How can college and university presidents be persuasive to students and their parents about the benefits of a college education as well as to external constituents who question its cost or its substance? How can presidents decide which of the major shifts in societal values—in environmental sustainability or internationalism or social justice, for example—ought to be reflected in the internal values of the institution? How can presidents spur the implementation of such major changes? These were some of the questions and challenges explored at the 2008 CIC Presidents Institute, held January 4–7 in Marco Island, Florida.

This year’s meeting again set a record for participation of presidents (334) and spouses (192). In recent years, the Institute has become the largest annual conference in the U.S. of college and university presidents. Major speakers included Howard Gardner of Harvard University who discussed “Five Minds for the Future: Intellectual and Ethical Dimensions”; Ray Anderson, founder and chairman of Interface, and Anthony Cortese, president of Second Nature and co-director of the American College and University Presidents Climate Commitment, who together explored “Higher education Leadership to Create a Healthy, Just, and Sustainable Society”; and Ann Austin of Michigan State University, who coauthored Rethinking Faculty Work (2007) and addressed that topic. Closing speakers Robert Berdahl, president of the Association of American Universities, and Stephen Trachtenberg, president emeritus and university professor of public service of George Washington University, explored the future of higher education and whether there are aspects of higher education that need to be “revalued.”

For the first time, a number of the Institute’s sessions were covered by reporters from the Chronicle of Higher Education and InsideHigherEd.com. Many of the presentations and the media coverage are available on CIC’s website at www.cic.edu/conferences_events/presidents/2008.asp.

(See Special Report, pages 7–15)

Wal-Mart Grants CIC $2.266 Million for “College Success Awards”

The Wal-Mart Foundation awarded CIC a $2.266 million grant to establish and implement the “Wal-Mart College Success Awards.” This is the largest single grant that CIC has ever received. Page 3

CIC Takes on Woodrow Wilson Visiting Fellows Program

CIC began administering the Woodrow Wilson Visiting Fellows program on January 1, 2008. Twenty new fellows have been added to the roster of 100 distinguished professionals since the start of the year. Page 27
Small Colleges Help First-Generation College Students Succeed  by Richard Ekman

For years, champions of small colleges and universities have pointed to evidence that documents the effectiveness of small colleges in providing a successful college experience for students who embody characteristics that, in other types of educational settings, would be predictors of lack of success in college. Especially of interest has been the role played by medium-selective private colleges in educating students who are the first members of their families to attend college. While stereotypes often lead observers to assume that these students will thrive in large, public universities near their homes, statistics show that the chances of timely graduation are far greater in smaller, residential, private colleges. First-generation students graduate at a rate of 61 percent in six years at private institutions versus 44 percent at public universities. (Among all students who graduate from college, 79 percent do so in four years at private colleges compared with just 49 percent who graduate in four years at public institutions.)

A report released last month by the Brookings Institution, Getting Ahead or Losing Ground: Mobility in America, which is being cited as the most comprehensive effort yet to examine inter-generational economic mobility in the nation, showed that mobility will be lower in the future than it is today because of the growing difference in education levels among income and racial groups. Ron Haskins, who wrote the education section of the report, says “Without a college degree, 45 percent of adult children with parents in the lowest income quintile remained at the bottom…. By contrast, only 16 percent of adult children with a college degree remained in the bottom quintile.” Further, Haskins shows that an individual born into a family in the bottom fifth of earners who graduates from college has almost a one in five chance of joining the highest income quintile and a more than three in five chance of joining the middle class or better. While this news is good, the report cautions that only 11 percent of children born into families in the bottom income quintile earn college degrees compared with 53 percent of children from the wealthiest families.

Smaller, private colleges and universities can have a large impact on the education of first-generation students. As the college-going population in America becomes more heavily weighted toward first-time college-goers, the track record of small colleges will have increasingly important public policy implications. Many of the states with the largest recent and projected increases in first-generation college students have small numbers of private colleges within their borders and less well-established traditions in private higher education in comparison with the role played by often venerable state universities. Ironically, these are the regions of the U.S. where the demand for effective colleges for first-generation students is greatest.

If small private institutions work best, why not disassemble and reconceive large state universities as a larger number of smaller institutions? Clearly, this approach would be prohibitively expensive and unwieldy. Another visionary solution would be for state governments to pay for first-generation students to travel to the educational institutions that will serve them best, even outside the state. This solution is also not likely to be pursued in many states because of the potential “brain drain” it would cause. An additional option is to subsidize first-generation students’ enrollment in private colleges.

(Cont’d on page 4)
Wal-Mart Foundation Grant to CIC of $2.266 Million Will Support “Wal-Mart College Success Awards”

The Wal-Mart Foundation has awarded CIC a $2.266 million grant to establish and implement the “Wal-Mart College Success Awards.” This is the largest single grant that CIC has received.

The new Wal-Mart College Success Awards will provide $100,000 grants to 20 small and mid-sized independent colleges and universities, selected competitively, that are already deeply committed to the education of first-generation students. The awards will help the selected institutions build on demonstrated successes and develop further the enrollment, retention, and graduation rates of first-generation college students. The grant will also support the preparation of a printed volume that is a compendium of “best practices” in recruiting and successfully educating first-generation students.

“We are proud to support organizations like the Council of Independent Colleges and their commitment to education,” said Margaret McKenna, president of the Wal-Mart Foundation. “The Wal-Mart College Success Awards will support first-generation students who otherwise may choose against furthering their education in the face of other financial hardships.”

“CIC is delighted to have the opportunity to develop and administer this important program. We are grateful for the Wal-Mart Foundation’s exceptionally generous grant,” said CIC President Richard Ekman in announcing the news. “More importantly, we are excited about the recognition that the grant gives to the role played by private colleges in educating first-generation students. Not only will 20 institutions be generously supported in their efforts, but the message to all the private colleges that help first-generation students is that their work is important,” Ekman added.

Recent research shows that first-generation college students are different in salient ways from their peers whose parents have experience in higher education. Demographically, they are more likely to be poor, Hispanic, foreign-born, come from households in which English is not the primary language, have attended high school in small towns or rural communities, attend college closer to home, and have lower standardized test scores. These students are often also less well prepared academically and frequently lack support from family members, who are unfamiliar with the collegiate experience. Not surprisingly, they are often less prepared to find and use financial, informational, and social resources, sometimes resulting in less well informed decisions about the college application process, the college selection process, and financial aid options prior to college attendance. Once enrolled, they may make poor choices about course and co-curricular campus offerings.

However, Ekman said, “The success rate of first-generation college-goers in independent institutions is very high.” Data show that smaller private colleges and universities do a better job of ensuring the success of first-generation students:

- The six-year graduation rate of first-generation students at private institutions is 61 percent compared with only 44 percent at public institutions.
- The proportion of students from racial and ethnic minorities and from low- and middle-income families, who are more likely than other students to be first-generation, enrolled at independent institutions is comparable to the proportion at state institutions. For example, students of color comprise 29 percent of the enrollment at private institutions vs. 28 percent at publics.
- The proportion of low-income students (those with parental incomes of less than $20,000 per year) enrolled at small and mid-sized independent colleges and universities is the same or greater than at public four-year institutions. For example, low-income students, who are more likely to be first-generation college goers, make up 12 percent of the enrollment at smaller (nondoctoral) privates versus only 10 percent at larger (doctoral) publics.
- At-risk students, such as students who do not receive financial support from their parents or who must work full-time while attending college, enrolled at private colleges and universities are twice as likely to graduate in six years as at-risk students at public institutions.

“Small to mid-sized institutions work successfully with first-generation students for two major reasons: these institutions embody characteristics that foster student success, and they have a history of developing special programs that enhance retention and graduation among first-generation college students,” Ekman noted, citing a number of institutional characteristics associated

(Cont’d on page 4)
within state borders at least as generously as those students would be supported by the state if they attended a public university. This option is worth much more serious consideration than it has received (even though capacity may not be adequate to meet demand). A fourth solution is for state governments to create financial incentives for out-of-state private colleges with proven records in educating first-generation students to establish branch campuses. This approach, too, is worth more consideration than it has received. I’m aware of only one RFP, issued by a municipality in Arizona that decided that a private college was needed in this booming region, to seek bids from established colleges in other regions.

Many private colleges have come to recognize their effectiveness in educating first-generation students and now emphasize it as a kind of marketing niche. Berea College (KY) has long focused on educational opportunity for students in rural Appalachia. Southern Vermont College has a student body that is more than 50 percent first-generation students and has had particular success in recruiting and graduating inner-city African-American first-generation students. Many other colleges have strong programs that reach out to first-generation students, including Alverno College’s (MI) College Readiness 21, Regis College’s (MA) College Awareness Program, Morehouse College’s (GA) Project Identity, and Drew University’s (NJ) Kean Scholarships.

CIC is delighted that the role played by small colleges in the education of first-generation students is being given increased recognition. Most recently, the Wal-Mart Foundation funded the “Wal-Mart College Success Awards,” to be administered by CIC. This program will provide $100,000 awards to up to 20 colleges that have made a deep institutional commitment to the education of first-generation students. The grant, in excess of $2 million, is CIC’s largest ever. In order to receive one of the awards a college will need to demonstrate first that its commitment is genuine, ingrained in the institution, and of proven effectiveness; then the institution must propose to use the funds in ways that will build on, deepen, or extend the successful program. We estimate that most CIC member institutions have programs for first-generation students and that more than half of CIC’s 580 members enroll entering classes that include one-third or more first-generation students.

Applications for the Wal-Mart College Success Awards are due by May 2, 2008. Successful applicants will begin their programs in August 2008. The Wal-Mart grant also includes plans for a book to be published that will document the most effective practices, and it is our hope that familiarity with these “best practices” will be useful in strengthening programs at hundreds of other institutions.
CIC Board of Directors Welcomes New Members

Belinda Childress Anderson was appointed president of Virginia Union University in 2004, the first female president in the 139-year history of the institution. Previously she served as vice president for academic affairs at Virginia Union, dean of the School of General and Continuing Education at Norfolk State University, and director for student affairs and senior academic affairs coordinator at the State Council of Higher Education for Virginia. She holds an EdD from Virginia Tech and earned MS and BS degrees in history and social science from Radford University and has presented numerous papers on student retention issues.

MaryAnn Baenninger is president of the College of Saint Benedict (MN), a liberal arts college for women that has a unique partnership with nearby Saint John’s University for men. She holds a doctorate in psychology from Temple University. Early in her career she served on the faculties of the College of New Jersey, Philadelphia University, and Washington College, and she was a senior staff member of the Middle States Commission on Higher Education in Philadelphia. Baenninger has published extensively on gender and cognition as well as outcomes assessment in higher education.

James M. Dennis became president of McKendree University (IL) in July 1994 and has presided over a dramatic growth in academic strength, enrollment, on-campus residence, fundraising, construction, athletics, and cocurricular activities. Dennis is a leader in promoting volunteer service opportunities for college students and a founder of the National Youth Program, which offers educational and sports opportunities to disadvantaged young people. He holds a PhD from the University of Southern California and was awarded a Fulbright Fellowship to study in Germany.

Thomas V. Chema, a graduate of the University of Notre Dame and Harvard Law School, is the president of Hiram College (OH). He has more than 30 years of leadership experience in business, government, and law, and prior to becoming president, he served as a member of Hiram’s board of trustees and chair of the board’s institutional advancement committee. Chema is an expert on energy and telecommunications regulation, infrastructure planning, and developing public/private partnerships.

Todd S. Hutton became president and chief executive officer of Utica College (NY) in 1998. Previously he served as vice president for academic administration at Willamette University (OR) and assistant to the president at Austin College (TX). He has a particular interest in the integration of athletics into the educational life of campuses and has also written on technology in higher education, the changing roles of academic libraries, student outcomes assessment, strategic planning, the integration of liberal and professional education, and the relationship between liberal education and business. Hutton received his AB in English from Davidson College (NC), his master’s degree from the University of Florida, and his PhD in education from Duke University (NC).

Wendy Libby became president of Stephens College (MO) in 2003. She previously served as vice president for business affairs and chief financial officer at Furman University (SC). She holds a PhD in educational administration from the University of Connecticut, an MBA in finance from Cornell University, and a BS in biology from Cornell University. In 2006, she received the Citizen of the Year award from the League of Women Voters in Columbia, MO, and is a founding board member and current chair of the Tuition Plan Consortium.
Judy Jolley Mohraz is president and chief executive officer of The Virginia G. Piper Charitable Trust. Previously she served as president of Goucher College (MD). She serves on the boards of the Council on Foundations, the Morrison Institute for Public Policy at Arizona State University, and Greater Phoenix Leadership. Mohraz earned BA and MA degrees in history from Baylor University (TX) and holds a PhD from the University of Illinois at Urbana-Champaign.

Beverly Daniel Tatum became president of Spelman College (GA) in 2002. Previously she served for 13 years in various roles at Mount Holyoke College, including dean of the college and acting president. A clinical psychologist by training, with MA and PhD degrees from the University of Michigan as well as an MA in religious studies from the Hartford Seminary (CT), Tatum is an expert on issues of race and the psychology of racism. In 2005 she was awarded the Brock International Prize in Education for the innovative leadership she has provided in the field of education.

William E. Troutt became president of Rhodes College (TN) in 1999. He previously served as president of Belmont University (TN), where he was the youngest college president in America. Troutt earned an MA in higher education from the University of Louisville and a PhD in higher education from Vanderbilt University’s Peabody College. A recognized national leader in higher education, Troutt chaired the National Commission on the Cost of Higher Education and is currently completing a book on redefining the work of a leader.

CIC Board Elects New Executive Committee

During the CIC Board of Directors meeting at the 2008 Presidents Institute, members elected a new Executive Committee to serve two-year terms through January 2010.

Chair
Jeanne H. Neff
President, The Sage Colleges (NY)

Vice Chair for Resource Development
Beverly W. Hogan
President, Tougaloo College (MS)

Vice Chair for Programs
John Strassburger
President, Ursinus College (PA)

Vice Chair for Public Information
Lisa Marsh Ryerson
President, Wells College (NY)

Secretary and Vice Chair for Membership
David Joyce
President, Ripon College (WI)

Vice Chair for Investment
G. David Pollick
President, Birmingham-Southern College (AL)

Treasurer
Phillip L. Dudley
President, Hastings College (NE)

Past Chair
Antoine M. Garibaldi
President, Gannon University (PA)
Five Minds for the Future: Intellectual and Ethical Dimensions

Noted scholar Howard Gardner delivered the keynote address at the 2008 Presidents Institute on the importance of the “five minds”—or mental abilities—needed to be successful in today’s rapidly changing world and how to nurture them in leaders as well as students. Gardner’s remarks were based on his recent book, *Five Minds for the Future* (2007), which describes the disciplined mind, the synthesizing mind, the creating mind, the respectful mind, and the ethical mind.

The disciplined mind, according to Gardner, encompasses learning major ways of thinking—“historical, artistic, scientific, or mathematical”—and also “being a disciplined individual who works at becoming an expert in a profession, craft, or art.”

The synthesizing mind allows individuals to take the data gathered and “decide what to pay attention to and what to ignore—and how to put it together so that it makes sense.” The need to synthesize well is becoming a more important educational goal, he noted.

The creative mind “forges new ground and goes beyond the known—it enables us to think outside the box; to have an iconoclastic temperament; to risk failure.”

The respectful mind “begins with the knowledge that we’re all different from one another but with a goal of understanding people who are different and giving other people the benefit of doubt…. It goes beyond mere tolerance. We need to understand the perspectives and motivations of others with no conditions.”

Finally, Gardner described the ethical mind: “A person possessed of an ethical mind is able to think of himself abstractly, asking what kind of person or citizen or worker he wants to be. This person is socially responsible and asks about rights and responsibilities, and thinks on a more abstract level than a respectful individual.”

The role of formal and informal education in nurturing the five minds, said Gardner, is different depending on the age of the student. “Each of the minds plays out differently depending on the student’s developmental level, so educators need to approach students differently depending on their age.” Gardner cautioned that, “Even if all five minds are developed, they don’t necessarily work together easily…. The respectful and ethical minds are the most likely to be confused. One can be respectful from early childhood, even without having a deep understanding. In contrast, ethical conceptions and behaviors presuppose an abstract, self-conscious attitude: a capacity to step away from the details of daily life and to think of oneself as a citizen or a worker.”

“In the end, however,” Gardner stressed, “no one can compel the cultivation and integration of the five minds—the individual must come to believe that the minds are important, merit the investment of significant amounts of time and resources, and are worthy of continuing nurturance…."

He noted that “Belief in the power of education—for good or for ill—is ubiquitous…. We have little difficulty in seeing education as the enterprise par excellence for shaping the mind.”


Higher Education Leadership to Create a Healthy, Just, and Sustainable Society

Evidence of climate change and its potential for global health, social, economic, and ecological disruption mandates immediate action, but what can higher education leaders do to reduce and eventually neutralize greenhouse gas emissions and to accelerate the research and educational efforts to restabilize the earth’s climate? Exploring that question were plenary speakers Ray Anderson, founder and chairman of Interface, a global company manufacturing carpet tiles and upholstery, and Anthony Cortese, president of Second Nature.
Anderson is recognized as a premier corporate leader in creating sustainable businesses and is former president of the President's Council on Sustainable Development during the Clinton administration. His goal as a businessman is “take from the earth only that which is renewable and does no harm to the biosphere.” New thinking about sustainability at his carpet tile company, with sales of more than $1 billion annually, has led to the creation of new products that he maintains are not only better for the environment but also make more money for the company. This new thinking is not easy, Anderson said. “It has taken 13 years of innovation and determination to abandon the comfort of the status quo and to transform the way we do business.”

Among the results he noted: “Costs are down, the business case to eliminate waste is clear, the products are the best they’ve ever been, and people are galvanized around a shared higher purpose of zero waste or harmful emissions and 100 percent renewable material.” While the process may seem to be inordinately difficult, Anderson said, “If we can do it, anyone can. Colleges and universities can be part of the problem or part of the solution to climate change and biological decline. Will you wake up to the challenge of changing the status quo and focus on a sustainable future? Will you teach new or old thinking?”

He suggested that presidents and academic administrators begin to think about changing what is taught. For example, he said, engineering students should study new green methods and techniques; economics students should learn about the cost to society and the environment of global warming; law students should learn to go beyond compliance and embrace ethical behavior; and agriculture students should learn to produce organic, self-rotating, pesticide-free, fertilizer-free, perennial crops. Anderson concluded by noting that “a new industrial revolution is underway—Rachel Carson’s revolution. The call is clear: come aboard—now! The time for pondering has passed.”

Cortese, who is also co-director of the American College and University Presidents Climate Commitment and former head of the Department of Environmental Protection in Massachusetts, took up the call and challenged presidents to help make a sustainable society a reality. “We produce knowledge. We prepare professionals who influence society’s institutions…. Presidents must convene all parts of the college to set an example and lead the cultural shift.” Although Cortese acknowledged that no single institution can solve the problem, “the positive impact of a collective commitment will be huge.” He urged presidents to review and sign onto the “Climate Commitment,” launched in December 2006 as a “high-visibility commitment to address greenhouse gases and accelerate research and development on sustainability.” Presidents who sign the commitment agree to take immediate steps to develop a comprehensive plan to achieve climate neutrality, reduce greenhouse gases, and make the college’s action plan, inventory, and progress reports publicly available. He noted that several CiC members are part of the steering committee. In one year, 456 presidents, including 101 CiC members, have signed the commitment, representing 3.5 million students.

“Today’s students and children will see the worst effects of climate change if we don’t address the problem now. It is the right thing to do, and it has to be done…. If we share the goal and we put our minds, hearts, and backs into the effort, we can unleash breakthroughs, push the limits of knowledge (the primary thrust of higher education), challenge the status quo, and create alternative ways of looking at things.” Cortese concluded, “If higher education doesn’t lead this effort, who will?”

Rethinking Faculty Work

Given the critical role of the faculty in carrying out the essential work of the institution, presidents have an important responsibility to participate in the development of policies, programs, and practices that foster academic workplaces that are supportive of faculty members. Ann Austin, professor and holder of the Dr. Mildred B. Erickson Distinguished Chair in Higher, Adult, and Lifelong Education at Michigan State University and co-author of Rethinking Faculty Work (2007), provided insights and ideas for presidents on how to support faculty members in this time of significant changes in the faculty and workplace.

Austin recommended that presidents:

- “Give some thought to what it means for faculty to be a key institutional resource: What in our environment can we be purposeful about in terms of attracting, retaining, and supporting faculty members and fulfilling the mission of your institution?”
- Share ideas with CAOs and department chairs and help frame campus-wide conversations centered around two questions: How can faculty work be organized in ways that more fully achieve the mission of the institution as well as the personal satisfaction of faculty members?”
What aspect of our institutional culture is currently nurturing a supportive collegial environment and what can we do better?

- Request ongoing data collection about faculty recruitment, retention, and experience, focusing on:
  - What do your faculty members think about the policies and programs at your institution? What is challenging in their work?

In short, she said, “We must rethink academic work and workplaces; invest in all faculty members as a strategic decision; ensure a culture of respect for all faculty; and create institutional policies that reflect the characteristics of today's workplace.”

A powerpoint presentation of Austin's address is available on CIC's website at www.cic.edu/conferences_events/presidents/2008PI_Resources/2008PI_austin.pdf.

**Issues for the Future of Higher Education**

Two long-serving presidents with unusually broad vision—representing both the private and public sectors—closed the Presidents Institute with a spirited discussion of key issues in higher education. Robert Berdahl, president of the Association of American Universities, and Stephen Trachtenberg, president emeritus and university professor of public service at George Washington University, stressed the need to revalue aspects of higher education that recently have come under fire.

Berdahl maintained that the current status of higher education today encompasses two extreme views. On the one hand, “there is greater recognition than ever before of the importance of higher education and the need to get a good education. More students are seeking degrees and are more concerned about getting into the best institutions, and colleges and universities are playing more important roles than ever in leading the country into the future and increasing the nation's competitiveness abroad,” Berdahl said. Countering those views, however, are widespread criticisms about “accountability, access, college costs and the failure to control costs, large endowments at wealthy elite universities, the commodification of higher education, and the loss of regard for the liberal arts core.” He said colleges are partly to blame for such attitudes because they constantly stress the economic benefits of a college degree. Berdahl emphasized the need to “remake the case for liberal education as preparation for global citizenship” and to “get back to more need-based aid and give more thought to diversity.”

“The growing disparity of wealth in the United States is also reflected in colleges and universities,” he noted, citing the impact of Harvard’s new tuition policy [replacing loans with grants for middle- and upper-income families] on less wealthy, more tuition-dependent institutions. “This will create serious problems and intensify the visible gap between public and private institutions and the haves and have-nots in terms of resources.”

On that issue, Trachtenberg questioned, “Why [is Harvard being] so generous now? I’m curious about whether this decision was made with any appreciation of the fact that a change of such a dramatic nature would have an impact on the 4,000 other colleges and universities in the United States.... When people hear of Harvard’s $35 billion endowment, the perception is that we’re all wealthy. How do we explain to parents that we can’t all do what a handful of institutions are going to do?” Trachtenberg protested that Harvard should have initiated “some degree of conversation within the higher education community” before making such a dramatic policy change. “There needs to be greater interaction among all colleges and universities,” he stressed, suggesting the need to “find ways to make common cause and common voice to the public and the next administration, and to look at how to do what we do more cheaply, transparently, and effectively....”

Trachtenberg thinks questions about accountability in higher education are legitimate and does not believe resources are used effectively enough. “Look at the university calendar—it’s only 28 weeks—there’s a big disparity between that and the 52-week calendar. If we used more of those weeks, we could have an entire other semester and get more use out of our very expensive facilities. This would allow us to take in more students and educate more people.... If we used all 12 months of the year, we could move students along more quickly and many more would graduate in three years. This could have a huge impact,” he said.

Participants during the question and answer period asked how U.S. institutions should respond to the goal of the European Union to grant degrees within three years. Berdahl noted that U.S. students who take AP courses and who choose to can, in fact, graduate in fewer than four years, but that the three-year degree does not need to be a goal in the U.S. “It is curious that 100 years ago a BA degree took four years to obtain and we assume it takes four years now – and that the expansion of knowledge in the last 100 years doesn’t change the amount of time to degree.” Trachtenberg said the move to a three-year degree
“raises significant questions about how we recognize [European] degrees and what this means for Americans going abroad.”

Another concern with international higher education is the proliferation of universities around the world that are focusing intensely on business, engineering, and science to the exclusion of liberal education. Berdhal urged presidents to get the word out to the international community that “higher education is not simply about conducting research or training scientific or technical experts—it’s about creating global citizens, cultivated minds, and disciplined thinking.” Trachtenberg agreed, noting that students around the world need a comprehensive educational experience like that provided by CIC institutions. “These small liberal arts colleges are a precious segment of American higher education” that should be (but are not yet) replicated worldwide.

### Attracting Transfer Students

Attracting and retaining transfer students from community colleges can reap many rewards for independent colleges and universities. Not only do they help bring greater diversity to a campus, but they are usually academically talented students. According to Lisa Ryerson, president of Wells College (NY), nearly one third of the Phi Beta Kappa students at Wells come to the college as transfer students. Joanne Creighton, president of Mount Holyoke College (MA), echoed Ryerson’s assertion and explained that attracting transfer students “supports the college’s mission to find high-achieving students, many of whom are of modest means.”

Ryerson, Creighton, and Linda N. Hanson, president of Hamline University (MN), spoke at the Presidents Institute about the challenges of attracting and especially retaining nontraditional transfer students. The presenters emphasized the essential role of presidential leadership in creating a campus environment where transfer students can succeed.

The three presenters shared some of the strategies used on their campuses to reach out to this population. All three institutions make efforts to recruit transfer students through means such as targeted outreach activities, substantial scholarships and financial aid, and online enrollment and registration that is convenient and easy.

However, an institution’s efforts cannot stop there, they said. All three presidents stressed the importance of providing transfer students with appropriate types of support in the academic as well as social realms. At Mount Holyoke, for example, a new member of the administrative staff was added to identify, advise, and provide support services to transfer students. These efforts are complemented by a peer mentoring program. At Hamline, transfer students find a welcoming campus culture with special housing options and course schedules well suited to their needs. At Wells, nonresident transfer students are given designated study spaces and sleep-over rooms. The panelists emphasized the importance of orientation programs and faculty training.

### Dealing With Disaster

“A president can never be fully prepared for a disaster—and it is important to learn from colleagues who have experienced campus tragedies,” said Sal D. Rinella in a Presidents Institute session titled, “The Presidential Role in Disaster Planning and Response: Lessons from the Front.”

Rinella, a strategic planning consultant for Stratus and former president at Austin Peay State University (TN), spoke from personal experience about campus disasters. In 1999, his campus was struck by a tornado that closed four buildings and damaged several more.

Among his suggestions to deal with disasters:

1. **Take the lead** in developing disaster plans. Plan for all types of disasters but focus more on those likely to affect the campus. Give special attention to plans for the first 24 hours following the disaster. Know how to communicate to the campus during and immediately following the tragedy. Low-tech systems, such as sirens and public address systems are most reliable. Set up off-campus email accounts, purchase satellite phones, and have back-up generators that focus on communication devices. Coordinate with community and regional officials in advance to make communication run more smoothly following the disaster.

2. **Set the tone for recovery.** Following the disaster, the community (mainly parents) wants to hear from the president. They want to know that the president cares and is in charge of the situation. Set up opportunities for grieving, counseling, or community projects that help rebuild.

3. **Minimize enrollment loss.** Identify places in the community that could be used as classrooms if necessary. Prepare all senior administrators, faculty members, and board members to become recruiters. Use the website by posting messages immediately and letting everyone know the institution is still in business.

4. **Use the recovery phase as an opportunity to advance long-term goals.** Instead of recreating the campus and programs the way they were, look to how they might be in the future. Accelerate fundraising while individuals with power and money will be looking for a way to help the institution.
5. **Tend to matters of the heart.** Build memorials, celebrate recovery, and thank people. This is what will be remembered following the disaster.

Rinella also noted several lessons to be learned from the mass shootings at Virginia Tech last year:

- Be certain that key personnel are aware of FERPA and state laws and how they are to be applied on campus.
- Establish a policy that informs the president of all acts of violence so that the president is never caught off guard.
- Make sure you have the ability to lock down the campus and create a communication system that will facilitate such a move.

**The President’s Role in Endowment Management**

An institution’s mission and strategic goals should be reflected in its endowment investment philosophy, and in turn its endowment philosophy should be reflected in asset investment decisions, said **Hollins University** (VA) President Nancy Oliver Gray during a Presidents Institute session on strategic asset allocation for endowments.

Gray urged presidents to become as knowledgeable as possible on financial investment issues and to play an active role on the trustees’ investment committee. Familiarity with investment principles and strategies also aids presidents in discussions with potential donors as well as trustees, Gray reported. She shared Hollins’ ”statement of management and investment policies for the endowment fund” as an example of how to connect a college’s mission with investment guidelines but warned attendees not to consider it a blueprint for other institutions. Gray explained that the extent of the operating budget’s dependence on investment income, institutional strategic goals, willingness and ability to tolerate investment risk, and other factors vary across institutions. The role for presidents, therefore, is to develop an investment philosophy and strategy that matches the specific institutional circumstances.

Douglas Fore, director of portfolio analysis at TIAA-CREF Asset Management, provided a crash course on general investment principles. He highlighted the need for each college to define its willingness and ability to bear investment risks, leading to an institution-specific guideline for maximizing risk-adjusted returns. Fore also reflected on the latest market developments and highlighted the implications of an infinite life-time expectancy for endowments, for example, compared with retirement investments. During the lively question and answer portion of the session, Gray stressed that smaller colleges in particular would be well advised to hire external endowment managers but that the expert fund managers should be guided by institution-specific guidelines on investment goals and principles.

**Internationalizing Smaller Campuses through the Fulbright Scholar Program**

Efforts to internationalize a campus can be greatly assisted by taking advantage of the Fulbright Scholar Program, argued Esther L. Barazzzone, president of **Chatham University** (PA) and a member of the advisory board of the Council for International Exchange of Scholars (CIES), during a Presidents Institute session on “Internationalizing Your Campus.” The Fulbright program facilitates campus visits of foreign scholars and provides opportunities for collaboration between U.S. faculty and colleagues abroad, Barazzzone noted, adding that these activities can have lasting impact on faculty members and students, particularly on smaller campuses.

Tori Haring-Smith, president of **Washington & Jefferson College** (PA), explored in more detail the particular challenges at smaller institutions of implementing initiatives geared toward internationalizing a campus. She explained that both structural and aspirational barriers need to be overcome. Structurally, it is difficult for small colleges to meet curricular needs if faculty members go abroad for extended periods with the Fulbright program. Aspirational barriers prevent both faculty and students from applying and succeeding in competitions because they don’t think of themselves as natural program participants. She encouraged presidents to develop creative solutions to overcome these barriers and to “work on internationalization efforts with endurance and on several fronts simultaneously.”

Nancy Santos Gainer, director of external relations at CIES, discussed myths about the Fulbright Scholar Program that may discourage faculty members at smaller institutions from applying. She encouraged presidents to contact CIES for advice on and help with applications for all initiatives. Details of the Fulbright Scholar Program and other CIES initiatives can be found at [www.cies.org](http://www.cies.org).
Developing the Next Generation of Leaders

“One of a president’s key responsibilities is to assist our best colleagues in moving forward—particularly in becoming presidents,” said a Presidents Institute panelist in a session titled “Development of Senior Staff.” President Joan Lescinski, CSJ, of St. Ambrose University (IA), urged her colleagues “always to be generous with your mentoring, which includes being consistently accessible, and remember what it was like when you were in their role. Never stand in the way of a person’s progress.”

Three other college presidents joined her in offering advice on cultivating and training the next generation of presidents and academic leaders. Lescinski, Pamela Fox of Mary Baldwin College (VA), Larry Earvin of Huston-Tillotson University (TX), and Michael Vinciguerra of University of St. Francis (IL) discussed “the four Rs” in developing senior staff: recruiting, reforming, retraining, and removing.

The key to recruiting effective members of the senior staff, panelists said, is “networking among potential senior staff and among colleagues such as fellow presidents who can help locate ideal candidates, and identifying current employees with senior staff potential.” If a senior staff member is departing, the panelists urged presidents to consider asking him or her to help identify a replacement and to be willing to consider nontraditional sources outside academia.

When bringing on a new staff member, presidents need to “reform” the team to incorporate the new person and prepare the community for the change. If the new person is being incorporated into an already “perfect” team, presidents should articulate why this person belongs on the team, including expectations and the value-added.

Retraining senior staff team members so that they continue to move up the ranks is another important presidential responsibility. The panelists urged presidents to use periodic meetings to discuss with senior staff where they want to be in five to ten years. “Consider creating a list of leadership goals, including personal goals shared only between the president and vice president.”

Finally, presidents should not be afraid to recognize that there are times when some problematic staff members have to be removed. “In such cases, deal with the situation constructively and be prepared to make difficult decisions sooner than expected,” the presenters stressed.

They also recommended that presidents involve board members in the recruitment process and develop assessment tools that include principles from the institution’s strategic plan to evaluate senior staff.

Presidents Review Relations with the Faculty

Revamping faculty workloads and incentives, building a sense of community among faculty members, and developing a new center for teaching and learning are among the strategies presidents are using to sustain and encourage the work of the faculty in ways that foster excellent undergraduate experiences for students. During a Presidents Institute session, three presidents shared some of the ways they are rethinking their relations with the faculty.

Richard Guarasci, president of Wagner College (NY), described activities that are part of a ten-year renaissance for the college. The administration and faculty members have “renegotiated the social contract” on campus to achieve a productive workload, a system of incentives, and a series of faculty development initiatives that support the college’s mission and strategic plan. The faculty course load has been “rebalanced” from four to three courses each semester, and several programs have been developed to support excellence in teaching and scholarship. One program, a series of open forums held at the provost’s home for different groups of faculty members (such as department chairs, untenured faculty members, or science faculty) every Thursday evening begins with a question: What have you heard and what do you want to know? The evening ends with the provost’s question, “What don’t I know about what is happening at the college?” Both administrators and faculty members have found that these forums have led to greater mutual trust and confidence in the quality of community on campus.

Faced with being a small college in a large city with a highly diverse faculty, Spelman College (GA) has to compete with a vibrant urban environment for faculty members’ attention. President Beverly Daniel Tatum found that she had to be very deliberate about building a sense of community among faculty members. The Faculty Council had set a goal of developing community on campus, but these efforts were not working as effectively as she and the faculty would have liked. Therefore, Tatum arranged for a series of three dinners at the president’s...
home for a diverse group of faculty members. The same group of faculty members attended each dinner and talked about ways they could build community. These “dinner and dialogue” sessions have continued for four years, and several successful all-campus projects have emerged from the relaxed and convivial conversations.

Representing presidents who are in the beginning stages of rethinking relations with the faculty, Ralph Hexter, president of Hampshire College (MA), discussed how he will use recent internal and external reviews of the college in his work with the faculty to address concerns that emerged from those reviews. Believing that faculty members may have to think differently about their teaching and scholarship in the near future, he is working with them to develop a new center for teaching and learning that will become a centerpiece of the academic program.

New Presidents Program Marks 20th Anniversary

CIC’s New Presidents Program marked its 20th anniversary this year with a highly rated program attended by 37 new presidents. The program is held yearly by CIC on January 3 and 4, immediately preceding the Presidents Institute (January 4–7). Directed by Marylouise Fennell, RSM, a former president of Carlow University (PA) and now senior counsel to CIC, the program helps new presidents avoid missteps early in their presidency and includes topics such as financial fundamentals, working with the board, and development approaches.

In their evaluations, participants said the program is extremely worthwhile, noting that forming partnerships with experienced presidents is particularly valuable. They also value networking with other new presidents and they “gain practical information” and “new ideas” from experienced presidents on whom they can rely for advice.

Since 1989, nearly 600 college presidents have completed the program, which offers opportunities for new presidents and their spouses to meet and exchange ideas with other newcomers. The presenters are experienced presidents, many of them alumni of the program. A separate program for spouses of new presidents is held concurrently.

Spouses Program Features Research on Role of Spouses

Research about the role of presidential spouses at private colleges and universities was a major focus of this year’s Presidents Institute Spouses Program. Matt Thompson, dean of student development at Florida Southern College, shared highlights of his national study on the role and influence of presidential spouses on their institutions. His work, which has not yet been publicly released, examines their backgrounds, time devoted to their roles, and patterns of remuneration.

Ellen Cole, psychologist and presidential spouse at Alaska Pacific University, conducted a focus group of presidential spouses to update the findings of her 1999 study of presidential spouses. Some of the observations from the discussion included recognition that the role of the presidential spouse will vary given personal circumstances (for example, if there are children at home or if the presidential spouse has a career), and the number of years the presidential spouse has served in that role (the spouse may become more comfortable with the role over the years).

Kathi Tunheim, president of the Tunheim Leadership Group, Inc., shared her work on leadership expectations of presidential spouses, developing with insights from the audience a leadership model that can be found on the CIC website at www.cic.edu/conferences_events/presidents/2008resources.asp.

Other sessions addressed topics such as the spouse’s role in the capital campaign, working with today’s college students, programs for parents of students, and planning for retirement. The New Presidential Spouses program that ran in tandem with the New Presidents Program was attended by 22 spouses.

Robert Haring-Smith (right), presidential spouse at Washington & Jefferson College (PA) and Jan Carlberg (far right), presidential spouse at Gordon College (MA), shared experiences in planning events for today’s students during a session for spouses at the Presidents Institute.

Save the Date!

2009 Presidents Institute
January 4–7
Hyatt Regency Coconut Point
Bonita Springs, FL

2009 New Presidents Program
January 3–4
Hyatt Regency Coconut Point
Bonita Springs, FL
2008 Presidents Institute Awards Banquet

The 2008 Presidents Institute at the Marco Island Marriott, Florida, featured record attendance, superb speakers, a highly rated program, and international visitors. A photo slideshow of the Institute is online at www.cic.edu/publications/independent/index.asp. Photography by Stan Lindsey.

Presidents Edwin Welch (left) of University of Charleston (WV); Doreen Boyce of The Buhl Foundation (center); Brent Devore of Otterbein College (OH); and Mary Pat Seurkamp of the College of Notre Dame of Maryland are recognized for their service on CIC’s Board of Directors by Richard Ekman, president of CIC. Other presidents not pictured who are retiring from the Board include Kent Chabotar of Guilford College (NC), James Davis of Shenandoah University (WV), Jay Lemons of Susquehanna University (PA), Anita Pampusch of The Bush Foundation, and Trudie Kibbe Reed of Bethune-Cookman University (FL).

Visitors from Effat College, the first private institution of higher education for women in Saudi Arabia and a new member of CIC, hosted a roundtable discussion on possible partnerships and exchanges with CIC members. Effat President Haifa Reda Jamal Al-Lail (left) was accompanied to the Presidents Institute by Her Royal Highness Princess Noora Bint Turki Al Faisal Al Saud (center), Effat’s chair of the board of trustees. They chatted with George Washington University President Emeritus Stephen Joel Trachtenberg (second from left) and Michael and Tina MacDowell of Misericordia University (PA).

Conference attendees had time during a reception before the Awards Banquet to meet and reconnect with friends and colleagues. Sebetha Jenkins (left) of Jarvis Christian College (TX) chats with Larry Earvin of Huston-Tillotson University (TX) and Beverly Hogan of Tougaloo College (MS).

CIC Board member Lisa Marsh Ryerson (left) of Wells College (NY) and her husband George (second from right) enjoyed a moment with Dan Carey of Edgewood College (WI) and his wife Terri.
Ann Die Hasselmo (left), president of the American Academic Leadership Institute, chats with Tim Summerlin, president of Schreiner University (TX), and Pam Jolicoeur, president of Concordia College (MN).

Richard and Jani Flynn (left) of Springfield College (MA) and Richard and Charlotte Sours of William Penn University (IA) spend time together during the pre-banquet reception.

David and Marianne Inman of Central Methodist University (MO) reconnect with Jeannette and Bryant Cureton of Elmhurst College (IL).

A dazzling sunset was the backdrop for the start of the reception, enjoyed by Noreen Carrocci (left), president of Newman University (KS) and Jo and David Switzer, president and spouse, respectively, of Manchester College (IN).

Representatives of national media organizations provided guidance on how they determine which issues to cover and insight into what topics they are currently working on or plan to tackle in the near future. Pictured left to right are Matthew Keenan of Bloomberg News; Robin Gradison of ABC’s Good Morning America; Richard Whitmire of USA Today; and Douglas Lederman of InsideHigherEd.com.

Presidents Joseph Burke (speaking) of Keuka College (NY), Mary Hines of Carlow University (PA), and Kenneth Hoyt of Centenary College (NJ) described ways to attract, retain, and educate adult students during a concurrent session.
Special Report: The 2007 Institute for Chief Academic and Chief Financial Officers

Vital Investments: Programs, Personnel, and the Purse

For the second time in the 35-year history of CIC’s annual Institute for Chief Academic Officers, chief financial officers were invited to participate. Held November 3–6, 2007, in Philadelphia, Pennsylvania, the meeting included 318 CAOs and other academic officers and 106 CFOs. The National Association of College and University Business Officers cosponsored the meeting.

With a theme of “Vital Investments: Programs, Personnel, and the Purse,” most sessions addressed issues needing the attention of both CAOs and CFOs, including investments in academic and co-curricular programs (i.e., strategic budgeting, program review, prioritizing academic program costs, merging computing and library services, assessment, and retention); investing in personnel (i.e., diversifying the faculty, post-tenure review, legal issues, the information flow from CFOs and CAOs to faculty members, using technology to foster learning, and faculty development); and the prudent investment and use of the financial resources of the institution (i.e., long-term financial forecasting, tuition discounting, campus planning for learning, tools for balancing the academic mission and finance, and emerging issues in data-informed decision-making).

One of the most popular features of the conference was the Strategic Budgeting Workshop led by Kent Chabotar, president of Guilford College (NC). Also, to provide additional professional development for newer CAOs, the Workshop for CAOs in their Third or Fourth Year was expanded to a full-day program. Many of the presentations are available on CIC’s website at www.cic.edu/conferences_events/caos/2007_resources.asp.

Ensuring a Healthy Financial Future for Independent Colleges and Universities

Increasingly, chief academic and financial officers must make difficult choices as they attempt to balance the demands of maintaining their institution’s financial health with those of fulfilling its mission. In his keynote address at CIC’s Institute for Chief Academic Officers and Chief Financial Officers, Herbert M. Allison, Jr., chairman, president, and chief executive officer of TIAA-CREF since 2002, focused on the economic, financial, and competitive forces driving institutional change, the implications for independent colleges and their operating models, and how institutional leaders might respond most effectively to ensure the vitality of their institutions in the 21st century.

“Small institutions have new opportunities today that are helping to level the academic playing field,” Allison asserted in his opening remarks. “With all the new technologies available, professors at smaller schools have many more resources than in the past, enabling them to focus on mentoring their students and providing access to excellence in teaching. The digitization of books and the wealth of online resources are helping to reduce communication costs, establish or broaden partnerships and collaborative efforts, and provide courses online at low cost. Colleges can now share or outsource administrative functions such as payroll, technology, and maintenance; they are substituting tenure-track positions with adjunct faculty members; and they are building or adopting high schools to expand the number of qualified college students. All these changes were inconceivable a decade ago.”

Allison argued that “small colleges and state universities are becoming the agents of change—they are under greater pressure to change, and they have an advantage over wealthier schools in fashioning the new schools of the future: expanding their capacity to serve more students while reducing costs.” Although Allison noted that higher education is slow to change because institutions have many constituents to please, he predicted that small colleges

Ferol Schricker Menzel, vice president of academic affairs and dean of the faculty at Wartburg College received the 2007 CIC Chief Academic Officer Award and Terrence Russell, executive director of the Association for Institutional Research (now retired), was presented with the 2007 CIC Academic Leadership Award for contributions to academic programs and leaders at private colleges and universities.
Higher education is changing as well, but the key question, according to Allison, is whether leaders can convince constituents that change is necessary. “Original stakeholders will resist, but it can be done.” He urged CAOs and financial officers to form teams, study markets, and recommend a strategy for going forward. “You must ensure that key constituents understand the forces of change; encourage stakeholders at many levels to examine and grapple with the facts; debate the alternatives; and commit to whatever changes are required to implement the model.”

At the same time, even when institutions are pressured by outside forces to change, Allison cautioned that college and university leaders must strive to preserve the mission and values of their institution.

**Life after Assessment: Better Learning, Better Practices**

Assessment isn’t going away, warned CAO Institute plenary speaker Peter Ewell, vice president of the National Center for Higher Education Management Systems, but there is a real danger in the current post-Spellings Commission accountability frenzy that faculty members and administrators may get so caught up in “assessing” that they miss its underlying purpose: improving teaching and critically examining administrative processes.

In the wake of recent political developments and the forces influencing the accreditation process from the Department of Education and Congress, Ewell stressed that, “we need to take the high road and say we believe in gathering evidence and making it public.” He reviewed what has and has not been accomplished and examined the current “culture of evidence,” the rubrics and characteristics of assessment evidence, and the pitfalls and challenges of implementing assessment.

In terms of what has been accomplished, Ewell noted that, “assessment is, for the most part, now perceived as inevitable and legitimate. The vast majority of institutions have statements of learning outcomes to drive assessment; a semi-profession has grown up around assessment that didn’t exist before, including assessment coaches and plenty of conferences and literature on assessment; and methods of gathering evidence to assess learning has grown steadily more sophisticated. No one today has the excuse of not knowing how to assess student learning.”

What has not happened, he said, is “authentic integration of assessment into faculty cultures and behaviors (assessment activities are still largely added onto the curriculum instead of being embedded in it); systematic and widespread use of assessment results for institutional and curricular improvement; and proactive and sincere institutional engagement with accrediting organizations around topics of assessment.”

Ewell urged CAOs to build a “culture of evidence” on campus. Attributes of a meaningful culture of evidence include “respect for facts (if you have evidence, people will listen to it); a comprehensive framework for thinking about learning outcomes; an accessible store of information about student learning and what produces it; an attitude toward problem solving that minimizes finger pointing at institutions and individuals; clear follow-through on decisions made and the evidence used to make them; and a willingness to stop doing things when they don’t work.”

Assessment is part of this culture of evidence. Ewell stressed that “assessment is about learning—not processes or resources. It’s about what the student takes away from college; it is a focus on results; it is about performance; it is about more than grading—it’s about collective results, founded on clear and public criteria. Its methods are consistent and reliable. It needs to be contextualized in different settings.”

Assessment should address alignment, Ewell said. Among the questions that should be asked: “Are we all on the same page with regard to learning outcomes across units, sequences, and courses? Can we demonstrate successive levels of attainment? Is there a match between curricular design, delivery, and the student experience? Is there a match between instruction and the needs of diverse student bodies? Can we prove the effectiveness of...
particular innovations and interventions?"

As campuses undertake assessment efforts and build a culture of evidence, Ewell suggested that administrators “start small; ask how many general education goals you have, and if it is more than 12, it is too many. Start with easy ones such as writing and quantitative ability. Ensure that your methods are appropriate to your goals. Determine who are your customers, what they want, how effectively you serve them, and how to get better at what you do.”

Implementing assessment is not easy, Ewell said, citing institutional challenges and pitfalls, among them:

- gaining faculty/staff involvement and buy-in;
- lack of consistent support from top leadership;
- lack of time and burnout;
- linear thinking;
- trying to do it all at once;
- difficulties interpreting the numbers; and
- waiting for perfection.

Ewell recommended that campuses use assessment results to inform and initiate discussions rather than give answers, and to stimulate change. “Assessment is not measuring everything that moves—it’s measuring priorities. It is not just checking up after the fact or searching for final answers—in many cases the questions are more important.”

Finally, he said, “Doing assessment has no point if that’s all you’re doing—it’s important to get beyond the mechanical practice of doing assessment and put the information to work to transform what we do.”

The full text of Ewell’s address is online at www.cic.edu/conferences_events/caos/2007_resources.asp.

Sustaining Diversity: The Essential Partnership between Academic and Financial Leaders

Blenda J. Wilson, president of BJW Consulting, acting president of Cedar Crest College (PA), former president and chief executive officer of the Nellie Mae Education Foundation, and former president of California State University at Northridge, focused her remarks on ways of supporting campus diversity. The leadership imperative, according to Wilson, is for academic and financial officers in independent colleges to work together, to be more collaborative, more strategic, and more creative. Excerpts from her address follow.

“Some institutions define diversity as an admissions and enrollment management issue and place it within the responsibility of student affairs; others define it as an academic issue related to student progression and retention. The most enlightened institutions—like those represented in this audience—understand that diversity is an ineluctable feature of contemporary American society, one that institutions of higher education must understand and embrace if we are to fulfill our role of educating our citizenry for the reality of our time. That you have included diversity, including faculty diversity, among higher education’s “vital investments” is an important recognition of this reality….

[D]iversity, as an academic concept, has long been an intentional way for our institutions to include a wide range of abilities, experiences, perspectives, and ideas that the more exclusive systems of higher education in other countries do not…. I submit that sustaining diversity on our campuses is a greater imperative today than it has ever been before. And the reasons are manifest and undeniable. The United States is experiencing a dramatic demographic shift. Flows of immigration from Mexico, Asia, the Caribbean, Latin America, and Africa are transforming our population and our culture. Because of different growth patterns among these new groups, they are generally younger and, therefore, disproportionately of school-age….

The fastest growing segment of our school-age population is made up of minority students, students of color, and students from low-income families—groups that have been historically underserved in our schools. If America’s competitive economic standing and quality of life are to be maintained, we must find ways for this young, traditionally underserved population to replace the Baby Boom Generation as they leave the workforce. While the United States spends more on higher education than many other developed countries, we have been falling behind in degree completion of 25- to 34-year-old citizens for more than a decade….

Independent colleges have been the models of excellence with diversity and they’ve been disproportionately represented among the institutions that change students’ lives…. Because institutions of higher learning model the values they purport to teach, no discussion of campus diversity would be complete without considering the dismal progress we have made in diversifying faculty and staff, particularly faculty. This may be the area in which we have made the least progress and have been the least creative (and ought to be most ashamed of ourselves.)

The issues surrounding the hiring of faculty members of color reflect the cumulative impact of unequal access to education, from high school through college and graduate school. Because the numbers of minority college graduates have been historically low, even with considerable progress in PhD attainment in the last 25 years, the pool remains small. There is evidence, however…that minority graduates from highly rated
institutions had received few offers for tenure track appointments. We, therefore, need not only to increase the pipeline of persons of color who aspire and attain academic credentials, but we need to understand better the barriers they may face in securing academic positions.…

The conclusions I draw about higher education and diversity are embedded in my view of the historic role our institutions have played as agents of social mobility, liberal arts education, and principles of social justice. Higher education is far more diverse now than it has ever been, proving that those values are intact and that we have the capacity to change. In these times of increased global competition and permanently altered demographics, our colleges and universities must lead the nation in assuring that our more diverse citizenry will have the skills, knowledge, and attributes necessary for success in the 21st century. Your institutions have a major role to play in achieving that goal.”


Improving Learning and Reducing Costs: The Case for Redesign

How can information technology help address higher education’s challenges of access, quality, and cost? Carol Twigg, president and chief executive officer of the National Center for Academic Transformation, maintained that these issues are interrelated, explaining that “rising costs affect access; if students don’t succeed once they are at college, it’s a quality issue. We need to work on these issues simultaneously.”

Taking advantage of information technology’s capabilities to design new learning environments can improve student learning outcomes while reducing costs, she said.

Assumptions about IT, however, often get in the way of achieving those goals, Twigg said. “Rather than seeing IT as an investment that can improve educational quality, people often view technology as yet another cost driver—a budgetary black hole that may even threaten quality (to them, the gold standard of instruction remains face to face and IT can only diminish that).”

The most popular form of using technology is the online small seminar, in which instructors simply take what they are doing in class and put it online. “This does a big job in improving access but hasn’t been shown to improve student learning,” Twigg noted. “To improve learning, you have to think about how to use the technology.”

Redesigning courses to use technology to improve learning and reduce costs has been shown to be effective, Twigg said, but approaches to redesign must be inventive and creative. “Redesign takes on the whole course, not just a single class, which improves quality and provides consistency. The redesigned course emphasizes active learning—greater student engagement with the material, content, and with one another—and relies heavily on readily available interactive software used independently and in teams,” Twigg explained. In addition, redesigned courses increase on-demand, individualized assistance; provide extended hours for labs and online tutorial assistance; automate only those course components that can benefit from automation, such as homework, quizzes, and exams; and replace a single mode of instruction with differentiated personnel strategies. The bottom line, according to Twigg: “We know what good pedagogy is, but technology enables us to leverage good pedagogy with larger numbers of students.”

She described redesign models that have proven successful:

1. **Supplemental Model**—add to the current structure and/or change the content;
2. **Replacement Model**—blend face-to-face with online activities;
3. **Emporium Model**—discard individual sections and create one section coordinated by one instructor and supported by undergraduate helpers with a 24/7 open lab;
4. **Fully Online Model**—conduct all or most learning activities online with an emphasis on student-to-student interaction, grading, and practice and feedback;
5. **Buffet Model**—mix and match according to student preferences—provide an array of high-quality, interactive learning materials and activities; develop individual study plans; build in continuous assessment to provide practice and feedback; offer varied human interaction when appropriate.

Twigg said faculty members often start such course redesign work unconvinced, but once they’ve been through it, their comments are positive: “It’s the best experience I’ve ever had in a classroom, creating more interesting interaction with students.” “The quality of my work life has changed immeasurably.” “It’s a lot of work during the transition, but it’s worth it.”

For more information on Twigg’s work, see the National Center for Academic Transformation’s website, www.theNCAT.org.
Every Space a Learning Space: Tools for a New Vision

The digital revolution has led to increasing use by students of virtual learning spaces, in the process displacing the physical classroom, laboratory, and library as core campus learning locations, said panelists at an Institute session. Scott Bennett, CIC senior advisor and author of Libraries Designed for Learning, and Kent Duffy, FAIA award-winning design principal at SRG Partnership, reminded participants that colleges, therefore, need to rethink their investment in and design of physical learning spaces.

“Key to successful campus planning,” Bennett argued, “is to view the existing campus facilities through the eyes of students and faculty members and to create as many opportunities as possible for students to engage with faculty, other students, and materials.” Bennett has begun to survey students and faculty members to collect data on how existing campus learning spaces are perceived (for information on how to participate in the study, see www.libraryspaceplanning.com/projects.htm or contact Bennett at scott@libraryspaceplanning.com).

Early survey results reveal that some learning behaviors and opportunities, such as conversations with peers from different socioeconomic backgrounds, are regarded as equally important by students and faculty members; others are not, such as group study (which students value much higher) and a culminating senior experience (which faculty consider more important). And while students and faculty members view some campus spaces similarly in terms of how much they foster engaging learning behaviors (such as student unions and outdoor spaces), they actually disagree on most (residence halls and common spaces in academic buildings are more positively viewed by students; dining halls are seen more positively by faculty members; and students view computer laboratories more negatively than faculty members). As a consequence, the challenge for campus planners interested in creating engaging learning spaces is to realize how students and faculty members view existing spaces and approach redesigns from a “what should happen in these spaces?” perspective.

Duffy presented successful campus redesigns and newly created campus structures providing strategically located places of gathering that emphasize a climate of preparation, focus on interdisciplinary activity, enhance a campus’ character, and adhere to principles of environmental responsibility.

Participants learned through a hypothetical case study and group work on plans to enhance a campus’ learning spaces that successful planning processes must be inclusive and driven by well-articulated goals.

Using Facilities Performance Metrics to Increase Competitive Advantage

The physical assets of a campus (buildings, grounds, and infrastructure) are often not managed and benchmarked with the same analytical rigor as the financial assets of a college, according to panelists at an Institute session. The condition of campuses and facilities, however, have become key components in a prospective student’s decision about where to attend college and determine the viability of campus enrollment plans. Aging buildings, rising energy costs, and technology changes stress facilities and maintenance budgets. Many CAOs, therefore, need to make mission-critical decisions about how much and where to invest in upkeep, repair, and modernization as well as custodial staffing, said Karen L. Leach, vice president for finance and administration of Hamilton College (NY), and Michael K. Le Roy, provost of Whitworth College (WA).

Leach and Le Roy demonstrated how collecting comprehensive data about the physical assets of a campus and a college’s investments, and benchmarking them against national trends can help CAOs develop a sound operating strategy.

Panelist James A. Kadamus, vice president of Sightlines LLC introduced the ROPA™ model that provides campus leaders with a common vocabulary with which to measure, monitor, and benchmark facility performance. The model includes four key elements of facilities management: annual stewardship (upkeep with maintenance and modernization requirements), asset reinvestment (capacity to address the backlog of repair and modernization projects), operations effectiveness (performance in providing daily services, planned maintenance, and energy management), and service effectiveness (presentation of the campus and satisfaction levels of students and staff). Based on the data collected for a specific campus, a sensible physical assets strategy and balanced investment plan for all facilities can be developed, Kadamus said, and improvements over time can be measured on any of the four indicators.

Leach explained that benchmarking facility performance and investments allowed her to see how Hamilton compared with other institutions and to develop a sustainable competitive strategy for the college. Internally, sound data collection and the results of a campus master plan (focused on academics) and a residential life study enabled her to contrast campus perceptions with the reality of conditions and spending patterns at Hamilton. The ROPA™ findings also proved useful in conversations with campus leaders and trustees to establish a commonly shared physical assets plan.

Le Roy presented the findings and process of a classroom utilization study undertaken at Whitworth to address crowding in academic facilities and perception by administrators that space allocation and scheduling were inefficient. Among the goals of the study were to maximize the efficient use of academic square footage and recommend changes to the academic...
schedule. The study, assisted by Sightlines, revealed underuse of classrooms during the day and generally low occupancy of chairs in Whitworth’s larger classrooms. As a result of the findings, some larger rooms were divided into smaller meeting spaces, an existing science building plan was amended, and discussions are underway to modify the existing class schedule and course credit system. The space utilization and cost analysis also helped, Le Roy explained, in discussions about the “highly idiosyncratic sacred cows” of dedicated classrooms used by particular professors and departments.

Fostering Student Success in College

Student persistence and success are key concerns on any campus but also national concerns, with 45 percent of students departing two-year institutions during their first year and 25 percent leaving four-year colleges and universities. A multitude of pre-college experiences that are mostly beyond the control of college administrators and faculty members determine the likelihood of a high-school student first attending college and then graduating that include aptitude, college readiness, family and peer support, motivation to learn, and socio-economic variables. But once students are on campus, institutional conditions can foster positive student behaviors that increase the likelihood of a diploma, such as time spent on task, conducive study habits, peer involvement, interaction with faculty members, and positive motivation. Therefore, the level of student engagement in college must be a key interest for students and parents as well as faculty members and administrators, said Jillian Kinzie during an Institute session.

Kinzie, associate director of the National Survey of Student Engagement Institute for Effective Education at Indiana University’s Center for Postsecondary Research, presented the latest findings from the National Survey of Student Engagement (NSSE) that further confirm the significance of student engagement and provide additional pieces to the student success puzzle.

How can institutions channel student energy toward devoting time and energy to educationally purposeful activities? What can institutions do to engage their students intensely in their coursework? Elements of a stimulating learning environment, said Kinzie, include opportunities for intense and ongoing student-faculty and peer-to-peer interactions, a broad offering of co-curricular activities, stimulating and interactive classroom experiences that respect diverse learning styles and encourage time and effort on learning, opportunities for experiences with diversity, and a high level of general student satisfaction that influences a sense of belonging. These environmental factors not only correspond positively with grades and persistence for all students, but they have compensatory effects on underrepresented and at-risk students. However, NSSE data also reveal that for such practices to be effective, programs must involve a significant number of students, be of high quality, fit the general campus culture, be unavoidable for students, and be assessed, monitored, reviewed, and improved. This is no small task, as Kinzie readily admitted.

Her advice on “If we could do one thing”: Make it possible for every student to participate in at least two high-impact activities—one in the first year, such as a first-year seminar or service learning opportunity, and one later in the major, such as a student-faculty research project or a study-abroad opportunity.

Key Role of Faculty Members in Internationalizing an Institution

“Internationalization of the faculty is essential to the internationalization of an institution,” said David B. J. Adams, senior program officer at the Council for International Exchange of Scholars, during a session at CIIC’s Institute for Chief Academic Officers. He explained that faculty members with international experience of their own understand the value of studying abroad and are therefore more effective in persuading students to take advantage of study abroad opportunities. According to Adams, “faculty members with international experience deal more effectively and sensitively with international students.” In addition, faculty members with international experience will have more credibility when they incorporate international topics into their courses. “All of this adds up to the cultural change that must take place at colleges and universities if they are to be successful in educating today’s students,” Adams asserted.

Robert Holyer, provost at Presbyterian College (SC), examined some of the challenges CAOs may face in convincing faculty members of the importance of creating an international focus, citing potential financial obstacles as well as resistance from certain factions of the faculty. He and Adams suggested ways to bring international opportunities to the faculty, from providing funding and time to adjusting tenure requirements in ways that encourage international activities.

CAOs were also prompted to think about how they might help faculty members implement new ideas when they return from an international trip and how they might be recognized in a formal way in front of their peers to create a campus environment that actively embraces international activities.

Other internationalization strategies discussed during the session included creating on-campus events that feature international speakers, incorporating international components into general education courses (both travel and topics of study), and finding ways to use the international population in the surrounding community.
Department/Division Chairs to Explore
Advancing the Department in 2008 Workshops

“Advancing the Department” is the theme of the seventh annual Workshops for Department/Division Chairs offered by CiC in spring 2008. The workshops, supported 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 time to explore these ideas with colleagues.

The workshops are designed to serve both experienced and new chairs of academic 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 campus.

Workshop topics will include:

- Marketing the Department
- Using Data to Develop a Marketing Plan for the Department
- The Theory and Practice of Conflict Management
- Negotiating Skills
- Legal Issues Surrounding Intellectual Property and Faculty Grievances
- Working with the Chief Academic Officer

Speakers will include: Kris Bartanen, academic vice president and dean of the university, University of Puget Sound (WA); Connie Bauer, provost and vice president for academic affairs, University of Saint Francis (IL); Claudia Beversluis, provost, Calvin College (MI); Andrea Chapdelaine, provost and vice president for academic affairs, Albright College (PA); Catherine Cook, CEO of Miller/Cook & Associates, Inc.; Virginia Coombs, provost and vice president for academic affairs, Keuka College (NY); Thomas D’Antonio, founding partner, Ward Norris Heller & Reidy LLP; Melinda Gier, general counsel, University of Oregon; E. Gail Gunnells, CEO, E. Gail Gunnells, PC; Robert Holyer, provost, Presbyterian College (SC); Jane Jakoubek, vice president for academic affairs and dean of the faculty, Monmouth College (IL); John Lawlor, founder and principal, The Lawlor Group; David Mee, senior consultant and director of enrollment solutions, Performa Higher Education; Christopher Qualls, dean of faculty, Emory & Henry College (VA); Kathleen Rinehart, partner, Whyte Hirschboeck Dudek, SC; Robert Sevier, senior vice president, strategy, Stamats, Inc.; Richard Sherry, dean of faculty growth and assessment, Bethel University (MN); and Michael Williams, president, 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/2008Dept_Div.asp.

CIC and UNCF Faculty Members to Participate in Seminar on Interpreting Slave Narratives

The Gilder Lehrman Institute of American History together with CIC and the United Negro College Fund (UNCF) will sponsor the seventh in a series of American history seminars for CIC and UNCF faculty members. The seminar on “Slave Narratives” will be led by David W. Blight, professor of American history at Yale University and author of the 2007 volume, A Slave No More: Two Men Who Escaped to Freedom, Including their Narratives of Emancipation. The seminar will take place at Yale University on June 15–18, 2008.

Thirty full-time faculty members will be selected for participation from nominations submitted by chief academic officers. For those selected to participate, there is no expense for room, board, books, or the seminar program itself.

The seminar will highlight slave narratives that have recently come to light, and participants will examine both antebellum and postbellum narratives. According to Blight, the pre-emancipation narratives were often serious works of literature as well as works that fit into certain conventions and formulas, tending to focus squarely on the oppression of slavery, on a former slave’s indictment of the institution of bondage as a means of advancing the antislavery argument. In contrast, the post-emancipation narratives tended to be success stories, triumphs over the past, and visions of a more prosperous future. The seminar will use the slave narratives, as well as some other assigned secondary reading, to comprehend the lived experience of slaves themselves in the transition from bondage to freedom.

For more information about the American history seminar, visit the CIC website at www.cic.edu/projects_services/coops/gilder_lehrman.asp.
CIC Announces Third Seminar on Ancient Greece for CIC Faculty Members

CIC and the Center for Hellenic Studies will offer the third in a series of seminars on Ancient Greece in the Modern College Classroom on July 14–18, 2008. Twenty-three faculty members from CIC member colleges and universities will participate in the seminar to be held on the Center’s Washington, DC, campus.

This year’s seminar, made possible through the generous support of the Gladys Krieble Delmas Foundation, will focus on Homer and Hesiod. Gregory Nagy, Francis Jones Professor of Classical Greek Literature and professor of comparative literature at Harvard University, and Kenneth Scott Morrell, associate professor of Greek and Roman studies at Rhodes College, will lead the program. The seminar is open to faculty members in all fields and is designed primarily for those who have not had formal training in ancient Greek literature. Participants will work collaboratively on materials for their courses and have unlimited access to the Center’s renowned library. “One of the seminar’s goals is to help teachers in a variety of disciplines utilize ancient texts effectively, especially in general education,” said CIC President Richard Ekman.

While most people have a basic familiarity with the *Iliad* and *Odyssey*, the less well known Homeric Hymns, along with the poetry of Hesiod, are equally important to the Western poetic tradition. Through discussion of the Hymns and Hesiod’s two major poems, *Theogony* and *Works and Days*, the seminar will provide an overview of the ancient cultural landscape and explore the importance of these texts in the evolution of Mediterranean civilizations as well as their formative role in the development of artistic, political, religious, and even economic conventions of the Greco-Roman world. Participants will consider ways in which these poems can contribute to the development of courses in a variety of disciplines, informing discussions on topics including the cosmology of ancient Greece, the protocols of human-divine interactions, and the relationship between the rulers and the ruled.

For more information about the Ancient Greece Seminar, visit the CIC website at www.cic.edu/projects_services/coops/ancient_greece.asp.

CIC Announces Library Workshop Participants for 2008

Twenty-three institutions will participate in the 2008 Transformation of the College Library Workshop on March 27–29 in Baltimore, Maryland, the last in a series of highly successful workshops that began in 2002 to strengthen the contribution of libraries to teaching and learning. These workshops have helped more than 250 colleges and universities take advantage of new technology and promote programs of information literacy on their campuses.

The workshops, offered in partnership with the National Institute for Technology and Liberal Education (NITLE) and supported by the Andrew W. Mellon Foundation, have focused on the dramatic changes now occurring in college libraries and have been intended to help small and mid-sized colleges and universities deal successfully with those changes.

### PARTICIPANTS IN 2008 TRANSFORMATION OF THE COLLEGE LIBRARY WORKSHOP

March 27–29, Baltimore, MD

- Al Akhawayn University (Morocco)
- Albertus Magnus College (CT)
- Allegheny College (PA)
- Coe College (IA)
- Davidson College (NC)
- Defiance College (OH)
- Dominican University of California (CA)
- Drew University (NJ)
- Grinnell College (IA)
- Huron University (United Kingdom)
- Illinois College (IL)
- Lewis University (IL)
- Livingstone College (NC)
- Lyon College (AR)
- Monmouth University (NJ)
- Peace College (NC)
- Sewanee: The University of the South (TN)
- Southern Virginia University (VA)
- Spring Hill College (AL)
- Stephens College (MO)
- Sweet Briar College (VA)
- Wells College (NY)
Foundations, Presidents Explore Changing Assumptions about Philanthropy at CIC Conference

“Foundations don’t fully understand higher education (and vice versa), and they tend to look outward at issues that affect a lot of institutions while institutions focus inwardly on their own well being,” said Gene Tempel, executive director of the Center on Philanthropy at Indiana University, during his keynote address at CIC’s 19th Annual Conversation between Foundation Officers and College and University Presidents. Consequently, according to Tempel, too often there is a gap between what foundations expect and what colleges can deliver.

Tempel noted that the landscape is shifting rapidly in the foundation world and that presidents of universities and colleges need to take account of the shift if they are to continue to be effective in seeking foundation grants. His address on “Foundations and Higher Education” began with a review of recent trends in donor giving, including the facts that donors are giving larger gifts to colleges and universities and are more likely to restrict the uses of their funds. Younger donors, he said, want to “change the world with a major gift,” so they are more apt to bring their own ideas to the table and want to determine how their gifts are used. In addition, foundations are increasingly dealing with living donors, while more donors are choosing to establish their own foundations. Today’s donors with the greatest net worth frequently transfer their wealth through private or community foundations. Tempel noted that the number of foundations has exploded in recent years, increasing from fewer than 22,000 in 1975 to more than 71,000 in 2005, while foundation giving to education has leveled off in the past ten years. As the number of foundations has grown, he said, “the foundation world has become more visible and thus more vulnerable to a distrusting public that doesn’t understand how it functions.”

To compensate for the differing expectations between foundation and higher education officials, Tempel recommended that presidents build coalitions among institutions and seek funding for collaborative programs; get to know foundations’ leadership, their goals, and their plans; learn to deal with foundations’ short-term expectations; build relationships with donor-designated funds and with alumni leading foundations and trusts; develop a close relationship with area community foundations; and establish closer ties with larger research interests. Always, he advised, college leaders should ask foundation executives, “How can we be of service to your goals?”

Panelists who explored “How Internal Influences Come Together to Shape What Foundations Expect of Institutions Receiving their Grants” also suggested ways for presidents to approach foundation officials. Ryan LaHurd, president and executive director of the James S. Kemper Foundation, especially likes programs that affect a large number of students, include specific assessment criteria, and can be replicated in other institutions. He urged presidents to “pay attention to the types of projects we fund and read our guidelines. Try to meet people at foundations. Talk to officers about your proposal. Educate us about what is important to you. Be specific about what you are proposing. And recognize that foundation program officers really do want to give away money!”

James Collins, treasurer of the George I. Alden Trust, said the Trust funds only small colleges in six New England states with a capacity for effective use of technology and supports student-centered programs with specific outcomes such as improving student retention rates and enhancing student social responsibility.

Edward Jones, vice president of the JPMorgan Chase Bank and Booth Ferris Foundation, characterized his foundation as a “reactive funder” that asks college presidents about their greatest needs before they decide how it can help.

(Cont’d on page 25)
Prospective Presidents Gather for Follow-up Vocation/Mission Seminar

Participants in the 2007–2008 Presidential Vocation and Institutional Mission program for prospective presidents met on February 25 and 26 in Atlanta for a follow-up seminar. Nineteen senior campus leaders, along with 17 spouses, continued their inquiry into the relationship between their own sense of vocation or calling and the mission of the institutions they might one day serve as presidents.

The distinctive premise of the Presidential Vocation and Institutional Mission program is its recognition that vital questions about presidential effectiveness are often personal and even spiritual. Such questions involve knowing what makes work fulfilling and meaningful, and finding joy in it. Participants address directly the possibility that one becomes a president because he or she has felt called to accept this responsibility. By granting senior academic leaders the opportunity to explore these issues prior to assuming a presidency, the program seeks to facilitate a better fit between candidate and institution, resulting in longer and more fulfilling presidencies.

Seminar participants considered such issues as the role of vocational discernment and commitment in the presidential search process and how to exercise vocational resilience in the work of the presidency. Facilitators were Joel Cunningham, vice chancellor and president, and Trudy Cunningham, presidential spouse and senior consultant for admission and advising, William Frame, president emeritus of Grove City College (PA), and Jake Schrum, president, Southwestern University (TX), William Frame, president emeritus of Augsburg College (MN), is CIC senior advisor for the program.

This is the fifth program on “vocation” and “mission” offered by CIC and the third for prospective presidents. To date, eight participants in the program for prospective presidents have been elected to presidencies. Participants in the 2007–2008 seminar for prospective presidents are William Anderson, provost and vice president for academic affairs, Grove City College (PA), and Kathryn Anderson; Rebecca An肯y, associate vice president for academic affairs, George Fox University (OR), and Mark Ankeny; Nancy Blattner, vice president and dean for academic affairs, Fontbonne University (MO), and Tim Blattner; James Colman, vice president for academic affairs, Charleston Southern University (SC), and Becky Colman; Christine DeVinne, dean of the school of arts and sciences, Ursuline College (OH); Sandra Doran, chief of staff, vice president, and general counsel, Lesley University (MA), and Stephen Doran; Thomas Enneking, provost, vice president for academic affairs, Marian College (IN), and Sherri Enneking; David Finley, vice president for academic affairs, Tri-State University (IN), and Heidi Finley; Scott Flanagan, vice president for planning and enrollment, Edgewood College (WI), and Krista Flanagan; James Hunt, provost and dean of the faculty, Southwestern University (TX), and Diane Hunt; J. Lee Johnson, senior vice president for business and finance, Siena Heights University (MI), and Deborah Johnson; Rockwell Jones, executive vice president and dean of advancement, Hendrix College (AR), and Melissa Jones; Dawn Pleas-Bailey, vice president of student life, Southwestern College (KS), and Jerome Pleas-Bailey; Thomas Reynolds, vice president for mission, Regis University (CO), and Madeline Reynolds; Janet Robinson, vice president for academic affairs, Lourdes College (OH), and Gene Robinson; Lorraine Rodrigues-Fisher, vice president for academic affairs, St. Ambrose University (IA), and Eddie Rodrigues-Fisher; Keith Taylor, provost and vice president for academic affairs, Gannon University (PA), and Mary Jean Taylor; Christopher Toote, vice president of student affairs, Jarvis Christian College, and Wanda Toote; Herma Williams, provost and chief academic officer, Fresno Pacific University (CA), and Eric Williams.

A similar program for current presidents will be offered in 2008–2009. Lilly Endowment Inc. supports CIC’s Presidential Vocation and Institutional Mission program.

(Foundation Conversation, cont’d from page 24)

needs and tries to fund them, often partnering with other funders to do so. This approach contrasts with most other foundations, such as the Gates Foundation, that identify the issues they want to address and fund only programs that address those issues.

Breakout discussion groups on the subject of “Making the Case for the Impact of Our Grant-funded Programs in the Face of Insistent Calls for Accountability” were led by Daniel Fallon, program director of higher education, Carnegie Corporation of New York; Ilene Mack, program director for grants, William Randolph Hearst Foundations; Donna Heiland, vice president for programs, Teagle Foundation; and Eugene M. Tobin, program officer for liberal arts colleges, Andrew W. Mellon Foundation.
Data and Decisions Workshop Update

Teams from 24 CIC colleges and universities traveled to Long Beach, California, last fall to learn to make better use of comparative data in institutional decision-making. The Data and Decisions Workshop, held October 4–6, 2007, assisted college and university leaders in making strategic decisions based on targeted data about their own institutions and up-to-date information about peer institutions.

Cosponsored by the Association for Institutional Research, the three-day workshop focused on such topics as the role of strategic assessment in institutional management, conducting reviews of institutional vulnerabilities and competencies, and identifying types of comparison groups and methods for constructing them. Participants learned how to access and make use of the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS) as well CIC’s benchmarking reports, the Key Indicators Tool (KIT) and Financial Indicators Tool (FIT).

Three- and four-person teams represented each college at the workshop, the seventh in the series. In addition to the staff member responsible for institutional research, teams consisted of senior administrators, including chief academic, finance, and student affairs officers, as well as presidents. Teams collaborated on an institutional project and presented their strategies at the workshop. To date teams from more than 150 CIC member institutions have benefited from participating in a Data and Decisions Workshop.

Presenters for the workshop were Mary Ann Coughlin, professor of research and statistics at Springfield College (MA); Edward Delaney, president of Strategic Analyses; Harold V. Hartley III, CIC senior vice president; Richard Howard, director of institutional research and reporting, University of Minnesota; Gerald McLaughlin, director of the office of institutional planning and research at DePaul University (IL); and Josetta McLaughlin, director of the school of management, marketing, and information systems of the Heller College of Business Administration, Roosevelt University (IL).

The Data and Decisions Workshops are supported by a grant to AIR from the National Center for Educational Statistics. The 2008 workshop will be held October 2–4 in Hartford, Connecticut. Application materials will be available at the end of March on the CIC website at www.cic.edu/conferences_events/workshop/2008_data_decisions.asp.

2007 DATA AND DECISIONS WORKSHOP PARTICIPANTS
Long Beach, California

Benedictine University (IL)  Dominican College of Blauvelt (NY)  Marygrove College (MI)  Roberts Wesleyan College (NY)
Birmingham-Southern College (AL)  Eastern University (PA)  Maryville College (TN)  Saint Francis University (PA)
California Baptist University  Eureka College (IL)  Mercy College (NY)  University of Mary (ND)
Centenary College (NJ)  Goshen College (IN)  Missouri Baptist University  Whitworth University (WA)
Chapman University (CA)  Hilbert College (NY)  Mount Vernon Nazarene University (OH)  Widener University (PA)
City University (WA)  Holy Names University (CA)  Nazareth College (NY)
Clarke College (IA)

CIC Announces 2008 Series of President-Trustee Dialogues

CIC is launching a new series of President-Trustee Dialogues that will begin this spring with the support and cooperation of the American Academic Leadership Institute (AALI). Ann Die Hasselmo, former president of Hendrix College and now president of AALI, will manage the program. A series of President-Trustee Dialogues had been piloted in 2003 with funding from the Henry Luce Foundation.

The Dialogues seek to encourage critical conversations among presidents and trustee leaders and are organized as regional meetings that bring together small groups of about six or seven presidents and one or two trustee leaders from each institution. During the day-long meeting, participants will examine such topics as board governance, president-board relations, institutional strategy, trustees’ responsibilities, the board’s role in planning, “best practices” for board meetings, the emerging role of the “committee on trustees,” and the components necessary for developing a strategic board.

The 2008 Dialogues will be hosted by S. Georgia Nugent, president of Kenyon College (OH) on May 28; Louis Agnese, president of University of the Incarnate Word (TX) on June 4; Todd Hutton, president of Utica College (NY) on September 10; and William Troutt, president of Rhodes College (TN) on September 23. More information about the Dialogues is available at www.cic.edu/projects_services/coops/trustee_dialogues.asp.
CIC Begins Administering Woodrow Wilson Visiting Fellows Program, Announces New Fellows

The Council of Independent Colleges has accepted an invitation from the Woodrow Wilson National Fellowship Foundation to administer its nationally renowned Visiting Fellows program. Under the new arrangement, which began January 1, 2008, CIC is administering the program, expanding the roster of Visiting Fellows, and matching Fellows with individual colleges’ needs and interests. The program will continue to bear the Woodrow Wilson name.

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

In announcing the transition, Arthur Levine, president of the Woodrow Wilson National Fellowship Foundation, said, “The Visiting Fellows program has a special place in my heart, and CIC is a natural fit for it. Woodrow Wilson is a fellowship organization, an incubator for new programs, and an administrator of a small number of continuing programs. We asked CIC to administer the Visiting Fellows initiative because of the Council’s leadership, its history, and the number of its member colleges that participate in the program. So we feel we’ve found a wonderful new home for it.”

“CIC is delighted and, indeed, honored that Foundation officials have confidence in the Council to take on the administration of such an important and well-respected program,” said Richard Ekman, president of CIC. “We believe that the Woodrow Wilson Visiting Fellows program will be a perfect complement to the range of programs offered by CIC to colleges and universities. As the program moves into its 35th year in 2008, CIC looks forward to continuing the high standards for the program set by the Woodrow Wilson National Fellowship Foundation,” Ekman added.

Allegheny College (PA) is one of many CIC institutions that have participated in the Visiting Fellows program for years. Allegheny President Richard Cook said, “Our experiences with the Visiting Fellows program have been nothing but positive. The Visiting Fellows have been highly accomplished, willingly accessible to students and faculty, and enthusiastic participants in this important program. Their commitment to undergraduate education and the liberal arts is clear.”

The program will continue to be available to all four-year colleges and universities, not only those that are members of CIC. Roger Bowen, CIC senior advisor and director of the Woodrow Wilson Visiting Fellows program, has a distinguished record of leadership in higher education. He has served as general secretary of the American Association of University Professors, president of the State University of New York at New Paltz, and vice president for academic affairs at Hollins University. Bowen is a graduate of Wabash College, and his Ph.D. is from the University of British Columbia.

Since assuming directorship of the Visiting Fellows program, Bowen has added 20 new Fellows to its roster of nearly 100 distinguished professionals in fields ranging from journalism to business to health policy to diplomacy. New Fellows include:

- Dale McCormick, the first woman in America to complete a carpentry apprenticeship with the carpenters’ union and currently director of the Maine State Housing Authority;
- Joseph Treaster, New York Times journalist and author;
- South African jurist Richard Goldstone, also known for his prosecution of war crimes trials occurring in Rwanda and the former Yugoslavia;
- Harold Piper, award-winning former Baltimore Sun foreign correspondent and editor;
- David Wagoner, poet, novelist, playwright, former editor of Poetry Northwest, winner of the Ruth Lilly Prize, and nominee for the Pulitzer Prize in poetry;
- Gretchen Sandles, a retired analyst for the CIA who also edited the President’s Daily Brief and for 27 years reported on intelligence gathered about the former Soviet Union;
- Gary Smith, record producer for such musical stars as the Pixies, Ten Thousand Maniacs, and Natalie Merchant;
- Nancy Tate, executive director of the League of Women Voters;
- Charles Hauss, peace activist and foreign policy analyst;

(Cont’d on page 28)
CIC/CLA Consortium Heads into Third Phase

The third phase of CIC’s Collegiate Learning Assessment (CLA) Consortium is under way this year thanks to a generous grant of $545,714 from The Teagle Foundation. Thirty-five CIC member colleges and universities will work collaboratively over the next three years to develop more comprehensive assessment strategies using the CLA.

Participating institutions in this next phase—both continuing and new Consortium members—were selected from a large number of applications received. Applicants submitted comprehensive assessment plans to use the CLA in conjunction with other assessment strategies. Some campuses will pair CLA results with other standardized assessment instruments, such as the National Survey of Student Engagement (NSSE). Others will use local campus measures, such as portfolios of student work.

Since 2002, CIC has collaborated with the Council for Aid to Education (CAE) to develop and implement the Collegiate Learning Assessment (CLA), one of the first widely available instruments to measure student learning directly. In 2002, CIC was approached by CAE to assist in identifying smaller private colleges to test the prototype of the CLA. In 2003, CIC recruited a group of 12 colleges and universities to participate in the first year of public use of the CLA. The following year, CIC expanded this initial group of institutions to include the 33 colleges and universities that comprise the current CIC/CLA Consortium, now entering the final year of a three-year commitment to use the CLA and share results. These institutions have gathered at annual meetings to evaluate their use of the CLA and share results.

Two key lessons have emerged from the consortial experience. First, engagement of faculty members in assessment is essential to improve student learning. Second, CLA results are best interpreted when used in conjunction with other assessment measures, such as NSSE and portfolio analyses. Taken together, these lessons point to an even larger agenda—that of creating a campus culture of assessment that is based on evidence.

The CLA is the first national standardized instrument to gauge an institution’s “value-added” contribution to student learning. Four higher-order skills—critical thinking, analytic reasoning, problem solving, and written communication—are measured by the CLA. Using a cross-sectional approach, scores from a sample of first-year students who take the test in the fall are compared with scores of seniors who take the test in the spring. Gain scores are calculated using SAT scores as a control, reported at the institutional level, and presented with comparisons to other institutions with similar characteristics.

Institutions selected to participate in the third phase of the CIC/CLA Consortium are: Alaska Pacific University, Allegheny College (PA), Aurora University (IL), Averett University (VA), Barton College (NC), Bethel University (MN), Cabrini College (PA), Carlow University (PA), Charleston Southern University (SC), College of Notre Dame of Mary, College of Saint Benedict/Saint John’s University (MN), Drake University (IA), Franklin Pierce University (NH), Loyola University New Orleans (LA), Lynchburg College (VA), Juniata College(PA), Marian College (IN), Nebraska Wesleyan University, Pace University (NY), Seton Hill University (PA), Southwestern University (TX), Springfield College (MA), Stonehill College (MA), Texas Lutheran University, The College of St. Scholastica (MN), University of Charleston (WV), University of Evansville (IN), University of Great Falls (MT), Ursinus College (PA), Ursuline College (OH), Wagner College (NY), Westminster College (MO), Westminster College (UT), Willamette University (OR), and William Woods University (MO).

(Woodrow Wilson, contd from page 27)

- **Andris Barbalan**, recently retired secretary general of the Magna Charta Observatory on the Universities’ Fundamental Values and Rights in Bologna, Italy, and former secretary general of the Association of European Universities;
- **Jameel Jaffer**, national security director for the ACLU;
- **Kevin Powers**, division counsel for the Drug Enforcement Agency;
- **Robert Quinn**, executive director of Scholars at Risk;
- **Janisse Ray**, poet, memoirist, and environmentalist;
- **Dede Bartlett**, former officer of two Fortune 25 companies;
- **Joan Bertin**, executive director of the National Coalition Against Censorship;
- **Lee Feigon**, Sinologist, seafood company executive, author, and film-maker;
- **Mary Tabor**, author and former public affairs director of the American Petroleum Institute;
- **Lee Fritschler**, former assistant secretary of education in the Clinton administration; and
- **Samin Zia-Zarifi**, deputy director of Human Rights Watch.

The new Fellows join a roster that includes former New York Times correspondent and Pulitzer Prize winner David Shipler; columnist Eleanor Clift of Newsweek; poet Margaret Gibson; New York Supreme Court Justice Emily Jane Goodman; Kevin Quigley, president and CEO of the National Peace Corps Association; and Callie Crossley, TV news magazine producer and documentary filmmaker. For more information, visit CIC’s website at www.cic.edu/visitingfellows or contact CIC at visitingfellows@cic.nche.edu.
Update on CIC Benchmarking Reports and Services

In October 2007, CIC released the fourth edition of the Key Indicators Tool (KIT) to presidents of member colleges and universities. The KIT contains comparative information on 20 performance indicators in the areas of students, faculty, tuition and financial aid, and institutional revenues and expenditures.

This latest edition of the KIT featured several improvements, including two new indicators: admissions yield rate and the average amount of unfunded institutional aid per student. A fourth sorting criterion, based on the 2005 Basic Carnegie Classifications, was also added for each indicator. In response to requests from member presidents, a new section called KIT Trends was created to provide a summary or dashboard-type presentation of the 20 indicators in the KIT.

Drawing from a database of more than 800 nondoctoral private colleges and universities, the KIT provides comparisons of institutional performance over a five-year period by region of the country, enrollment size, financial resources, and Carnegie classification. Prepared annually by The Austen Group, the KIT uses the latest data available from the U.S. Department of Education’s Integrated Postsecondary Education Data System.

This year, KIT reports can be easily downloaded from a secure server accessed through CIC’s website. A new download page contains Parts A and B of the 2007 KIT, along with KIT reports from previous years and the companion Financial Indicators Tool (FIT). An updated edition of the FIT is scheduled to be distributed in April 2008.

In addition to the standard KIT and FIT reports—which are provided to CIC institutional members free of charge—CIC continues to offer additional benchmarking services at modest fees. These include customized comparison group reports, assistance with selecting comparison groups, and online consultations to explain these reports to key constituents, such as members of the executive staff or the board of trustees.

The 2008 editions of these benchmarking tools are being generously supported by TIAA-CREF. Developmental support was provided by the William Randolph Hearst Foundations.

CIC Pilots New Institutional Diagnostic Service to Assist New Presidents

Seven new college and university presidents have used CIC’s new Institutional Diagnostic Service (IDS) since it was launched in September 2007. The IDS assists recently appointed presidents in reviewing the state of their institutions, identifying serious problems that should be addressed immediately, and recognizing promising opportunities for strategic attention. “The advantage of the IDS,” said CIC President Richard Ekman, “is that it enables a new president to view many aspects of the institution simultaneously, with advice from experts, then decide which is the highest priority for attention. Too often, a new president engages a consultant to help solve one problem only to discover that another aspect of institutional operations should have been addressed first.”

College presidents in their first or second year in office who apply for the Institutional Diagnostic Service meet with a four-person team of former independent college and university presidents and experienced higher education consultants. The team reviews a large quantity of written and electronic materials and spends 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 visits, the team prepares a confidential written report on its findings and recommendations.

The service is provided in cooperation with The Presidential Practice, an organization that provides coaching and counsel to newly and recently appointed presidents. Consultants for The Presidential Practice include: 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); Sister Mary Reap, president emerita, Marywood University (PA); Kenneth Shaw, president emeritus, Syracuse University (NY); and Jon Strauss, president emeritus, Harvey Mudd College (CA).

Support for CIC’s Institutional Diagnostic Service has been provided by The Andrew W. Mellon Foundation.
CIC Publishes Report on Business and the Liberal Arts

A report published by CIC in November 2007, Business and the Liberal Arts: Integrating Professional and Liberal Education, by David Paris, summarizes the second symposium on business and the liberal arts organized by CIC with support from the James S. Kemper Foundation. The symposium, held in Chicago in May 2007, brought together faculty members and administrators from 24 colleges and universities to discuss programmatic examples of how studies in business and the liberal arts can be successfully combined, as well as strategies that independent liberal arts colleges and universities are employing to respond to the declining proportion of students with liberal arts degrees.

Print copies are available from CIC free of charge (contact August Adams at aadams@cic.nche.edu or 202-466-7230). A PDF version is also available on CIC’s website at www.cic.edu/publications/books_reports/index.asp.

Student News Editors Invited to Workshop at New York Times

The CIC/New York Times Partnership in Education offered a day-long Student Newspaper Editors Workshop in March 2008, following an October 2007 meeting of the Partnership’s Presidents Council at the Times.

The Student Newspaper Editors Workshop on March 14 at the Times’ new headquarters in New York City attracted nearly 100 student news editors from 44 campuses who spent the day exploring the role of a newspaper in society, meeting with Times correspondents and editors, and developing their journalistic skills.

At the October 8, 2007, meeting of the Partnership’s Presidents Council, ten members met with online politics editor Kate Phillips to discuss the possibility of engaging student voters on the Times’ political website, http://nytimes.com/politics and on the Times’ politics news-blog, http://theaucus.blogs.nytimes.com. Phillips said, “Student voters—many for the first time—are interested in the political process and are following it. The Times hopes to capture some of that interest online, whether in the form of a student forum online, through a blog, perhaps following a candidates’ debate, or through featuring student projects that connect to the candidates.” Phillips can be reached at katenytimes@gmail.com.

Presidents Council members also were briefed on The New York Times Knowledge Network and its online learning platform, Epsilen—a comprehensive software package that provides wide-ranging tools and services that students and professionals need for their day-to-day learning, teaching, networking, and collaboration. The Epsilen suite includes ePortfolios, learning matrix, global learning system, group collaboration, object sharing and repository, blogs, wiki, messaging, résumé, and social and professional networking. The Times is seeking colleges or universities interested in developing compelling online courses and programs. For more information, see www.nytimes.com/knowledge and www.epsilen.com/Epsilen/Public/Home.aspx.

Participants Selected for CIC’s Network for Effective Language Learning

Ten institutions will participate in the 2008–2009 Network for Effective Language Learning (NELL), now in its second year and made possible by a grant from the W.M. Keck Foundation. The 2008–2009 Network will begin with a meeting at Pacific Lutheran University (WA) on July 7–11 where institutional teams will explore innovative approaches to language learning. Participants will continue to work with the Network through a variety of online activities and will host NELL consultants on their campuses during the academic year.

Participants in the 2008–2009 NELL program include

- Augustana College (IL),
- Brenau University (GA),
- Cedarville University (OH),
- Ferrum College (VA),
- Georgian Court University (NJ),
- Russell Sage College (NY),
- College of Saint Rose (NY),
- St. Norbert College (WI),
- Whittier College (CA),
- and Wiley College (TX).

CIC/CASE Publish Report on Advancing Small Colleges

CIC and the Council for Advancement and Support of Education (CASE) jointly published Advancing Small Colleges: A Benchmarking Survey Update (2008), which examines trends in small and mid-sized college and university advancement activities. This companion to Advancing Small Colleges: Strategies for Success is based on the most recent CASE/CIC survey of 274 institutions covering their fundraising, marketing and communications, alumni relations, and admissions activity.

Four similar studies have been jointly conducted, roughly every seven years, dating back to 1976. These comparative studies have provided useful information on mission-critical activities to CIC member institutions as well as a useful portrait of the institutional advancement activities of smaller independent colleges.

The print version of the book will soon be available from CASE and an electronic edition can be acquired now at www.case.org/Publications/Detail.cfm?ProductID=3265.
Hastings College (NE) alumnus and astronaut Clayton Anderson discussed life in space with students, faculty, and staff via videoconference from the International Space Station. Anderson had been living on the Space Station for several months with two Russian cosmonauts. Anderson’s videoconference with Hastings can be viewed online at www.hastings.edu.

Presidential Campaign 2008

Political involvement on CIC campuses has been ramping up during the presidential primaries leading to the general election this November. Eckerd College (FL) hosted live TV coverage by Dan Rather of the Florida primary results. The telecast was filmed in front of a packed audience of students, faculty and staff members, and others from the community. Students at Franklin Pierce University (NH) conducted statewide political polling after several Democratic and Republican debates were held during 2007. Later, the results were used in news reports throughout the country. Franklin Pierce also partnered with Wartburg College (IA) to conduct “First in the Nation,” a political study program in which students travel throughout both Iowa and New Hampshire to study the critical role these states play as the first primaries in the presidential elections. Juniata College (PA) alumna Anne Laird was one of a limited number of individuals chosen from 3,000 contestants to present a filmed question (via YouTube) to presidential candidates during a CNN debate in South Carolina. Lewis University (IL) was visited by the C-SPAN 2008 Campaign Bus, which offered 30-minute tours of the bus’s state-of-the-art equipment and production capabilities to faculty and students. Westminster College (PA) held Mock Convention 2007—a quadrennial event started in 1936—in which students campaigned and voted for their favorite presidential candidates. Emory and Henry College (VA) developed Election Lab 2008, a once-a-week class that is monitoring the campaign trail until the November election. The class provides students with opportunities to meet leading academics, members of the press, and politicians.

International Scholarships

CIC institutions represented nearly half of the 43 U.S. institutions whose students were selected for 2007–2008 Fulbright awards. Twenty CIC institutions, including Mount Holyoke College (MA), Wheaton College (MA), Hamilton College (NY), Kenyon College (OH), Swarthmore College (PA), Connecticut College, Kalamazoo College (MI), Washington and Lee University (VA), Lafayette College (PA), Manchester College (IN), Spelman College (GA), Williams College (MA), Earlham College (IN), Hendrix College (AR), Nebraska Wesleyan University, Oberlin College (OH), Trinity College (CT), University of Puget Sound (WA), University of Richmond (VA), and Willamette University (OR), provided a total of 102 award winners out of 810 applicants. During the previous year, a similar number of Fulbright awards (86 awardees out of 833 applicants) were granted to bachelor’s students from CIC institutions.

The most recent round of RISE scholarships also included a notable number of individuals from CIC institutions. These scholarships—sponsored annually by DAAD, the German academic exchange service—provide American science and engineering students the opportunity to study at top German research institutions. Eleven of the 200 selected recipients came from ten CIC institutions, including Agnes Scott College (GA), Albion College (MI), College of Saint Elizabeth (NJ), Grove City College (PA), Moravian College (PA), Park University (MO), Simpson College (IA), Swarthmore College (PA), Transylvania University (KY), and Washington and Lee
University (VA). The next round of RISE scholarship winners will be selected later in 2008. More information is available at http://daad.de/riselen.index.html.

Environmental Leadership

Benedictine University (IL) has joined Clean Air Counts, a northeastern Illinois initiative to reduce ozone-causing emissions. By joining the initiative, Benedictine has pledged to implement major pollutant and energy reduction strategies, such as the use of energy-efficient lighting, appliances, and office equipment; use of nonpolluting paints, cleaning products, and building materials; natural landscaping; and transportation alternatives. Thus far, Clean Air Counts has reduced pollution in the Chicago area by 2.57 million pounds per day.

Ripon College (WI) and Centre College (KY) have introduced bicycles as an alternative transportation source for the campus community—Ripon’s program provides 200 bikes (plus bike gear) to incoming first-year students that choose not to bring a car to campus (the bikes and gear can be kept by the students, a $400 value), and Centre’s program offers unlocked, freely available bikes to anyone on campus including faculty and staff. Calvin College (MI) engineering students built a demonstration wind turbine on campus that is being used as an alternative fuel source (the wind turbine can be viewed live at http://wind.calvin.edu). Mount Vernon Nazarene University (OH) is using waste vegetable oil from the campus cafeteria to power various kinds of maintenance equipment and a campus bus.

Lourdes College (OH) cohosted EARTH EXPO, an event featuring exhibits by local organizations, civic leaders, and businesses that are taking steps to help the environment. University of Richmond (VA) held a three-day e-waste recycling project to properly dispose (using green standards) of obsolete computers, monitors, printers, keyboards, cell phones, and TVs that otherwise would have gone into state landfills. Eckerd College (FL) has launched an environmental sustainability website (www.eckerd.edu/green) to document and raise awareness for a variety of environmental programs occurring on its campus. Oberlin College (OH), Berea College (KY), and Warren Wilson College (NC) were included on Sierra Magazine’s list of the top ten educational institutions that have taken action against global warming. Warren Wilson is also developing a new environmental curriculum, “Advancing Environmental Literacy,” aimed at forming a comprehensive understanding not only of the ecological, but also of the political, social, and cultural impacts of environmental issues. The initiative is made possible by a $193,000 grant from the Arthur Vining Davis Foundations.

Announcing New Programs

Many CIC institutions have expanded their academic offerings with new degree programs. Maryville University (MO) has added its first doctoral degrees, a doctor of education in leadership and a doctor of physical therapy; Clearwater Christian College (FL) will offer a new MEd in educational leadership; Endicott College (MA) will begin a master of science in information technology; Pace University (NY) has announced a doctor of nursing degree; and Southern Vermont College has added new bachelor’s degrees in business administration/nonprofit management, professional studies, and history and politics. In addition, Rivier College (NH) has added two new degrees, a doctorate of education (the first EdD in the state) and a bachelor of science in finance. Misericordia University (PA) has also added a master of business administration and a doctor of physical therapy. Houghton College (NY) has announced a new master’s program in theological studies, and St. Bonaventure University (NY) has established a new bachelor of science degree in bioinformatics (the field of science in which biology, mathematics, and computer science merge into a single discipline).

Campaign Success

Cabrini College (PA) celebrated completion of the “10,000 Hearts Campaign,” the college’s first comprehensive fundraising campaign. The college raised nearly $20 million, surpassing its goal of $16.5 million. Johnson C. Smith University (NC) completed its “Pathways to Success” campaign, which raised $81.5 million to be used for new endowments for student scholarships, faculty chairs, and programs. Lindsey Wilson College (KY) has extended its “Changing Lives” campaign after surpassing its original $12 million goal by raising nearly $37 million. The college’s new goal is to reach $53 million by 2010.

Creating Partnerships

Chapman University (CA) has partnered with a local public television station to produce new digital television content at the university’s Marion Knott Studios, a $41 million film and broadcast studio with cinematography, journalism, and television facilities located on the university campus. Chapman students will work in front of and behind the camera to help produce segments that will air on the television station’s new 24-hour Orange County (OC) channel.

Lourdes College (OH) and Chowan University (NC) have partnered with local community colleges to offer expanded educational opportunities. Lourdes has partnered with Owens Community College to create “Pathways to Completion,” a degree completion program that allows Owens students to enroll in business and education majors that transfer into a four-year degree program at Lourdes. Chowan University has partnered with Halifax Community College (HCC) to offer an Adult Degree Completion Program, which allows graduates with an associate in arts or science degree from HCC to obtain junior status at Chowan and complete a bachelor’s degree in only two years.
Announcing Gifts and Grants

Three CIC institutions have announced record-breaking gifts—the largest in their respective histories. Bennington College (VT) received a $20 million gift from alumna Susan Paris Borden and her husband Robert, in part to honor the institution’s 75th anniversary. The College of Idaho received $50 million from the J.A. and Kathryn Albertson Foundation to help launch a ten-year $175 million fundraising campaign. The gift is the largest ever given to an Idaho college or university. And Eureka College (IL) received a $2.5 million gift from the estate of Ruth Mason McGowan to endow five to six full-tuition fellowships in the college’s Ronald Reagan Leadership program.

Other CIC institutions have received sizable gifts. Saint John’s University and the College of Saint Benedict (MN) received combined pledges of $10.3 million ($5 million from Dan and Katharine Whalen for SJU and $5.3 million from Tom Petters for CSB) to establish two centers of academic excellence and distinction. Spelman College (GA) received $10 million from Lehman Brothers Holdings, Inc. to help boost minority participation in the financial services industry. William Penn University (IA) received $12 million from Musco Sports Lighting to construct a new student recreation center, several classrooms and laboratories, an industrial technology center, and a digital communication headquarters. University of Richmond (VA) received two grants totaling $8 million from the Robins Foundation to construct an expanded on-campus stadium and academic building. McDaniel College (MD) received a $5 million challenge gift from alumnus Leroy M. Merritt—the largest outright gift from a living alumnus in the college’s history—to fund student residence halls and athletic facilities.

New Facilities

Milligan University (TN) completed the new Elizabeth Leitner Gregory Center for the Liberal Arts. The 30,410-square-foot building houses a 294-seat theatre auditorium, two classrooms, photography darkrooms, and general classroom space for the college’s humanities program. College of Saint Benedict (MN) completed the Gorecki Dining and Conference Center, a $12 million campus landmark that is part of the college’s capital campaign, “Our Place in This World.” The dining center features large windows with an expansive view of the campus, with seating for 400 people and seven separate food stations offering a global menu. Mount St. Mary’s College (CA) unveiled the new Seaver Science Center, which recently underwent $6 million in renovations and expansions. Wofford College (SC) debuted the Chapman Cultural Center, a $47 million venue for arts education and entertainment, estimated to provide economic revenue for Chapman of $4.14 million annually and support 143 jobs. And Berry College (GA) opened the Steven J. Cage Athletic and Recreation Center, a 131,000-square-foot facility to be used for intercollegiate and intramural sports programs. A key highlight is the 2,000-seat arena that can be used for concerts, convocations, major speakers, and other events.

Online Innovation

St. Edward’s University (TX) students will be attending class in a new location—an online virtual world. The online virtual world, called Second Life (www.secondlife.com), is one of the fastest-growing online communities with more than nine million members worldwide. Residents within Second Life can create virtual characters and buildings, then interact with others, visit virtual locations, and even hold meetings. St. Edward’s professor Stephanie Poole Martinez and her organizational communication students created a virtual island classroom in which (using their virtual characters) they gather regularly to discuss the pros and cons of new technologies. “I heard about Second Life on the Today show,” says Martinez, “and I thought it would be an engaging way to discuss new technologies with my students.”

Roanoke College (VA) is bringing its campus online to students through College Snapshots, a new feature on the college’s website that displays constantly updating photos of major campus events, lectures, sports, student life, faculty, and alumni. The College Snapshots webpage has become one of the top-15 pages on the college website and draws at least 1,000 pageviews a week.

Changing Status

Judson University (IL) recently changed its status from college to university, and Albertson College has returned to its original name, The College of Idaho.
Garth Honored for Distinguished Service

CIC Executive Vice President Russell Garth was honored at a reception on February 5 for 20 years of distinguished service to the Council of Independent Colleges. The reception, held at the Capitol Hill Hyatt Regency Hotel, was attended by some 150 colleagues, including members of the CiC Board of Directors and dozens of CiC member presidents.

Appointed in 1987, Garth has been responsible for overall program planning and administration of CiC. From 1976 to 1987, he was initially program officer and later deputy director of the Fund for the Improvement of Postsecondary Education within the U.S. Department of Education. Before that he served as a professional staff member for the California Legislature’s Assembly Subcommittee on Postsecondary Education, where he conducted studies and developed legislation on independent higher education, student financial aid, collective bargaining, and alternative forms of education for adults.

The Award for Distinguished Service presented to Garth reads, in part: “Rusty has been instrumental in building the success of the Council’s signature event, the Presidents Institute, and he has helped drive CiC’s expansion of programs and services that accompanied the rapid growth in membership. Rusty’s ingenuity, creativity, and organizational skills have helped shape virtually every CiC project over the last 20 years.”

Garth, father of a son born with fragile X syndrome, also recently received two awards for his advocacy to improve services for individuals with intellectual and developmental disabilities. The Arc of Northern Virginia, a nonprofit organization with which he has long been associated, works to create communities that provide opportunities for people with intellectual and developmental disabilities through advocacy, education, collaboration, and celebration. The Arc created the “Russell Garth ‘You Are the Change’ Award” to “honor the qualities of an individual or organization that support the spirit of creating advocacy efforts on behalf of people with disabilities that will last more than a lifetime.” Garth was presented with the inaugural award during a ceremony at The Arc’s annual meeting on November 12, 2007. In addition, Garth and his wife, Judi, on March 4, 2008 were honored with a newly created “Lifetime Achievement Award” by the Arlington County Department of Human Services to recognize the work they have done over the years on behalf of individuals with disabilities. Judi was the founding coordinator of a parent resource center on disability issues at Arlington County Public Schools; Garth was president of the Arc board; and they were co-chairs of a local advocacy group, Concerned Parents for Arlington Adult Services.

CiC is deeply saddened to report that Garth was diagnosed last September with amyotrophic lateral sclerosis (ALS), often referred to as “Lou Gehrig’s disease.” ALS is a progressive neurodegenerative disease that affects nerve cells in the brain and the spinal cord. Garth has withdrawn from active management of CiC operations due to his illness.

Individuals may write to him at rgarth@ cic.nche.edu or 2727 South Quincy, Apt. #1217, Arlington, VA 22206. For those who wish to donate to the ALS Association in his name, checks can be made payable to “The ALS Association” and sent to:

ALS Association - DC/MD/VA Chapter
Attn: Russell Garth (Rusty’s Ramblers)
7507 Standish Place, Rockville, MD 20855
www.alsa.org

CIC in the News

Two opinion pieces by CiC President Richard Ekman were published in the October and December issues of University Business magazine, titled respectively “Not Business as Usual,” which describes efforts by colleges and universities to tie together business and liberal arts studies and “Creating Campus Appeal,” which provides an update on CiC’s Historic Campus Architecture project. This latter project was also featured in the January 6, 2008, edition of The New York Times Education Life section. In addition, CiC’s 2008 Presidents Institute in January received substantial coverage of several sessions and speakers by the Chronicle of Higher Education and InsideHigherEd.com.
Chronicle also published a letter to the editor from CIC in October that challenged assertions made in an article about the Spellings Commission’s report.

Staff News and Notes

The most recent addition to CIC’s staff roster is Rebekah Klabunde, who was appointed program coordinator for the Woodrow Wilson Visiting Fellows Program in fall 2007. A recent graduate of Hollins University (VA), where she majored in English, Klabunde worked for six seasons as a customer service representative at the Oregon Shakespeare Festival. In addition, while at the Foundation for Contemporary Arts in New York, she wrote press releases and prepared catalogues, managed sales and client databases, and worked in various other aspects of administration.

Senior Vice President Harold V. Hartley III was selected to serve a three-year term on the Advisory Committee of the Center for Policy Analysis of the American Council on Education.

Congratulations are due to several CiC staff members who were recently promoted. In recognition of their widening range of responsibilities, Barbara Hetrick and Harold Hartley were named senior vice presidents and August Adams was promoted to director of web communications.

STAFF SPOTLIGHT—People Who Make CIC Work

Sarah Stoycos joined the CIC staff as program officer in September 2006. She manages several programs, including the Network for Effective Language Learning, the American Graduate Fellowships, and the Transformation of the College Library Workshops. She also assists with the Department/Division Chair Workshops and the Presidents Institute and is involved in a variety of grants-related activities at CIC. From 2002 to 2006, Stoycos was an assistant professor of music at Centre College (KY). She holds a BA degree from Bowdoin College (ME), where she also served first as a visiting instructor and then as visiting assistant professor. She received her PhD in musicology from Washington University (MO).

Over the years Sarah has volunteered many hours for a variety of animal sanctuaries and rescues, working with domesticated animals as well as with seals and chimps. Recently she spent a week in Kanab, Utah, where she volunteered for Best Friends Animal Society. She is a member of the Parish Choir at St. Paul’s, K Street—a semi-professional church choir in Washington, DC.

THE BOARD OF DIRECTORS AND STAFF OF CIC WELCOME THE FOLLOWING NEW MEMBERS SINCE FALL 2007

New Institutional Members
Albion College, MI
Capitol College, MD
Concordia University at Austin, TX
Holy Cross College, IN
Our Lady of the Lake College, LA

New Affiliate Members
Associated Colleges of the Midwest, IL
Consortio Interamericano de Educación Superior (CIDES), PA

New Associate Member
Cox College, MO

There are several ways to reach CIC.

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.

SPUSES (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.

The Independent is published by:
The Council of Independent Colleges
One Dupont Circle, NW, Suite 320
Washington, DC 20036-1142

Richard Ekman, President rekman@cic.nche.edu
Laura Wilcox, Editor lwilcox@cic.nche.edu
August Adams, Assistant Editor aadams@cic.nche.edu
Lilia LaGesse, Layout/Production llagesse@cic.nche.edu
<table>
<thead>
<tr>
<th>Date</th>
<th>Conference</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 4–6, 2008</td>
<td>Learning Spaces and Technology Workshop</td>
<td>Decatur, GA</td>
</tr>
<tr>
<td>May 20–22, 2008</td>
<td>Department and Division Chair Workshop</td>
<td>Atlanta, GA</td>
</tr>
<tr>
<td>May 28, 2008</td>
<td>President-Trustee Dialogue</td>
<td>Gambier, OH</td>
</tr>
<tr>
<td>May 28–30, 2008</td>
<td>Department and Division Chair Workshop</td>
<td>Chicago, IL</td>
</tr>
<tr>
<td>June 3–5, 2008</td>
<td>Department and Division Chair Workshop</td>
<td>Albany, NY</td>
</tr>
<tr>
<td>June 4, 2008</td>
<td>President-Trustee Dialogue</td>
<td>San Antonio, TX</td>
</tr>
<tr>
<td>June 15–18, 2008</td>
<td>CIC/Gilder Lehrman American History Seminar</td>
<td>New Haven, CT</td>
</tr>
<tr>
<td>July 7–11, 2008</td>
<td>Network for Effective Language Learning</td>
<td>Tacoma, WA</td>
</tr>
<tr>
<td>July 13–16, 2008</td>
<td>Presidential Vocation and Institutional Mission Seminar for Current Presidents</td>
<td>Bradford, PA</td>
</tr>
<tr>
<td>July 14–18, 2008</td>
<td>Ancient Greece in the Modern College Classroom Seminar</td>
<td>Washington, DC</td>
</tr>
<tr>
<td>August 3–5, 2008</td>
<td>CIC/CLA Consortium Summer Meeting</td>
<td>Washington, DC</td>
</tr>
<tr>
<td>September 10, 2008</td>
<td>President-Trustee Dialogue</td>
<td>Utica, NY</td>
</tr>
<tr>
<td>September 23, 2008</td>
<td>President-Trustee Dialogue</td>
<td>Memphis, TN</td>
</tr>
<tr>
<td>October 2–4, 2008</td>
<td>Data and Decisions Workshop</td>
<td>Hartford, CT</td>
</tr>
<tr>
<td>October 14, 2008</td>
<td>Conversation between Foundation Officers and College and University Presidents</td>
<td>New York, NY</td>
</tr>
<tr>
<td>November 1, 2008</td>
<td>New Chief Academic Officers Workshop</td>
<td>Seattle, WA</td>
</tr>
<tr>
<td>November 1–4, 2008</td>
<td>Institute for Chief Academic Officers</td>
<td>Seattle, WA</td>
</tr>
<tr>
<td>January 3–4, 2009</td>
<td>New Presidents Program</td>
<td>Bonita Springs, FL</td>
</tr>
<tr>
<td>January 4–7, 2009</td>
<td>Presidents Institute</td>
<td>Bonita Springs, FL</td>
</tr>
</tbody>
</table>