And Catawba College (NC) has launched the Sustainable Communities Leadership Institute, a program designed to educate state leaders on transforming communities in sustainable ways.
International Activities

An impressive number of CIC institutions—University of St. Thomas (MN), Hamline University (MN), University of Evansville (IN), Warren Wilson College (NC), Arcadia University (PA), Mount Mary College (WI), Loyola College in Maryland, Point Loma Nazarene University (CA), Baker University (KS), Bethel University (MN), Pacific Lutheran University (WA), Whitworth College (WA), University of St. Thomas (TX), Austin College (TX), Kalamazoo College (MI), Centre College (KY), Wofford College (SC), Lee University (TN), Eckerd College (FL), University of Dallas (TX), Concordia College (MN), Taylor University (IN), Cornell College (IA), Earlham College (IN), and Wartburg College (IA)—recently ranked in the top tier among American colleges and universities in the percentage of undergraduate students who study abroad. The rankings were released in the Open Doors 2006 report by the Institute of International Education (IIE), an international exchange organization that conducts study abroad research. Institutions were categorized by type (doctoral, master’s, and baccalaureate) and ranked according to the top 20 within each category. CIC institutions represented 42 percent of the total institutions selected.

Dominican University (IL) students traveled to Ecuador last fall in collaboration with the American Bar Association to conduct a student-to-student conference on international human trafficking. While there, the students met with local law enforcement officials and public authorities to discuss the current Ecuadorian campaign to prevent human trafficking. According to the U.S. Department of State, there were approximately 800,000 human-trafficking victims worldwide during 2005. Ecuador was one of many nations involved as a source, transit, and destination country for persons trafficked for the purposes of sexual exploitation and forced labor. The country is now taking stronger measures to address these problems. Dominican students returned to Ecuador in February 2007 to work directly with trafficking victims.

Eastern Mennonite University (VA) students are studying abroad in Guatemala, Mexico, Spain, and India this semester. The university offers study abroad programs in Central America, the Middle East, Ireland, Africa, Lithuania, and New Zealand, among other places. It requires cross-cultural study in such regions and countries for graduation, resulting in international travel for 70 percent of EMU students. The other 30 percent study in select multicultural U.S. locations, such as Los Angeles or Native American reservations.

And Cedarville University (OH), in partnership with the campus group Women of Vision (a volunteer program of World Vision), has agreed to “adopt” a village in Zambia, Africa. Cedarville and Women of Vision will support the Fisheni village, an isolated community facing such challenges as a lack of clean water, a low literacy rate, and a high AIDS rate. The partnership intends to raise $30,000 for the village, which will be used to address water, education, and health issues.

Creating Partnerships

Ashland University’s (OH) Ashbrook Center for Public Affairs is working with the National Endowment for the Humanities (NEH) to develop web-based lesson plans for U.S. history and government teachers. The lessons cover subjects ranging from antebellum America to the Cold War and the Cuban missile crisis; contain historical summaries, learning objectives, guiding questions, and class-by-class teaching outlines; and are available on NEH’s EDSITEment website at http://teachingamericanhistory.org/neh/. The website contains similar online lesson plans for other subjects such as art and culture, literature and language arts, and foreign language. The project with Ashland University is made possible through a series of grants from NEH’s We the People initiative.

Southwestern University (TX) will develop a faculty exchange program with four other CIC institutions: Dillard University (LA), Huston-Tillotson University (TX), Morehouse College (GA), and Rhodes College (TN). This program—made possible through a sizeable grant from the Andrew W. Mellon Foundation—is an extension of a three-year collaborative leadership and student exchange project already underway at the five institutions. The new program extends the benefits of the current program to faculty members.

Gannon University (PA) has signed several agreements over the past year for academic exchange and admission partnerships with three institutions: Preston University in Pakistan; Ross University, whose School of Medicine is located on the island of Dominica; and the University of Charleston’s School of Pharmacy in West Virginia.
Announcing New Programs

Numerous CIC institutions have expanded their academic offerings with new degree programs. **Green Mountain College** (VT) announced two new master’s programs: an MBA in sustainable business and a master of science in environmental studies. **Chapman University** (CA) has announced a PhD in education, the university’s first research-oriented doctoral program; **Waynesburg College** (PA) has launched a new doctor of nursing practice program; **Union University** (TN) has begun a master in Christian studies degree; **Notre Dame College** (OH) has launched a bachelor of science in nursing; **Mount Vernon Nazarene University** (OH) will offer a master of divinity degree and master of business administration program; **Lourdes College** (OH) is offering a new master of science in nursing; **Benedictine University** (IL) has begun a master of business administration at its partner university, Shenyang University of Technology in Shenyang, China; **Gwynedd-Mercy College** (PA) has launched a new master of science in management; and **Goshen College** (IN) will offer a master of arts in environmental education—the college’s first master’s degree.

**Utica College** (NY) has announced a new major in foreign languages, bringing the college’s total to 32 undergraduate majors. **University of Evansville** (IN) has announced three new majors offered through the University’s Department of Exercise and Sport Science. The majors are in clinical laboratory science, sport communication, and sport management. **Juniata College** (PA) has launched a new environmental science program. Students will spend an entire semester living off-campus at Raystown Lake, an 8,000-acre lake in Pennsylvania. Considered an experiment in “residential learning,” the students will take a full environmental science course load, with all classes taught inside lakefront research facilities or outside using the natural lakefront habitat.

Campaign Success

Several CIC institutions successfully reached the financial goals of their current campaigns. **Ursinus College** (PA) completed its capital campaign, *Taking Our Place: The Campaign for Ursinus College*, the most ambitious capital campaign by the college to date. The campaign raised more than $120 million to be used for construction projects, endowed scholarships and chairs, and other endowed funds to support departments and programs. **Sweet Briar College** (VA) completed *Our Campaign for Her World*, a four-year, $102 million capital campaign. The campaign raised nearly $111 million for campus upgrades, academic programs, scholarships and financial aid, and general operating expenses. **Saint Vincent College** (PA) completed its $75 million comprehensive development campaign, *The Campaign for Saint Vincent College*, the largest campaign in the college’s history. Campaign funds will be used for academic and athletic programs, building projects, and endowment for scholarships, technology, and professorships. **Houghton College** (NY) completed its seven-year capital campaign, *The Campaign for Christian Liberal Arts at Houghton College*, by raising more than $57 million for operating support, the college’s endowment, and capital projects. And **Milligan College** (TN) completed its five-year, $30 million capital campaign, the *Campaign for Christian Leadership*. The campaign was the largest in the college’s history, providing for new student scholarships and endowed funds, facility improvements and campus additions, and numerous new academic and student life initiatives.

Announcing Gifts and Grants

Five CIC institutions have announced record-breaking gifts and grants—the largest in their respective histories. **Westmont College** (CA) received a $75 million gift from an anonymous donor—one of the largest gifts ever to a national liberal arts college—to be used toward the construction and endowment of buildings. **Ohio Northern University** received a $10 million gift from alumnus Clayton Mathile and his wife Mary Ann for the construction of science education and research facilities. **Albright College** (PA) has received a $3.5 million bequest from Pennsylvania native Ella Rist to endow scholarships for incoming business students. **Stephens College** (MO) received $3 million from alumnas Carolyn Boone and her late husband Jack to be used for student support services and academic programs facility. And **St. Joseph’s College** (NY) was awarded a nearly half-million dollar grant from the National Science Foundation to support *Mosaic: Meeting Our Scientific and Interdisciplinary Challenges*, a scholarship and academic support program for students majoring in biology, chemistry, mathematics, computer science, and computer information systems.

Other CIC institutions have received sizeable gifts and grants. **Pace University** (NY) received $7.5 million from the Dyson Foundation to be used for science laboratories, scholarships in various fields, and special activities for students. **Hamilton College** (NY) received $3.6 million from alumnus Carl
Menges to support the newly established Alexander Hamilton Center at the college. Xavier University (OH) received $3 million from the Schott Family Foundation for the college’s $200 million To See Great Wonders campaign. University of Indianapolis (IN) received a $2.3 million grant from the Bill & Melinda Gates Foundation to be used for program activities at the college’s Center of Excellence in Leadership of Learning. Drury University (MO) received $2 million from financial services firm Edward Jones to establish the Edward Jones Center for Entrepreneurship and Innovation. Southwestern University (TX) received a $2 million anonymous gift to help fund an $11 million Center for Lifelong Learning. And Marietta College (OH) received $2 million from alumnus Dave Rickey and his wife Brenda to fund a new college library (scheduled to open in 2009).

Other gifts and grants are enabling institutions to achieve significant accomplishments. Stonehill College (MA) received a $1.2 million gift from trustee Lawrence Salameno and his wife Theresa to establish a chair in history, the college’s first endowed chair. Elizabethtown College (PA) received a $1 million gift from Pennsylvania residents Judy and Paul Ware to create a Peacemaking and Global Citizenship Colloquium. Centenary College (NJ) received a $1 million grant from the National Aeronautics and Space Administration (NASA) to expand mathematics and science programs. And Rhodes College (TN) received a $250,000 National Leadership Grant from the Institute of Museum and Library Services for Crossroads to Freedom, a digital resource project aiming to digitize and make public two newspapers and 1,200 photographs, letters, and other documents relating to the civil rights movement in Memphis and the mid-South.

Building New Facilities

Hilbert College (NY) has completed a new $6 million academic-auditorium complex. The academic facility includes 12 high-tech networked classrooms, faculty office space, and student study areas; and will house the college’s Institute for Law and Justice, Center for Creative Media, and Honors Program. The auditorium facility includes a 452-seat performance space with state-of-the-art sound and lighting capabilities, to be used for lectures, conferences, theater productions, music concerts, and special events.

Rust College (MS) has undertaken the most expensive building project in its 140-year history. The college is building the Hamilton Science and Mathematics Annex, a $4.7 million, 18,000-square-foot facility to be used for science and mathematics research and teaching. The college expects construction to be completed in spring 2008.

Online Resources

Two CIC institutions have launched new online resources for their students and alumni. Elmhurst College (IL) has launched EConnect (www.econnect.com), a job-hunting website. Individuals can browse job and internship listings posted by nearly 500 employers, as well as post their own academic and career profiles, access job-hunting tools and employer information, create a virtual job agent that searches job listings based on selected criteria, and connect with alumni mentors. More than 1,000 Elmhurst students and alumni have already registered to use the site. Xavier University (OH) has created Xavier Alumni & Friends (www.xavier.edu/alumni), a website for staying connected with alumni and the university. The site offers networking through an online directory of 60,000 alumni; access to cost-saving benefits available only to Xavier alumni and friends; and contains campus news, videos and photo galleries, alumni stories, and alumni activity sign-up forms.

Changing Names, Adding Colleges

Bethune-Cookman College (FL) changed its name to Bethune-Cookman University in February, and Randolph-Macon Woman’s College (VA) will change its name to Randolph College on July 1.

University of Scranton (PA) has established a new adult college, the College of Graduate and Continuing Education. The new college aims to serve a local and regional adult-learning population and accommodate an increased graduate enrollment that has nearly tripled in the last four years.

THE BOARD AND STAFF OF CIC WELCOME THE FOLLOWING NEW MEMBERS SINCE FALL 2006:

New Institutional Members
- College of Santa Fe (NM)
- Erskine College (SC)
- Furman University (SC)
- Gustavus Adolphus College (MN)
- Regent University (VA)
- Saint Paul’s College (VA)
- Southwestern Adventist University (TX)
- University of the Arts (PA)

New International Members
- American University in Bulgaria
- Philadelphia University, Jordan
- Universitat Witten/Herdecke, Germany

New Affiliate Member
- Associated New American Colleges (MA)
- National Catholic Education Association (DC)
CIC NEWS

Ohles Named President of Nebraska Wesleyan University

CIC congratulates Senior Vice President Frederik Ohles on his recent appointment as president of Nebraska Wesleyan University. In announcing the news, CIC President Richard Ekman said “All of us at CIC wish Fred and his family the best in this new venture, and we congratulate Nebraska Wesleyan on its excellent choice. Fred has been a significant contributor to CIC’s recent successes. Happily, his important contributions to independent higher education will continue in his new role.” Ohles will be taking up his new duties in Lincoln in the summer.

The search for a new vice president or director for advancement is underway. Of the search Ekman said, “The essential part of the job description, accounting for about half the time, is responsibility for fundraising—including both the corporate sponsorships for conferences and the foundation grants that support topical projects. Other duties—leading programs and supervising others—will be shaped by the incumbent’s experience and interests. The ideal candidate may be a former dean and faculty member who knows about the substantive issues that face CIC institutions, who writes clear expository prose quickly, and who would thrive in this fast-paced and hands-on environment.” The full job description is on CIC’s website at www.cic.edu/about/employment/vicepresident_advancement_description.asp.

CIC Presidents Meet with International Leaders of Independent Universities

Thirty-seven leaders of independent colleges and universities and educational organizations from Muslim-majority countries and the U.S., including several CIC member presidents and CIC President Richard Ekman, participated in a Hollings Center “Conference on Independent Universities” in Istanbul, Turkey on January 19–21.

The purpose of the conference was to help leaders of independent institutions in Muslim-majority countries exchange ideas with their U.S. counterparts about models of governance, how to create a broader educational experience, how to attract the best students through scholarships and exchanges, and how to assess educational quality and measure learning outcomes. Participants also discussed possibilities for partnerships and exchanges.

CIC presidents Pamela Jolicouer of Concordia College (MN), Lee Pelton of Willamette University (OR), Richard Wilson of Illinois Wesleyan University, and Dorothy Cowser Yancy of Johnson C. Smith University (NC), as well as Pamela J. Gunter-Smith, provost and academic vice president of Drew University (NJ) and Richard Detweiler, president of the Great Lakes Colleges Association (MI), joined colleagues from private universities in Saudia Arabia, Turkey, Jordan, Morocco, Afghanistan, Pakistan, Lebanon, Malaysia, Egypt, Bangladesh, Iran, Indonesia, and Kuwait for the three-day conference.

CIC Names Davies-Jackson Scholar

A graduating senior at Mercer University (GA) has been selected to receive the 2007 Davies-Jackson Scholarship. Randalle Hughes will study English at St. John’s College of the University of Cambridge in Great Britain beginning in the fall.

Ms. Hughes will read English with a focus on women’s writers and the Victorians. She intends, ultimately, to pursue a PhD with a goal of teaching undergraduate English and women’s studies. Besides increasing her knowledge and understanding of litera-

STAFF SPOTLIGHT—People Who Make CIC Work

Hal Hartley joined the CIC staff in January 2005 as director of research. He oversees CIC’s growing array of data initiatives, including the benchmarking services, efforts to improve institutional capacity to make use of data in decision-making, and a variety of internal data collections and analyses that help “make the case” for CIC institutions. He previously served with the General Board of Higher Education & Ministry of the United Methodist Church in Nashville, TN. Before that he served as chaplain at Ohio Northern University and Emory & Henry College (VA), and as pastor of several churches. He did his undergraduate work at Westminster College (PA), and received his M.Div. from Wesley Theological Seminary in Washington, DC and his Ed.D. in higher education leadership and policy from Peabody College of Vanderbilt University in Nashville. Hartley’s research interests and publications have focused on such topics as the relationship between the undergraduate experience and persistence to degree, and the effects of college on students’ religious faith. He and his wife, Donna, have a daughter who is a junior in college. He enjoys working in his yard and playing Sudoku.
tuturing at St. John’s, she plans to “immerse myself in British culture.”

The Davies-Jackson Scholarship provides tuition and expenses for two years, and gives students with exceptional academic records and who are among the first in their families to graduate from college the opportunity to participate in a course of study at St. John’s. Candidates are awarded a Cambridge B.A. Students from a list of institutions similar to the undergraduate institution attended by the anonymous donor may apply. Application materials for the 2008 Scholarship will be available on CIC’s website in early September 2007.

CIC Cosponsors Conference on Integrative Learning

CIC is one of several organizations that collaborated with the Fetzer Institute on a conference titled “Uncovering the Heart of Higher Education: Integrative Learning for Compassionate Action in an Interconnected World.” It was held on February 22–25 in San Francisco, California.

On February 22, CIC organized a special pre-conference workshop on “The Heart of Leadership: Vocation and Values.” Workshop leaders included presidents Sr. Margaret Carney of St. Bonaventure University (NY) and David Pollick of Birmingham-Southern College (AL), as well as Larry Braskamp, former chief academic officer of Loyola University of Chicago, and Jon Wergin, the author of several books for department chairs.

The larger conference addressed several issues of particular concern to independent colleges and universities. Do current education efforts address the whole human being—mind, heart, and spirit? What can be done to make colleges and universities places that awaken the full potential of students, faculty, and staff? Faculty members, administrators, student life professionals, and chaplains addressed the relationships between curriculum and values; intellectual, aesthetic, and moral intelligences; technical competency and compassionate action; critical reasoning and contemplative inquiry; and vocation and life purpose. Plenary speakers included author and speaker Parker Palmer, researchers Alexander and Helen Astin, Wellesley College president Diana Chapman Walsh, psychologist Robert Kegan, and South African scholar Pumla Gobodo-Madikizela.

Making the Case for Independent Higher Education

CIC President Richard Ekman and other CIC staff members have spoken at events and worked with the media to make the case for the nation’s private colleges and universities. Ekman delivered the Henney Lecture at Manchester College (IN) on “Independent Higher Education and America’s Future” on October 19; participated in a panel discussion on “Liberal Arts in the Twenty-First Century” with Elizabeth Kiss, president of Agnes Scott College (GA), television journalist Roger Mudd, and Pauline Yu, president of the American Council of Learned Societies, at the inauguration of Washington and Lee University (VA) President Kenneth Ruscio on October 20; and gave the keynote address on “Key Issues and Trends in Private Higher Education” at Gannon University’s (PA) board of trustees retreat on November 9, which was organized by CIC Board Chair Antoine Garibaldi, the university’s president.

CIC projects and activities that make the case have also been featured in the news. CIC’s new Network for Effective Language Learning was covered by InsideHigherEd.com in February. The launch of CIC’s Historic Campus Architecture Project website in November received coverage from The Baltimore Sun, University Business, Chronicle of Higher Education, and InsideHigherEd.com. And CIC’s Collegiate Learning Assessment consortium was mentioned in a November 13 article in the New York Times on assessment activities in colleges and universities.

Ekman was interviewed by the Christian Science Monitor for a story on the appointment of Drew Gilpin Faust as Harvard’s first female president in February; by Mary Beth Marklein of USA Today for a November 14 story on the Spellings Commission’s report; by a Newsweek reporter for an article on women’s colleges entitled “Extreme Makeovers” in the November 6 issue of the magazine that highlighted several CIC member institutions; and by University Business for an article in the November issue on “Rising Stars” that featured five college and university leaders, including three CIC member presidents—Roy Nirschel of Roger Williams University (RI), Laura Skandera Trombley of Pitzer College (CO) and G. David Pollick of Birmingham-Southern College (AL). A number of other interviews with Ekman included the Chronicle of Higher Education for “Making an Art Form of Assessment” (October 27); Milwaukee Magazine for “Brain Power—Complete Guide to the State’s Best College and University Programs” in the September 2006 edition; InsideHigherEd.com for “Branches in Different Time Zones” (November 28, 2006); and FoxNews.com for a story on college and university endowments.

Finally, Richard Ekman wrote a column for the February 2007 edition of University Business magazine entitled “By the Numbers” in which he urged college administrators to collect, use, and share assessment data. The column is the first in a series Ekman will be writing for the publication.

Staff News

David Paris of Hamilton College (NY) joined CIC as a senior advisor to organize a National Symposium on Business and Liberal Arts, supported by the James S. Kemper Foundation. The symposium, scheduled for May 3–5, 2007 in Chicago, will draw faculty members and chief academic officers into a conversation about ways that business career preparation and liberal arts education can be aligned. Paris served from 2000 to 2005 as provost of Hamilton, where he has taught political science since 1979.
CIC President Richard Ekman (speaking) stressed CIC’s role in promoting the use of assessment tools by colleges and universities, during a press conference on a report released in the fall, “Beyond the Rankings: Measuring Learning in Higher Education.” The September 20th event was hosted by The Teagle Foundation and The Hechinger Institute on Education and the Media. Other panelists included W. Robert Connor (center left), president of The Teagle Foundation; Judith Eaton (left), president of Council for Higher Education Accreditation; and Ross Miller (right), director of programs, AAC&U.

CIC President Richard Ekman attended a meeting at the Kauffman Foundation in Kansas City cosponsored by the New York Times on teaching about entrepreneurship in colleges and universities on November 28–29; participated in a press conference cosponsored by The Teagle Foundation and Hechinger Institute on reporting about accountability and assessment in Washington, DC on September 20; spoke at the annual Chase/J.P. Morgan gathering at the annual Chase/J.P. Morgan gathering in Washington, DC on September 20; spoke about accountability and assessment in Washington, DC on September 20; and attended a meeting at the Kauffman Foundation in Kansas City cosponsored by The Teagle Foundation and The Hechinger Institute on Reporting about Accountability and Assessment in North America connect with one another and learn from more experienced peers. President to President: Views on Technology in Higher Education, was well-received in North America and has been translated into Spanish for institutions in Latin America.

Mary Ann Rehnke, vice president for programs, published an article, “The Life of a Department Chair,” about private college and university department chair roles in The Department Chair newsletter, Fall 2006, Vol. 17, No. 2.

Director of Research Hal Hartley authored a column on CIC’s Data and Decisions Workshops for the November issue of NACUBO’s Business Officer magazine, and he participated in an IPEDS technical review panel in January examining the financial data collected by the U.S. Department of Education.

CIC Senior Counsel Marylouise Fennell, RSM, with Wesley College (DE) President Scott D. Miller edited a book designed to help new college and university presidents in North America connect with one another and learn from more experienced peers. President to President: Views on Technology in Higher Education, was well-received in North America and has been translated into Spanish for institutions in Latin America.

Do Your Spam Filters Block CIC Email?

Spam filters may unintentionally block important email communication from CIC to member presidents, CAOs, PR directors, and others. CIC increasingly sends many notices of new programs, services, and other news to members only once and only electronically. To ensure that all electronic communication from CIC is received on your campus, please ask your IT officer to add the following domains to your list of accepted addresses: cic.edu and cic.nche.edu. For more information, contact August Adams, CIC’s Communications and Web Manager, at aadams@cic.nche.edu or (202) 466-7230, ext. 203.

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 other sites in higher education.

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

PRESIDENTS (cicpres-list@cic.edu): Open only to current presidents of CIC member institutions.
CHIEF ACADEMIC OFFICERS (cicdean-list@cic.edu): Open to chief academic officers, provosts and those with similar rank at CIC member institutions.
STUDENT AFFAIRS (cicstuaff-list@cic.edu): Open to student affairs officers and staff at CIC member institutions.
PUBLIC RELATIONS (cicpr-list@cic.edu): Open to public relations officers and staff at CIC member institutions.
ADVANCEMENT (cicadvance-list@cic.edu): Open to development officers and staff at CIC member institutions.
FINANCE (cicfinance-list@cic.edu): Open to business and financial officers at CIC member institutions.
SPouses (cicspouse-list@cic.edu): Open to spouses of sitting presidents of CIC member institutions.
TECHNOLOGY (cicnet-list@cic.edu): Open to those at CIC campuses interested in discussing issues of information technology.
DEPARTMENT CHAIRS (cicchair-list@cic.edu): Open to department and division chairs from CIC member institutions.
DATA (cicdata-list@cic.edu): Open to those at CIC member institutions interested in discussing issues of data and institutional research.

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