Many of the major addresses and sessions at the 2009 Presidents Institute in Bonita Springs, Florida, January 4–7 examined the impact of the current economic crisis on the future of the nation’s independent colleges and universities under the theme of “Investing in the Future.”

The conference also featured distinguished speakers on a number of other important topics. Noted literary scholar Henry Louis Gates, Jr. urged presidents to incorporate ancestry tracing (the technique employed in his acclaimed PBS documentary series, “African American Lives”) in coursework to help students understand the diversity of culture and demography of the United States. The Honorable Shirley Ann Jackson stressed the need for investing in the future of science education and called on higher education leaders to provide students with meaningful international experiences. Other speakers underscored the imperatives of educating students for lives of social responsibility and student engagement, integrating data collections for improved decision-making, and best practices in president-trustee relations, among many other topics.

This year’s meeting featured near-record participation of presidents (312) and spouses (167). Podcasts of some of the major plenary addresses are available on CIC’s website at www.cic.edu/presidentsinstitute, as are many of the powerpoint presentations and handouts.

(See Special Report, pages 5–15)
The premise of higher education is that if you study hard and do well in your courses, you will be rewarded at the next stage. Your knowledge becomes an asset that helps you make your way in the world. People in positions to help will respect your achievements and make decisions that affect your life for the better.

The challenge for each student is to prioritize goals, then decide which major to pursue and eventually which career and civic responsibilities to assume. The prudent answer to the fundamental question, “What do I want to do professionally and with my life?” always balances preferences against perceived opportunities.

When I was in college, my most talented classmates entered medical school or PhD programs in scholarly fields. A decade later, college seniors with superb records more often chose law school over other options. And most recently, lured by reports of astronomical bonuses and lives of luxury, many star undergraduates have chosen majors in economics and finance, assuming that the combination of a rigorous course of study and their innate intelligence would lead to careers that sustained leading institutions, supported comfortable lives, and provided a worldview for understanding an otherwise unpredictable universe.

The collapse of financial markets, contraction of the housing market, and loss of Wall Street fortunes and Main Street savings will lead to changes again in the choices students make among professions as they chart the path to a useful societal role, a serviceable worldview, and a financially secure life. Perhaps the public outrage over the greed and immorality of some leaders of financial institutions will also lead to renewed emphasis on civic responsibility.

That outrage could also lead to disenchantment with today’s exaggerated arguments for majoring in economics, business, or finance as the best undergraduate major, a shift that could have its biggest impact on small, independent institutions that undergird all pre-professional studies with general education in the liberal arts. Such a shift would represent much more than a normal change in students’ preferences.

Liberal arts colleges have not remained passive as the world has changed. In the past six months, innovations in both cutting costs and devising new models of undergraduate education have been plentiful. Private colleges have been especially quick to launch imaginative and entrepreneurial approaches to their own revitalization. The cost-cutting by colleges has been done in ways that are notably selfless and have benefited students. The contrast couldn’t be greater with financial institutions that, also faced with budgetary problems, gave large bonuses to employees and imposed new fees on consumers.

Look, for example, at many colleges’ reduction of faculty compensation and increase in teaching loads, postponement of construction of needed facilities, and cancellation of planned tuition increases. For students, institutional belt-tightening has also led to important educational initiatives: a four-year degree in three years is now possible in a small but growing number of institutions; so-called “frills” in co-curricular activities have been eliminated in return for a lower tuition charge; more courses are being offered with the convenience of online, asynchronous delivery; and study-abroad programs are being shifted to lower-cost, less-visited parts of the world.
Yet it’s not always clear whether the colleges that introduce these innovations view them as short-term fixes or as new models for the long haul. Those of us who are professionally committed to the education of young people need to consider whether these changes should be touted as long-term. I worry that today’s college students and their younger siblings may view the recent innovations as evidence that higher education’s long-held premise—if you work hard in a demanding course of study, good things will follow—is no longer valid.

Keep in mind that the confidence of many young people in all kinds of institutions has already eroded. Even before the recent economic meltdown, young people increasingly did not trust employers to look out for their long-term welfare, preferred personal savings to company retirement plans, and doubted that social security would play a significant role in their retirements. Until the Obama campaign, we were also in a period of college students’ declining interest in political and civic affairs. Our critics have noted the shrinking lifetime earnings advantage of students’ declining interest in political and civic affairs. Our critics have noted the shrinking lifetime earnings advantage of college graduates. Government officials have tended to view all college-going as the same: a degree from the University of Phoenix is presented as just as good as a degree from Williams College. Today, with the economy in crisis, pursuing a dream job has been replaced by the challenge of finding any kind of job.

What lessons will now be drawn by college students from the failure of major private and public institutions to protect (let alone, broaden) the future opportunities for Americans’ professional success and personal fulfillment? I am especially worried about conclusions students may draw that shape future students’ attitudes toward the academic enterprise itself.

In this environment, students may well not continue to value a liberal arts education. A major in economics makes less sense when the field has shown itself to be so unreliable in explaining the world. An even more extreme possibility is that students will not value the serious study of any field when the premise of college-going has been contradicted by recent experience. Future students may enroll in the lowest-priced, least demanding institution in order to gain the expected credential of a college degree, but no longer focus on the quality or the content of the degree program or the nature of the campus experience.

Choices that colleges make during the next few years will influence students’ attitudes for much longer. Stripped-down and accelerated degree programs, for example, will save money for both students and institutions during the current crisis, but could undermine the future argument and market for four-year residential programs that offer rich co-curricular dimensions. Already, consumer advocates and journalists are advising high school seniors to verify that the college where they intend to enroll in September will offer the distinctive features that were promised in March. If the student chose a specific liberal arts college because it offers an education in which formal courses and a rich array of co-curricular activities are purposefully coordinated, it would be counterproductive for the college to announce that educational features beyond the classroom really do not matter very much and have been eliminated. When describing the advantages of the less expensive versions of a college education, we need to avoid making it more difficult to resume promotion of the more effective (and appropriately more expensive) model whenever the economy does recover.

Not only a matter of choice between liberal arts colleges and the other kinds of institutions, this is also an issue of consequence within each college. If only practical courses of study that lead directly to employment are emphasized, our colleges may not find a receptive audience at a later date for general education in the liberal arts. Some people argue that certain fields of study, mainly in the humanities, are less popular among students today because they are intrinsically less important than they once were, and it’s pointless to try to revive them. Today’s debates over foreign language requirements echo this rhetoric. The arguments for studying Japanese in the 1980s, which arose rapidly and faded almost as quickly, should caution us not to be too enthusiastic about today’s meteoric growth in Arabic and Chinese enrollments. Colleges and universities must take the long view.

We should encourage our best students to pursue fields that address the country’s greatest needs. We need engineers who will develop technologies that make us less dependent on oil and other non-renewable resources; we need more physicians and nurses who are committed to reducing costs and broadening access to health care; our K-12 students deserve better-prepared teachers; and we should be able to count on a cadre of government officials who are tenacious in their regulatory role. Most importantly, we need to become once again a nation of citizens who are well enough educated to understand the importance of institutions, an understanding that de Toqueville once noted was a singular characteristic of Americans. We need citizens who are intellectually equipped to exercise competent and moral leadership of these institutions, and who are guided in their early educational, professional, and personal choices by a concern for the common good.
CIC Board of Directors Welcomes New Members

During the CIC Board of Directors meeting at the 2009 Presidents Institute, six new members were elected to the Board.

Myrvin F. Christopherson has served as acting president of the Foundation for Independent Higher Education (FIHE) since July 2008. Previously, he was president of Dana College (NE) and the Dana College Foundation, Inc., and professor of communication arts and associate dean at the University of Wisconsin (Stevens Point). He holds a PhD in communication and philosophy and, among other distinctions, was honored as Knight of Dannebrog, first class, by Margrethe II, Queen of Denmark.

Joanne V. Creighton became president of Mount Holyoke College (MA) in 1996. Previously, Creighton served as vice president for academic affairs and provost and professor of English at Wesleyan University (CT). She earned an MAT from Harvard University and a PhD in English literature from the University of Michigan. She is co-founder of Women’s Education Worldwide and past chair of the Women’s College Coalition and of Five Colleges, Incorporated. The author of four books, her scholarly work and teaching have focused on William Faulkner, Margaret Drabble, and Joyce Carol Oates.

Linda N. Hanson became president of Hamline University (MN) in 2005. Under her leadership, the university launched an innovative MBA program, a Center for Business Law, and an in-residence MFA program in young adult and children’s literature. She has also led the expansion of the university’s global partnerships and exchange programs with institutions in the Middle East and China. Previously, Hanson served as president of the College of Santa Fe (NM) and vice president for university relations and assistant provost at Seattle University (WA). She received an EdD in educational leadership and an MA in educational administration from Seattle University and a BA in English and speech communication from Southern Nazarene University.

Joseph J. McGowan was appointed president of Bellarmine University (KY) in 1990, following 22 years as a vice president and dean at Fordham University (NY). During his tenure, Bellarmine has transitioned from college to university and added 20 new programs including a school of education, school of continuing and professional studies, and Center for Interdisciplinary Technology & Entrepreneurship. He received his doctorate in higher education from Columbia University and earned BA and MA degrees from the University of Notre Dame. He is currently chair of the National Association of Independent Colleges and Universities and has served on the boards of the American Council on Education and the Association of Independent Kentucky Colleges and Universities.

Jo Young Switzer assumed the presidency of Manchester College (IN) in 2004 where she previously served as vice president and dean for academic affairs and professor of communication studies. A national award-winning teacher, Switzer is the author of Interviewing Art and Skill and a recent article about women college and university presidents. She earned her PhD and MA in communication studies at the University of Kansas and has completed postdoctoral studies at Harvard University and the Wharton School of the University of Pennsylvania. She serves on the boards of the Indianapolis Peace Institute and Brethren Higher Education Association.

Karl S. Wright was appointed president of Florida Memorial University in 2006 where he previously served as executive vice president and provost. He earned his PhD from Mississippi State University in economics and his bachelor’s and master’s degrees in economics from the University of Maryland. Wright is deeply involved in South Florida civic organizations, including the Greater Miami Chamber of Commerce, Orange Bowl Committee, and 100 Black Men of Greater Ft. Lauderdale, Inc. He currently serves on the board of the United Negro College Fund and is a member of the Presidents’ Council of the Independent Colleges and Universities of Florida.
Higher Education’s Contribution to the Public Good in a Diverse Society

Explaning why he “leapt at the chance” to deliver the keynote address at the Presidents Institute, Henry Louis Gates, Jr. said, “First of all, I did so because I wanted the chance to acknowledge and thank you for the good work that you all do, still largely unheralded work, contributing so directly to the creation of the public good in an America that, officially at least, just became more diverse through the election of our 44th president, Barack Hussein Obama.” He went on to note that CIC colleges are in the forefront of helping low-income, minority, and first-generation students attend and graduate from college; that average family incomes of students at large, public four-year institutions are actually higher than those at CIC institutions; that smaller private institutions provide six times more financial aid to students than do public institutions; and that overall graduation rates at CIC colleges and universities are higher than those at public institutions.

“You are being too modest about your successes,” he told the presidents gathered for the opening plenary session and he encouraged them to “toot your own horn—because you are contributing most directly and profoundly in a lasting manner to achieving the genuine promise of America.” According to Gates, that promise is “the movement of people of color from no class to the working class and from the working class to the middle class.” Independent colleges, he said, “are slowly, surely, inevitably transforming the class and ethnic diversity of the American public in the worst of these economic times when our country needs it most.”

Gates, who is the Alphonse Fletcher University Professor and director of the W.E.B. Du Bois Institute for African and African American Research at Harvard University, shared some of his career history as a way of introducing his current research focus on genealogy and genetics to demonstrate how people are best understood as the products of their family and community across generations. From that research, Gates created the acclaimed 2006 and 2008 PBS documentary series, “African American Lives.” He said that the project is the first to employ genealogy and science to provide a deeper understanding of African American history. The series depicts genealogical investigations through the 20th century, Reconstruction, slavery, and early U.S. history and presents cutting-edge genetic analysis that locates individuals’ ancestors in Africa, Europe, and America. From more than 2,000 candidates to have their family history researched and DNA tested, Gates selected poet Maya Angelou, author Bliss Broyard, actor Don Cheadle, actor Morgan Freeman, theologian Peter Gomes, publisher Linda Johnson Rice, athlete Jackie Joyner-Kersee, radio personality Tom Joyner, comedian Chris Rock, music legend Tina Turner, and college administrator Kathleen Henderson.
“Their stories are fascinating,” Gates said. “This exploration reveals little-known events in history that help us to understand what it means to be African American.” During his research, he discovered records proving that 12.5 million Africans, mostly from Senegal, Ghana, Liberia, western Nigeria, and Angola, were shipped to the New World beginning in the 16th century; 388,000 of these Africans were shipped directly to the colonies that became the U.S., and the rest were taken to Latin America or the Caribbean. He also learned that 75 percent of African Americans’ ancestors were in the U.S. by the time Thomas Jefferson wrote the Declaration of Independence.

Perhaps most surprisingly, his research shows that the average DNA admixture for African Americans is 77 percent African, 17.5 percent European, and 4.9 percent Native American. Gates’ own DNA is 49 percent European (his father’s ancestors came from Ireland) and 50.6 percent African (from western Nigeria).

Gates said he is now working to develop a curriculum that will transform the way science and history can be linked in K-12 education. “We need to teach how science and genetics and history work. Students will learn about their ancestors by interviewing their parents about their family’s ancestry and creating a family tree—this will get them involved and interested in science and history.”

He concluded his remarks with a proposal that CIC institutions consider employing ancestry tracing as a course to help students understand the true diversity of the culture of the United States. Faculty members could, for example, assign all first-year students Spencer Wells’ book, The Journey of Man, and have them trace their family tree as part of a first-year seminar that would be team-taught by a biologist and a historian. The students could be given a DNA test. The result would be that students could learn to understand and appreciate the true diversity of humankind.

Gates’ full address is available as a podcast on CIC’s website at www.cic.edu/presidentsinstitute.

Weathering the Economic Storm

“I would venture to say that at last year’s conference, most of you thought that you were already under terrific stress and financial pressure, trying to keep things going,” said Paul H. O’Neill, former Secretary of the U.S. Treasury and former chairman and chief executive officer of Alcoa, in his Presidents Institute address. “And then in 12 months’ time we vaporized $7 trillion worth of market value in the stock market. Truly unbelievable.”

Given the “tremendous loss of value in the stock market over the past year—the average loss of paper value is 40 percent—the roles of college presidents as stewards of the institutions’ endowments and as chief investors will be a particular challenge,” O’Neill said. However, he also said that it is important to realize that the money they have today is twice as valuable as it was a year ago. If presidents are to rebuild the financial position their institutions had 14 months ago, they would need the remainder of their assets to double. He recommended that the presidents help donors understand that the dollars they give today will have twice the power they had a year ago. O’Neill said that nobody knows how long it will take to recover from this recession, but he believes that it is apparent that economic recovery will not occur as rapidly as the downturn. “Dramatic things,” he said, “are happening to the economy and to society.”

O’Neill admitted that leading in good times is a lot easier than leading in bad times. He said that good leaders must “create a vision that animates everyone in the institution, and by animate I mean move them in a consistent value-driven direction that is good in good times and bad times because it’s the right thing to do.” The person at the top must articulate a vision that has operational consequences about what must be done and “share virtually everything with the people in the institution so that when you have to make a hard decision, people may not like it, but they will understand it; so they’re with you instead of against you.”

O’Neill outlined several strategies to achieve economic recovery and underscored the importance of [then] President-elect Obama’s economic stimulus proposal. “The proposed tax cuts and new spending in the stimulus bill are necessary to get the economy functioning again.” He also asserted that the “tax system is a mess” and the federal tax code is in need of fundamental reform. “We need a tax code that is easy to understand so that neighbors can be sure that they all are paying a fair share of taxes.” “Ideally,” he said, “there shouldn’t be any deductions or credits at all.” Without them, he claimed, the nation could make “a serious reduction in the activity that goes into lobbying for special conditions and special relief from members of Congress.” Finally, the tax code would no longer be discriminatory.

In addition, O’Neill called for a tax on oil to help reduce U.S. dependence on foreign oil, solve the nation’s energy problem, and make real progress on reducing global warming. He advocated for conserving energy and reducing carbon in the atmosphere by mandating that gas prices never fall below $5 per gallon. Such a tax, he said, would help drive innovation in the automotive industry while considerably reducing the number of vehicles powered by gasoline.

Reform of the nation’s health care and education systems are additional strategies that O’Neill stressed as crucial to spurring
economic recovery. He believes that changes in management systems at health care facilities can reduce medical errors substantially and must be done for cost-control and humanitarian reasons.

On K-12 education, O’Neill noted that the “largest unfulfilled opportunity in society is assuring that, by the time children are ten years old, they have all of the functional skills to become lifelong learners.” He claimed that what K-12 education has been doing is not working for 30 to 40 percent of today's students. “If we don’t do a better job of attaining the skill capabilities that are latent in our whole population, we're going to have a very hard time competing in the world of the future.” Other countries are paying attention and doing what needs to be done to educate their children. Korea, for example, has a literacy rate of 99 percent.

On higher education, O’Neill said he hoped that colleges and universities will “do as much as possible to stay true to the idea of liberal education.” Professionalism is important, he said, but higher education needs to serve society by helping people appreciate the classics and engage in lifelong learning. According to O’Neill, if K-12 and higher education teach the ideals of continuous improvement and continuous learning, then students will develop a life of the mind that will affect their lives forever.

O’Neill’s full address is available as a podcast on CIC’s website at www.cic.edu/presidentsinstitute.

Investing in the Future of Science Education

Bolstering science and technology education—particularly at CIC colleges and universities—could play an important role in addressing many of the world’s critical challenges, said Shirley Ann Jackson, president of Rensselaer Polytechnic Institute and former chair of the U.S. Nuclear Regulatory Commission under President Clinton. Jackson began her Presidents Institute address on the future of science education by putting the issue of science education in the context of an increasingly interconnected, interdependent world.

Jackson said that according to a National Intelligence Council report, key trends likely to shape future events will include resource scarcities exacerbated by global climate change and the spread of lethal weapons capabilities. “The imperative for global competitiveness, and, indeed, the revival of our own economy, will rest largely upon our ability to bring scientific knowledge effectively to bear on the multiple challenges we face.”

Science, technology, engineering, and mathematics (STEM disciplines) will play a pivotal role in meeting these global challenges, Jackson said. On financial markets: “…improved data mining, new techniques in trending analysis and in risk assessment will help us spot fraud, breached security, and systemic vulnerabilities….” On energy: The sciences “will find ways to use existing energy sources more benignly…speed the development and deployment of alternative energy sources, design in ways to use less energy as we live our lives.” On health care: “Technologies and procedures that speed diagnosis of disease and lead to earlier, less expensive, more effective treatment are valued.” On biomedical advances: “The global scourges of HIV-AIDS, malaria, and other diseases ultimately will respond to research at the molecular level in fundamental biological science.”

Jackson noted that, “The benefits of scientific discovery and technological innovation have long been known. What is different is the focus of our national leadership…. The White House, Congress, U.S. Council on Competitiveness, and others are stressing the importance of science to address national problems and enhance U.S. competitiveness.

Jackson told a story about a roundtable discussion last year at Princeton University on politics, business, research, and education during which Speaker of the U.S. House of Representatives Nancy Pelosi repeatedly said that, “…the new Congressional agenda may be summed up in four words: science, science, science, and science.” It is clear, she said, that this country’s leaders are aware that “investing in science is the most important investment we could make for progress in health, education, energy security, national security, and job creation.”

Nonetheless, Jackson said she has deep concerns about a “quiet crisis that has eroded the production of scientists, mathematicians, engineers, and technologists….“ She stressed that “the scientists and engineers who came of age in the post-Sputnik era are retiring” and we no longer have enough new scientists and engineers to replace them. She said the nation must turn to women and racial and ethnic groups and encourage them.

“Good leaders must create a vision that animates everyone in the institution...so that when hard decisions must be made or carried through, even if they don’t like it or fully understand it, they’ll be with you.”

—Paul O’Neill
“The imperative for global competition rests largely on our ability to bring science knowledge to bear on the multiple challenges we face....”

—Shirley Ann Jackson

If independent colleges were to invest in their science programs, collaborate, take risks, emphasize strengths and focus resources, Jackson said, they could emerge from this difficult economy stronger than ever. “If we, as a nation, are to invest more in science itself, in STEM research, and in science education to address our greatest challenges, then it behooves us to recognize, applaud, sustain, and encourage the outsized contribution that independent colleges make to advance science education. We need you,” Jackson concluded.

A transcript of Jackson’s full address is available on CiC’s website at www.cic.edu/presidentsinstitute.

Investing in Student Success and the Public Good

Two prominent higher education leaders closed the Presidents Institute with a well-received discussion about the convergence of forces facing the leaders of America's private colleges and universities on every aspect of academic life. Both called for continued investment in student success as a means to contribute to a stronger future for the country.

Molly Broad, president of the American Council on Education, said that although colleges and universities aren't designed to make rapid changes or adaptations, "the intense economic pressures we are facing now will test the social contract on which America has relied, a contract which might possibly help us reframe and redesign the political and social consensus around American higher education.” George Kuh, Chancellor's Professor of Higher Education and director of the Center for Postsecondary Research at Indiana University, concurred. “This financial crisis provides opportunities to do things we couldn't do otherwise.” He suggested that as institutions deal with the financial challenges, they focus on core values and sharpen their positions in higher education. Consequently, people are more likely to listen to what they say.

Broad outlined the four major forces of change that are emerging at an accelerated pace and interacting in ways not previously predicted: the global economy, shifting demographics, the educational imperative, and the leadership challenge.

With parents losing their jobs or unable to tap the line of credit from the equity on their houses or seeing their educational savings accounts dwindle, families and students are facing serious challenges to their ability to pay for a college education, Broad said. In addition, federal and state governments face serious deficits due to declining tax revenues, corporate profits, and investments in stocks as well as the need for increased spending on unemployment, food stamps, and other social safety net programs. Broad said that even with massive infusions of resources through the stimulus package, “this is a time of great complexity and challenge, and we have to be forthright about...
acknowledging that this will not be business as usual.”

In responding to these conditions, Broad said, “we must remain loyal to our first principles of commitment to access and quality in teaching and engaged institutions. We need to plan and act strategically to address the needs of nontraditional students, displaced workers, veterans, and military personnel. CIC institutions have been doing a great job teaching higher level learning such as critical judgment, problem solving, innovation, and creativity.... These institutions’ commitment to community engagement activities will help them through this financial crisis by building on a strong foundation.”

Broad stressed that “the most important investment [the country] can make in terms of return is investment in higher education. With the help of CIC, NAICU, and other associations, we have worked with [then] President-elect Obama’s transition team to make higher education a major component of the stimulus package, including student aid, increases in the Pell Grant, and funding for ‘shovel-ready’ academic and information technology facilities for public as well as private colleges and universities.” She also noted that the new GI bill dramatically expands benefits for 3 million active-duty personnel and 2 million veterans from Iraq and Afghanistan. “This is very important and extraordinarily generous legislation—much more generous than the GI bill following World War II, which produced a substantial number of scientists and engineers, and produced the strongest economy the world has ever known.”

The leadership challenge for college presidents, Broad said, is to “step up to the plate and lay claim to that strong heritage of American higher education—the important task of educating the future generation of the workforce and investing in human capital. We must do this with a unified voice, drawing on the public trust developed over generations. This leadership responsibility we share is among the most important assignments any of us can have today.”

Following Broad’s exhortation for leadership, George Kuh laid out four tactics for higher education leaders to help weather the recession.

1. **Mind the mission and culture.** “Now is an opportune time to be clear about who we are and what we stand for. Review your mission statement to ensure you are enacting your values.”

2. **Organize for 21st century outcomes.** “Stress the employer-preferred skills you provide—teamwork, critical thinking and reasoning, oral and written communication, the ability to assemble and organize information, innovative thinking, the ability to work with numbers and statistics, and foreign language proficiency. These are essential learning outcomes—critical for this generation of students to survive and thrive.”

3. **Deliver distinctiveness.** “For what shall we be known? What is the mission-driven distinctive imprint your college leaves on students? How do you measure it? What is the evidence you have? Independent colleges outperform public institutions in student engagement. Your students do more internships and field-based work than do students at public colleges. Independent colleges outperform public institutions in providing deep learning for students. More students at small colleges report more experience with diverse people from other backgrounds.”

4. **Focus on high-impact practices.** “Research shows there are certain activities that if students participate, they benefit across the board, such as first-year seminars, learning communities, writing intensive courses, collaborative assignments and projects, service learning, community-based learning, internships, and capstone courses and projects.”

“If we could do one thing—make it possible for every student to complete at least one higher impact experience in the first year and another later linked to the major, we could make a huge difference in delivering the education needed for the 21st

“The intense pressures we are facing now will test the social contract on which America has relied, a contract which might possibly help us reframe and redesign the political and social consensus around American higher education.”

—Molly Broad
Educating Students for Personal and Social Responsibility

A panel of leaders committed to educating students for lives of social responsibility and civic engagement offered Presidents Institute participants concrete examples of how institutions of higher education can prepare students to be effective citizens and leaders of their communities, nations, and the world.

“We are now at a point when we need to capture students’ engagement in the campus, community, and classes,” said Jan Liss, executive director of Project Pericles, a national consortium of 22 (soon to be 30) colleges and universities. Founded by Eugene Lang, Project Pericles works directly with its member institutions as they individually and collaboratively develop model civic engagement programs on their campuses and in their communities. According to Liss, each campus has a unique project, but all participating institutions demonstrate their commitment in the same ways: 1) each board of trustees has a special subcommittee on campus engagement; 2) each president is a member of the presidents’ council that meets regularly; and 3) each campus has a centrally administered program and a campus coordinator who meets regularly with other campus coordinators.

Liss described one of Project Pericles’ signature programs, the Civic Engagement Course Program, that has awarded more than 100 matching grants to faculty members to develop and teach innovative courses that address issues of social concern across the disciplines. Her ultimate goal is to “make sure that programs like Project Pericles eventually are not needed because community engagement will be as important on campuses as departments of history and English.” Liss invited colleges with interest in participating in Project Pericles to contact her at jan.liss@projectpericles.org.

Richard Guarasci, president of Wagner College (NY), said Eugene Lang also provided the vision for Project Pericles’ other signature program, Debating for Democracy (D4D). According to Guarasci, D4D helps create “a community of connection, respect, and reciprocity by building on and extending students’ work in public service.” On each campus Periclean students research, develop, and advocate their opinions and positions on current public policy issues. Student representatives from all Periclean campuses are brought together for a national conference to participate in a series of educational activities with leading figures in education, environment, politics, and social entrepreneurship.

Guarasci described the philosophy behind civic engagement programs at Wagner College. A major goal, he said, is to connect liberal education with community engagement as an important way for students to learn from field-based experience, to learn with and from the community, to understand the value of engagement, and to have an impact on the community by addressing a particular set of issues. “The arts of democracy are embedded in community engagement—understanding complex social issues, coalition building, and developing leadership skills,” said Guarasci. “The habits of liberal education come together elegantly when community engagement is done with care.”

One of Wagner’s programs focuses on civic innovations for vertical as well as horizontal integration. Connections are developed between a student’s first course in civic engagement and subsequent courses. Eight departments have created curricula that allow students to work with the same agencies in each of their four years of college. This pedagogical approach permits continuity as well as continual growth and development of skill sets as students move through the academic major and apply more learning to their work with the agency.

Guarasci and a colleague in political science are about to launch a new course that integrates traditional liberal arts with civic engagement. Following grounding in urban theory and the study of urban values, students will identify a local neighborhood in distress, conduct a needs assessment with community members, and determine how the needs mesh with the educational assets of the college. Students will work with non-elected community leaders to identify issues, implement solutions, and measure outcomes.

Carol Ann Mooney, president of Saint Mary’s College (IN), demonstrated how a college that is not a member of Project Pericles can actively promote community engagement. As a Catholic women’s college, Saint Mary’s has four core aims, one of which is social responsibility. This aim comes out of the faith tradition and is systemic, not an add-on, to the educational...
experience. The college offers academic programs (for example, a minor in Justice Studies), courses, service learning and community-based learning opportunities, residence hall partnerships with local agencies, and a certificate in Intercultural Leadership. One important program is the Catalyst Trip, sponsored by Saint Mary's Center for Women's Intercultural Learning and supported by Lilly Endowment Inc., which is a week-long trip in which students and community leaders visit historically significant locations. In addition, participants in the Citizen Scholars’ Program receive education awards to put toward tuition in exchange for engaging in their communities by tutoring, serving as teaching assistants, or volunteering at the local library. Most civic engagement activities are coordinated by an Office of Civic and Social Engagement.

Financial and Strategic Outlook in a Turbulent Economy

The size and scope of troubling economic events during the last year is “unprecedented,” said Roger Goodman, vice president and team manager at Moody’s Investors Service, but there are steps higher education leaders can take to minimize the impact of the recession. His Presidents Institute session attracted a standing-room-only audience. Recounting the collapse of multiple financial institutions, plummeting housing prices, the downward spiral in both the credit and stock markets in the U.S. and abroad, and the initiation worldwide of bailout plans with uncertain effects, Goodman said, “If we had one of these things happen, it would have been an eventful year, but to have all of these in one year…makes it tough to predict anything with much certainty.”

Goodman said Moody’s official outlook for higher education in 2009, is, in a word, “negative.” Their predictions about the impact on higher education include:

- increased pressure on tuition and financial aid;
- broad investment losses on operations and philanthropy;
- lack of liquidity in balance sheets, amplified by alternative investments; and
- volatility in debt markets as well as debt structures.

Goodman said that higher education, compared with many other sectors of the economy, has historically been more insulated from the effects of recessions. But “the age of cheap credit has come to an end and past results are no guarantee for success during current conditions.” He explained that only once before, in 2002, has Moody’s had a negative outlook on private higher education (and this is the first time the firm has had a negative outlook on all of higher education), highlighting the fact that the current economy is in uncharted territory.

However, not all institutions will necessarily be downgraded. He noted that individual ratings for institutions will still be based on the usual one-on-one evaluations. As a result, institutions should take an active leadership role in disclosure of risk. “If you build a reputation as an institution that discloses information [on enrollment numbers, financial health, vulnerability to risk, etc.], it puts you in a better position with creditors, banks, and other institutions…and could even make it likelier to achieve access to credit. In this environment, zero information is worse than disclosing bad information.”

Goodman recommended additional action steps for presidents: revisit risk management approaches, plan conservatively and measure results (as well as identify areas for cutbacks), and learn not to take liquidity and market access for granted.

He concluded that despite the difficult economic climate, institutions should remember that “colleges are great business models.” Factors such as strong underlying demand, growing financial strength over the last decade, and potential flexibility with costs and capital investment are reasons to remain optimistic. “America understands and believes in the value of higher education, and colleges and universities have a demonstrated track record of long-term success.”

Goodman’s presentation, as well as Moody’s official outlook report, are available on CIC’s Presidents Institute website at www.cic.edu/presidentsinstitute.
“A customized business intelligence system that allows for integrated planning, budgeting, and assessment would quickly pay for itself through efficiency and productivity gains.”

—Larry Goodwin

Reliable Data for Prudent Decisions

Customized business intelligence systems and benchmarking tools that provide presidents and other senior administrators with the key information needed to monitor progress on the goals of the strategic plan and allow for timely decisions were introduced during a Presidents Institute session.

Larry Goodwin, president of The College of St. Scholastica (MN), established that significant growth in programs and even campuses rendered existing planning tools nearly useless a few years ago. He shared details about a new planning and decision-making tool that integrated the more than 30 data collections previously kept by budget managers across the institution. Goodwin encouraged presidents to take control of the process of selecting and designing the right tools but also stressed the importance of establishing a governance structure to create extensive buy-in for the project and to assure consistent and reliable data collecting.

While initially costly, Goodwin suggested that a customized business intelligence system that allows for integrated planning, budgeting, and assessment would quickly pay for itself through efficiency and productivity gains.

A similar endeavor to create an integrated data collection is being undertaken at Willamette University (OR). M. Lee Pelton, president, and John Balling, executive director of Willamette’s Integrated Technology Services, reported that this integrated data collection will deliver a sophisticated scorecard of institutional health and indicate progress achieved toward fulfilling the central institutional goals. Pelton suggested that such an undertaking needs to start with a new paradigm for a strategic plan that should focus on measurable goals as well as be considered a dynamic document that adjusts in response to environmental changes. The availability of a scorecard, Balling reported, fundamentally changes discussions on campus and with trustees about what should and can be achieved given limited means and precise information on other input variables.

Michael Williams, president of the Austen Group, highlighted the usefulness of the CIC Key Indicators Tool and Financial Indicators Tool benchmarking reports in establishing realistic and desirable strategic objectives. These reports are produced by the Austen Group for CIC and distributed annually to member presidents free of charge thanks to generous sponsorship by TIAA-CREF.

Emerging Best Practices in President-Trustee Relations

A sign of a strong board-president relationship is when faculty members, board members, and the president regard themselves as partners in advancing their institution, according to paneilist Theodore Long, president of Elizabethtown College (PA). He and other presenters offered strategies to create positive board-president interaction. “Presidents can begin to create this type of relationship before an individual even joins the board,” said Todd Hutton, president of Utica College (NY). He also stressed the importance of orientation and establishing clear expectations for new board members.

Long, Hutton, and Tim Summerlin, president of Schreiner University (TX), all agreed that maintaining clear communication with trustees, minimizing surprises, sharing good news about the college or university through impromptu emails, providing opportunities for self- and board-evaluations, and scheduling time to socialize during board meetings are ways presidents can improve communication and develop trust among their board members. They also advised presidents to emphasize the strategic, fiduciary, and generative role of trustees so that they understand their role on the board. To recruit future trustees, the panelists recommended that presidents take advantage of the connections and expertise of advisory boards and alumni leadership councils.

Presidents seeking to improve their relations with trustees might consider participating in the Council of Independent Colleges President-Trustee Dialogues. This program enables presidents to discuss important issues facing their institutions with a small group of presidents and trustee leaders from similar institutions. A new series of President-Trustee Dialogues is currently underway with the support and cooperation of the American Academic Leadership Institute (AALI) and are led by Ann Die Hasselmo, former president of Hendrix College (AR) and now president of AALI. Two dialogues have been scheduled for the spring of 2009—at Chatham University (PA) on Monday, May 4 and at Edgewood College (WI) on Wednesday, June 3. For more information, contact Hasselmo at Ann.Hasselmo@AmericanALL.org or (202) 276-8654.

Keep the Message Upbeat when the Dow is Down

Relationship building with alumni and donors can thrive during challenging economic times, concluded three experienced presidents during a session on stewardship of campus outreach activities that focused on recent lessons learned and practical advice for the large number of presidents in attendance.
Rosemarie Nassif, SSND, president of Holy Names University (CA), emphasized the importance of communicating openly and honestly with constituents about the economic impact on the campus combined with an emphatic assurance that the mission and momentum will continue. “Keep the positive message going,” she said, “Alumni want something to talk about.” Nassif also encouraged presidents to seek out opportunities to extend student services, such as job placement and career counseling, to alumni themselves negatively affected by the recession. Fundraising activities, she explained, may have to be redesigned and shifted toward single-focus campaigns, but donors, she argued, will understand that a campus needs support especially when other funding sources decline.

Kendall Baker, president of Ohio Northern University, shared reasons for going forward with a large campaign in November. “Campaigns,” he said, “are as much about building positive relationships as they are about dollars” and can be built in any economic climate. He also emphasized that donors want to see the institutional vision pursued despite obstacles and reminded attendees that, historically, giving declined only slightly during economic downturns. Lowering campaign goals, extending deadlines, and accepting pledges in installments are all possible campaign adjustment strategies, but the focus must remain on the strength of an institution and its goals for the future, Baker argued convincingly.

Another strategy for building relations offered by Rosemary Jeffries, RSM, president of Georgian Court University (NJ), emphasized the positive impact that creating a vibrant online community for alumni and donors can have on capital campaigns. Online communities, she explained, allow an institution to reach out more broadly to adult learners or master’s program graduates who identify more with departments and programs than with the entire campus.

The Institute handouts from all three speakers are available on CIC’s website at www.cic.edu/presidentsinstitute.

Spouses Program Focuses on Major Responsibilities

Fundraising and hospitality, activities in which most presidential spouses engage, were the focus of three well-attended sessions at the conference. One of those sessions, “The Presidential Couple: Advice on Fundraising” attracted both presidents and presidential spouses to learn from Jane and Steven Bahls of Augustana College (IL) and Susan and Norval Kneten of Barton College (NC). In his presentation, Kneten outlined a framework describing the level of involvement of presidential spouses: a ceremonial presence, social development officer, community relations representative, and advancement professional.

On spousal participation in fundraising, Kneten said, “If the board deems that a more active involvement of the spouse in fundraising is appropriate, then the options to the presidential couple are broadened. If, as a result, the spouse becomes more active in development responsibilities at higher levels of involvement, the importance of effective communication among selected trustees, advancement staff, the president, and the spouse increases significantly. This higher demand on the presidential couple and the advancement staff can result in more vibrant and energized fundraising initiatives. The reward is proportional to the effort expended by all those involved.”

Linda Scott DeRosier, former presidential spouse at Rocky Mountain College (MT), discussed strategies for serving as presidential spouse and “Balancing Multiple Roles.” Using humor to turn irritations into inside jokes with the president, rising early to find time for writing, and sharing the joys as well as burdens of the presidency in informal conversations with the president were some of the tips DeRosier shared with the spouses.

Presentations from the Spouses Program are available on the CIC website at www.cic.edu/presidentsinstitute.
2009 Presidents Institute Awards Banquet

The 2009 Presidents Institute at the Hyatt Regency Coconut Point in Florida featured superb speakers, a highly rated program, and near record attendance. A photo slideshow of the Institute is online at www.cic.edu/publications/independent/index.asp. Photography by Stan Lindsey.

Several leading supporters of private higher education received recognition during the 2009 Presidents Institute Awards Banquet on Sunday, January 4. Pictured left to right are Philip O. Geier, executive director of the Shelby M.C. Davis United World College Scholars, who accepted the 2009 Award for Philanthropy on behalf of the organization; Craig R. Dykstra, senior vice president, religion, of Lilly Endowment Inc., who received the 2009 Award for Philanthropy for Individuals; and George D. Kuh, Chancellor’s Professor of Higher Education and director of the Center for Postsecondary Research at Indiana University, who accepted the 2009 Allen P. Splete Outstanding Service Award.

Members of the CIC Board of Directors who completed their terms of service were honored during the awards banquet. Pictured (l-r) are Georgia Nugent, Kenyon College (OH); Robert Frehse, The William Randolph Hearst Foundations; John Reynders, Morningside College (IA); and Richard Ekman, CIC. Other directors who retired from the Board but are not pictured include Mark Cregan, Stonehill College (MA) and Judy Jolley Mohraz, The Virginia G. Piper Charitable Trust.

The banquet dinner in the elegant ballroom provided an inviting setting to greet old friends and honor the 2009 Presidents Institute awardees.
Michael and Tina MacDowell (left) of Misericordia University (PA), reconnect with Gwenn and Cleveland Sellers of Voorhees College (SC), CIC Senior Counsel Marylouise Fennell, Carol Ganbaldi, Mary Pat Seurkamp of College of Notre Dame of Maryland, and Antoine Ganbaldi of Gannon University (PA).

Leigh Berry and Thomas Coburn (left) of Naropa University (CO) enjoy catching up with Ann Sullivan, Richard Allen of RPA Inc., and his wife, Mary Sieminski, and Daniel Sullivan of St. Lawrence University (NY).

Louis and Mickey Agnese (center and left) of University of the Incarnate Word (TX) greet first-time Presidents Institute attendee Ann Munley of Marywood University (PA).


Steven and Jane Bahls (left) of Augustana College (IL), and Edward and Sheila Leonard of Bethany College (KS), spend time together during the pre-banquet reception.

Members of the Presidents Institute Spouses Task Force helped plan sessions for spouses on fundraising, hospitality, balancing their multiple roles, and creative uses of technology, among other topics.
Department Chair Workshops Focus on Leading with Limited Resources

“Creative Leadership with Limited Resources” is the theme of the eighth annual Workshops for Department/Division Chairs offered by CIC in spring 2009. In this time of economic constraint, the workshops offer cost-effective professional development opportunities. Department chairs will learn practical strategies for improving their work and will have opportunities to explore these ideas with colleagues.

CIC has tried to make these workshops as affordable as possible. Financial support from Academic Search, Inc. enables CIC to offer the workshops for a modest registration fee, the lowest among established programs for department chairs. The regional locations of the workshops allow many participants to drive rather than fly to the workshop, saving departmental resources, and CIC selects modestly priced hotels for the meetings.

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 can support one another in instituting change upon return to their campus.

Workshop topics will include: Attracting Entry-Level Students to the Major, Using Data to Guide Decisions, Cost-Effective Professional Development for Faculty Members, The Theory and Practice of Conflict Management, Working with Underperforming Faculty Members, Preventive Law, and Working with the Chief Academic Officer.

Speakers will include: Nancy Blattner, vice president and dean for academic affairs, Fontbonne University (MO); Mark Braun, senior vice president for academic affairs and dean of the college, Augustana College (SD); Nancy Carrick, vice president for academic affairs, the University of Redlands (CA); Andrea Chapdelaine, provost and vice president for academic affairs, Albright College (PA); Mary Ann Coughlin, assistant vice president for academic affairs, Springfield College (MA); George Dehne, president, George Dehne & Associates, Inc.; Josanne DeNatale, vice president and co-founder, Cognitive Marketing Inc.; Marylouise Fennell, RSM, CiC senior counsel and partner, Higher Education Services; Tim Gilbert, senior vice president and chief marketing officer, Campus Management Corporation; Barbara Hetrick, CiC senior vice president; Peter Holloran, president and co-founder, Cognitive Marketing Inc.; Jane Jakoubek, vice president for academic affairs and dean of the faculty, Monmouth College (IL); William Kauffman, vice president, general counsel, and secretary of the university, Saint Louis University (MO); James Lakso, provost and vice president for student development, Juniata College (PA); Mark Matson, vice president for academic affairs and academic dean, Milligan College (TN); David Mee, senior consultant and director of enrollment solutions, Performa Higher Education; Rich Paul, founder, Paul, Plevin, Sullivan & Connaughton; Christopher Qualls, dean of faculty, Emory & Henry College (VA); Mary Ann F. Rehnke, CiC vice president for programs; Mark Sargent, provost, Gordon College (MA); Richard Sherry, executive assistant to the president, Bethel University (MN); Georgia Yuan, general counsel and secretary, Smith College (MA); and Sidney Zonn, vice president and general counsel, Robert Morris University (PA).

More information and a registration form for the workshops are available on CiC’s website at www.cic.edu/departmentchairworkshops.
The 2009 College Media Conference, “How Colleges Can Obtain National and Regional Publicity,” will feature some of the nation’s top higher education journalists as well as editors and producers from several national news media. This is the 23rd year of the conference, to be held June 22–24 in Baltimore, Maryland.

The event is designed to help campus PR directors and communications professionals develop techniques and strategies that work and make contacts with some of the nation’s top reporters, editors, producers, bookers, educational correspondents, and campus news professionals.

Speakers will address a variety of important topics, including Satisfying the Editor’s Demands, Understanding National Education Reporters, Crystal Ball Gazing: Future of the News Media, Publicizing Science and Research Experts, New Media and Fresh Ideas for Promoting Faculty Members, Getting Coverage for the Institution, Public Policy and the Year Ahead, Approaching Network TV Shows, PIOnet Review: What’s on Media Officers’ Minds?, and Understanding Daily Newspapers. In addition, a special panel discussion will focus on communicating with the media during the economic crisis.

The conference program is now available on the conference website, www.collegemediaconference.org, and online registration and electronic credit card payment are available. The event is hosted by CIC with the American Association of State Colleges and Universities and is sponsored by the University of Maryland.

“This conference far exceeded my expectations! The interaction with my peers in media relations and PR—as well as high-level reporters from e-based, print, and broadcast media—was eye-opening.”

—2008 Conference Participant

2009 COLLEGE MEDIA CONFERENCE SPEAKERS

Elizabeth Bernstein, Reporter, Wall Street Journal
Cory Charles, Senior Editorial Director and Executive Producer, CNN International
Amy Chiaro, Senior Broadcast Producer, NBC’s Today Show
Kim Clark, Education Reporter, U.S. News & World Report
Callie Crossley, Emmy and Peabody award-winning television journalist and CNN commentator
Scott Jaschik, Editor, Inside Higher Ed
Eric J. Kuhn, New Media Consultant and Huffington Post blogger
Charles Madigan, Professor, Roosevelt University and author of -30:- The Demise of the Great American Newspaper
Mary Beth Marklein, Higher Education Reporter, USA Today
Kevin Merida, National Editor, Washington Post
Debra Rosenberg, Assistant Managing Editor, Newsweek
Claudio Sanchez, Education Correspondent, National Desk, National Public Radio
Jeff Selingo, Editor, Chronicle of Higher Education
Tom Siegfried, Editor, Science News
Dee Dee Thomas, Supervising Producer, NBC Today Show

“This was the most practical and relevant conference I have ever attended. The media contacts alone are gold! I will start using what I learned as soon as I return to the office.”

—2008 Conference Participant
Fifteen college and university presidents and fourteen spouses participated in CIC’s winter follow-up seminar for the Presidential Vocation and Institutional Mission program on January 7–8, 2009, following the 2009 Presidents Institute. This was the second meeting of this cohort of participants who had previously met July 13–16, 2008, in Glendorn, Pennsylvania.

The seminar further explored the connections between personal vocation, or “calling,” and the mission of the college or university. Participants described ways in which they applied these concepts in their campus leadership since the summer meeting. They also discussed applications of vocational thinking in their personal lives and steps they had taken to encourage vocational thinking among others on their campuses. Participants prepared for the January seminar by reading a selection from *Habits of the Heart* by Robert Bellah et al., *Good to Great* and the *Social Sectors* by Jim Collins, and poems by Frost, Havel, Lowell, Rilke, and Sarton.

Jonathan Brand, president of Doane College (NE) who participated in the program with his wife, Rachelle LaBarge, was initially unsure about what to expect from participating in the year-long program. “We were very interested in the topic and the reading materials,” said Brand. “What we ultimately discovered through conversation and dialogue, made possible by the program, was a subject eminently relevant to everyone—including, students, faculty members, and staff—in a timeless way. The subject of vocation, finding ‘where our deep gladness meets the world’s greatest needs’, should ideally guide everything we do and consider.” Brand also said he and his wife “never expected the additional benefit of developing some new, very meaningful friendships through the program.”

“...made possible by the program, was a subject eminently relevant to everyone—including, students, faculty members, and staff—in a timeless way. The subject of vocation, finding ‘where our deep gladness meets the world’s greatest needs’, should ideally guide everything we do and consider.”

—Jonathan Brand

Many participants from this year’s Presidential Vocation and Institutional Mission seminar joined participants from previous years for a second annual breakfast meeting at the 2009 Presidents Institute. More than 40 presidents and presidential spouses attended the breakfast, where they discussed new applications of lessons learned from participation in the seminars. Plans are underway to continue annual reunion gatherings at the Presidents Institute and to foster other means of collaboration.

This spring, participants in the 2008–2009 program will have telephone consultations with their facilitators as the final step in the program. CIC’s Presidential Vocation and Institutional Mission program is funded generously by Lilly Endowment Inc.
NELL Launches Third Cohort at Summer Meeting

The Network for Effective Language Learning (NELL) will launch its third cohort at a week-long meeting at Endicott College (MA) on July 13–17. The 2009 Network institutions that will send a four-person team to the meeting include: Alverno College (WI), Benedictine University (IL), Burlington College/Southern Vermont College (VT), Daemen College (NY), Endicott College, Loras College (IA), Marlboro College (VT), Mount Union College (OH), and Prescott College (AZ). In addition, a team composed of representatives of several colleges in the Appalachian College Association will participate.

In the meantime, participants in the 2008 Network who attended last year’s summer meeting are hard at work on language learning initiatives on their campuses and participating in the NELL eCommunity. In addition to contributing to a NELL wiki and hosting consultants on their campuses, team members have participated in two webinars that addressed the topics of language lab and media facilities, and using native language speakers as language learning partners. The teams will have the opportunity to participate in two additional webinars over the spring 2009 semester. The NELL program is supported by a generous grant from the Los Angeles-based W.M. Keck Foundation in cooperation with Drake University (IA) to help institutions explore innovative approaches to foreign language learning.

Projects and Services

Applications Still Being Accepted for Woodrow Wilson Visiting Fellows Program

While the priority deadline for receipt of applications for the 2009–2010 Woodrow Wilson Visiting Fellows program was March 2, 2009, applications are still being accepted. Institutions that submit applications early are more likely to be matched with their first-choice Fellow.

The program enables a college or university to bring to campus, for a full week, a distinguished public figure, journalist, artist, environmentalist, or other nonacademic expert for an intensive week of seminars, lectures, classes, and informal meetings with students and faculty groups. Distinguished professionals choose to participate as Fellows in the program because they relish the opportunity to share their expertise with students who in turn become better informed and more actively engaged in learning by interacting with the Fellow.

Now approaching the fourth semester of operation under the Council of Independent Colleges, the Fellows program continues to grow. CiC increased the number of participating Fellows to more than 125 and will close the 2008–2009 academic year with nearly 90 successful campus visits by Woodrow Wilson Visiting Fellows. The visits have received very positive reviews from presidents, deans, faculty members, and students. The Fellows themselves also have been effusive in their praise for the program.

The fee for a five-day residency is $5,750 for CiC members and $6,250 for other institutions. This fee is lower than the price most of the Fellows charge for a single lecture. Hosting a Fellow on campus is a cost-effective way to maintain excellent programming for students, faculty members, and the entire community when budgets are lean. CiC pays the Fellow’s honorarium, travel, and other incidental expenses, and the host campus provides housing and meals for the Fellow.

For details about participation in the program, including biographical information about the growing list of distinguished individuals who are now serving as Visiting Fellows, visit the website at www.cic.edu/visitingfellows.

Woodrow Wilson Visiting Fellow Thomas Boyatt, former United States Ambassador (Colombia and Upper Volta), addressed students at the Riley Institute at Furman University (SC) on the subject of “The Hundred Years War of the 20th Century.”

Woodrow Wilson Visiting Fellow

Independent | Winter · Spring 2009 19
The Ancient Greece seminar offered last year by CIC and the Center for Hellenic Studies was so popular that the seminar will be repeated this summer. CIC received a large number of nominations for the seminar on “Homer and Hesiod” but was unable to accommodate all who were interested. As a result, the 23 faculty members who will participate in the 2009 program were selected from the pool of exceptional nominations received in 2008. This fourth seminar on Ancient Greece, supported by the Gladys Krieble Delmas Foundation, will once again take place at the Center's campus in Washington, DC.

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, the *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. Participants, all non-specialists who teach a range of courses on their campus, 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.

The seminar will be directed by Gregory Nagy, Francis Jones Professor of Classical Greek Literature and professor of Comparative Literature at Harvard University, and Kenneth Scott Morrell, associate professor of Greek and Roman Studies at Rhodes College (TN). Designed to give faculty members from all disciplines the opportunity to extend their knowledge of ancient sources and develop strategies for incorporating them into their courses, participants will work collaboratively on materials for their courses and have access to the Center's renowned library.

The Center for Hellenic Studies is a world-class research institute affiliated with Harvard University that brings together people and resources in a variety of contexts to support the study of Hellenic civilization.

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**2009 PARTICIPANTS, ANCIENT GREECE IN THE MODERN COLLEGE CLASSROOM SEMINAR**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position, College/Institution</th>
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<tbody>
<tr>
<td>Ellie Bagley</td>
<td>Assistant Professor, Philosophy and Religion, Rocky Mountain College (MT)</td>
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<tr>
<td>Corinne Benedetto</td>
<td>Associate Professor, School for New Learning, DePaul University (IL)</td>
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<tr>
<td>Sean Benson</td>
<td>Associate Professor of English, Language and Literature, Malone College (OH)</td>
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<tr>
<td>Katherine Bentz</td>
<td>Assistant Professor, Fine Arts, Saint Anselm College (NH)</td>
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<tr>
<td>Carmella Braniger</td>
<td>Assistant Professor, English, Millikin University (IL)</td>
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<tr>
<td>Lisa Darian</td>
<td>Associate Professor, English, Hartwick College (NY)</td>
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<td>Jerome Denno</td>
<td>Associate Professor, English, Nazareth College (NY)</td>
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<tr>
<td>June-Ann Greeley</td>
<td>Assistant Professor, Religious Studies, Sacred Heart University (CT)</td>
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<tr>
<td>Gary Grieve-Carlson</td>
<td>Professor, English, Lebanon Valley College (PA)</td>
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<tr>
<td>Nicholas Hunt-Bull</td>
<td>Assistant Professor, Philanthropy, Political Theory, Southern New Hampshire University</td>
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<td>John Jacobs</td>
<td>Professor, English, Shenandoah University (VA)</td>
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<tr>
<td>Lisa LeBlanc</td>
<td>Associate Professor, Humanities Anna Maria College (MA)</td>
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<tr>
<td>Linda Linzey</td>
<td>Assistant Professor, English, Southeastern University (FL)</td>
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<tr>
<td>Ian MacInnes</td>
<td>Associate Professor, English, Albion College (MI)</td>
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<td>Kristina McBride</td>
<td>Assistant Professor, English, Brevard College (NC)</td>
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<tr>
<td>Steven Patterson</td>
<td>Assistant Professor, Social Sciences, Lambuth University (TN)</td>
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<tr>
<td>Stuart Patterson</td>
<td>Assistant Professor, Liberal Arts, Shimer College (IL)</td>
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<tr>
<td>Felicia Ruff</td>
<td>Assistant Professor, Theatre and Speech, Wagner College (NY)</td>
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<tr>
<td>Scott Shauf</td>
<td>Assistant Professor, Bible and Greek, Bluefield College (VA)</td>
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<tr>
<td>Mary Jo Sodd</td>
<td>Professor, Theatre, Central College (IA)</td>
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<tr>
<td>Michael Vander Weele</td>
<td>Professor, English, Trinity Christian College (IL)</td>
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<tr>
<td>Beth VanRheenen</td>
<td>Associate Professor, Languages and Literature, Lourdes College (OH)</td>
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<tr>
<td>Edward Woodfin</td>
<td>Assistant Professor, History and Politics, Converse College (SC)</td>
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CAMPUS UPDATE
A compendium of recent news from CIC member institutions

Student and Family Assistance During the Economic Downturn

CIC institutions are helping students and their families in a variety of creative ways to deal with the difficult economic times and potential financial challenges. Gannon University’s (PA) trustees, for example, have authorized up to $2.6 million more this year for financial aid as part of the Gannon Stimulus Initiative, increasing Gannon’s total financial aid to $26.6 million for the 2009–2010 academic year. Additional financial aid will be available to current and prospective students, particularly those whose economic circumstances have adversely affected their ability to pay tuition. Students who may be eligible for a portion of the aid could include, but may not be limited to, those whose parents have lost their jobs or are experiencing unusual circumstances and self-paying students who have become unemployed. More than 95 percent of Gannon students receive some form of financial aid and nearly 42 percent are first-generation college students. Merrimack College (MA) recently announced that students will not face an increase in tuition, room, and board charges for 2009–2010. In recognition of the financial challenges facing college students and their families, the college’s board of trustees recently voted to extend 2008–2009 rates to next year. In addition, Merrimack has increased the amount of financial aid it will provide next year by more than $1 million to nearly $18 million in financial assistance. More than 80 percent of the college’s students receive financial aid.

To help its community gain a better perspective on the economy, the University of Richmond (VA) hosted a gathering of 16 top economists, including Nobel Laureates and the president of the Federal Reserve Bank of Richmond, to confer on the economic crisis. The participants, who also included economic historians, macroeconomists, financial economists, and policy makers, took questions from an invited audience of students, faculty members, guests, and members of the news media.

In a similar effort, 25 private colleges and universities in Virginia (including 19 CIC member institutions) offered a day of special presentations to reassure prospective students and their parents that the personal education provided by the private institutions in the state is more valuable than ever and within reach, even in today’s economy. The “Within Reach and Personal” sessions were organized by the Council of Independent Colleges in Virginia and took place at Averett University, Bluefield College, Bridgewater College, Eastern Mennonite University, Emory & Henry College, Ferrum College, Hollins University, Lynchburg University, Mary Baldwin College, Marymount University, Randolph College, Randolph-Macon College, Roanoke College, Saint Paul’s College, Shenandoah University, Sweet Briar College, University of Richmond, Virginia Union University, Virginia Wesleyan College, and Washington and Lee University.

Enrollment Increases

Despite this period of economic uncertainty, many CIC colleges and universities are reporting high levels of enrollment for fall 2008 and spring 2009. Brescia University (KY) reported a 21 percent increase in its total student enrollment over spring 2008. This includes 80 more undergraduate students and 18 additional graduate students. This increase, coupled with record
fall enrollment, means the university is nearly at capacity for student housing. Concordia College (MN) reported that fall enrollment was slightly up from last year, and a full 100 percent of pre-registered first-year students arrived on campus, completely filling the college’s residence halls. Additionally, Trine University (IN) reported that the number of full-time students enrolled in the spring semester has increased by 11 percent over spring semester last year, contributing to the highest spring enrollment since 1972.

Carnegie Foundation Recognizes 25 CIC Institutions
Twenty-five CIC colleges and universities were recently designated by the Carnegie Foundation to receive its elective classification for Community Engagement. This classification affirms that a university or college has institutionalized community engagement in its identity, culture, and commitments. It also affirms that the practices of community engagement are aligned with the institution’s identity and form an integral component of the institutional culture. There are three categories in the classification: (1) curricular engagement, (2) outreach and partnerships, and (3) a combined category for both curricular engagement and outreach. All 25 CIC institutions were recognized in the combined category of curricular engagement and outreach, including: Alvernia University (PA), Augsburg College (MN), Berea College (KY), Cabrini College (PA), Daemen College (NY), Defiance College (OH), Dominican University of California, Duquesne University (PA), Eckerd College (FL), Emory & Henry College (VA), Keuka College (NY), Messiah College (PA), Mount St. Mary’s College (CA), Nazareth College (NY), Otterbein College (OH), Pfeiffer University (NC), Regis University (CO), Rollins College (FL), Saint Anselm College (NH), Saint Peter’s College (NJ), Springfield College (MA), Stonehill College (MA), Swarthmore College (PA), Wagner College (NY), and Xavier University (OH).

2008 U.S. Professors of the Year
The Council for Advancement and Support of Education (CASE) and The Carnegie Foundation for the Advancement of Teaching in November honored four national winners and 46 state winners of the 2008 U.S. Professors of the Year award. Eleven CIC faculty members were named 2008 state winners: Tim Lindblom, associate professor of biology at Lyon College (AR); Kerry Hunter, professor of political economy at The College of Idaho; Beau Basel Beaudoin, professor, television department, and coordinator of culture, race, and media at Columbia College Chicago (IL); Kimberly Burke, professor of accounting at Millsaps College (MI); Mary Spratt, Cox Endowed Professor of Biology at William Woods University (MO); Maurissa Abecassis, associate professor of social science and education at Colby-Sawyer College (NH); Andrew Mickley, professor of psychology and neuroscience at Baldwin-Wallace College (OH); Richard Ellis; Hatfield Professor of Politics at Willamette University (OR); Nicholas More, associate professor of philosophy at Westminster College (UT); Kelly Lambert, Brock Professor of Psychology at Randolph-Macon College (VA); and James Evans, professor of physics and science, technology, and society at University of Puget Sound (WA).

Faculty Discoveries
Graham Peck, associate professor of history at Saint Xavier University (IL), discovered forgotten records from rival newspapers giving accounts of the Lincoln-Douglas exchange at the 1854 Illinois State Fair that illuminate Abraham Lincoln’s historic rivalry with Senator Stephen A. Douglas. Peck’s findings will be released in the summer issue of the Journal of the Abraham Lincoln Association. Professor Peck was a participant in the 2003 CIC/Gilder Lehrman American History Seminar.
Launching New Centers and Institutes

College of Notre Dame of Maryland will launch two new schools in 2009. A School of Pharmacy will address the great need for pharmacists regionally and nationally. A shortage of 157,000 pharmacists nationwide is predicted by 2020. The School of Pharmacy will be the first on the campus of a women’s college in the U.S. and the second in the state of Maryland. The pharmacy program, with 70 students per class, will provide a distinctive focus on leadership development and women’s health care across the lifespan and will be open to women and men. This fall, the college also launches a School of Education that will offer programs at the baccalaureate, graduate, and doctoral level. Pending approval by the Maryland Higher Education Commission, the school will offer new master’s programs—Catholic teacher leader with a concentration in religious studies, liberal studies with a concentration in education, and special education. A new BA/MAT degree with four education certifications will also begin in fall 2009. Four other graduate studies programs will be phased in through fall 2013. Establishment of the School of Education will help meet a critical workforce shortage in Maryland.

With first-generation college students making up more than 40 percent of Barry University’s (FL) current freshman class, many students enter college without the family background or tradition to support study skills needed in the college environment. The renovation of the university’s Glenn Hubert Learning Center ensures that many more Barry University students will have access to these services. The center officially reopened recently after being renovated with a $370,000 gift from benefactor Glenn Hubert. The facility has doubled in space and features new computers, software to assist with learning and virtual workshops, furniture, and equipment. The center consists of a Mathematics Laboratory, Reading Laboratory, Writing Center, and Center for Advanced Learning.

Presbyterian College (SC) plans to open its new Confucius Institute in 2009. The college was selected by the Office of Chinese Language Council International, headquartered in Beijing, to host this program to promote Chinese language and culture in South Carolina. The institute will build on the college’s existing Chinese language and culture program in partnership with China’s Guizhou University. As part of the partnership, China will send language instructors to the Institute and share 3,000 volumes with the college’s library. Presbyterian College also will partner with the South Carolina State Department of Education and a coalition of four other institutions—Clemson University, Furman University (SC), Wofford College (SC), and Converse College (SC)—to develop a plan for teaching Chinese language in the state’s public schools.

Announcing New Programs, Majors, and Terms

Franklin College (IN) will add an art major to the curriculum after years of incrementally building toward a degree program. Students will have multiple opportunities to exhibit their work, pursue internships in the visual arts, and take part in field trips and winter-term travel courses. The college already offers scholarships and financial aid for students who excel in visual and fine arts.

Robert Morris University’s (PA) School of Education and Social Sciences announced three new degree programs for 2009. Beginning in January, the school will offer RMU’s first totally online undergraduate program in applied psychology, designed for students who are either beginning their college careers or have earned an associate’s degree. In the fall, the school also will offer online master’s degrees in instructional leadership and in business education.

Carlow University (PA) will offer a new doctor of nursing practice degree, a low-residency nursing program that will begin in August 2009. The program will be open to students who have a current RN license, a bachelor of science in nursing, and a master’s degree in nursing.

Ohio Valley University (WV) will offer graduate courses in education this spring with the introduction of a new master of education degree program in curriculum and instruction. It...
can be completed in 16 months and courses will be offered in an online format. The new program is designed for graduate students who already have a bachelor’s degree, who are certified teachers, and who need additional credentials for a position or salary enhancements.

**Alvernia University** (PA) launched an online master of business administration program this spring with courses in strategic management and management finance. Designed to be completed in two years, the program enables students to complete the same curriculum as their on-campus counterparts. In addition, the admissions and academic requirements for the online MBA program are identical to those of the on-campus program and include on-campus seminars, allowing for person-to-person interaction with faculty members, professional networking, traditional academic presentations, and lectures from leaders in the field of executive business administration.

While many college students were enjoying their holiday break, some **Austin College** (TX) students returned to campus early to begin the new January term. During this one-month “head start” on the normal semester, Austin students take only one course allowing for in-depth study of a particular topic. Students also have the opportunity for travel related to their topic of study, and this January nearly 250 Austin College students and faculty members traveled to Argentina, Brazil, China, Germany, Malaysia, and Singapore among other destinations. A course on “Leadership in a New Era” brought students to Washington, DC, to witness the change of presidential leadership at the Presidential Inauguration.

**Campaign Success**

**Springfield College** (MA) announced the completion of its largest fundraising campaign, $44.5 million, in the college’s 123-year history. The college entered the public phase of the campaign in 2005 with $20 million raised. Last year, The Kresge Foundation announced a $1 million challenge grant if the college raised $39 million by June 30, 2008. The challenge was met. Supported by these campaign funds, the college constructed its new Wellness Center and Field House, expanded and renovated the Schoo-Bemis Science Center to create a modern, interdisciplinary science teaching facility, and broke ground for the new Campus Union Complex. It also established 50 newly endowed scholarships and 16 named funds supporting the college.

**Trinity College** (CT) received a gift of $5 million from Thomas S. Johnson, a 1962 graduate and former trustee and chairman of the board, and his wife, Ann. With this generous support Trinity now has secured ten of the 16 endowed chairs that are among the highest priorities of the *Cornerstone Campaign for Trinity*, a $350-million comprehensive fundraising effort that was publicly launched in October 2007. The college also recently received almost $2 million for financial assistance for undergraduate students from the estate of the late Reverend John Curry Gay, who in 1998 received his master’s degree from Trinity, and close to $1 million in support of faculty salaries from the estate of the late Kathleen MacNerney, widow of John MacNerney, who attended Trinity from 1939 to 1941.

**Gannon University** (PA) raised its largest amount ever in a fundraising drive. The university’s *Power To Transform Comprehensive Campaign* raised more than $39 million. In addition to campaign gifts, Gannon University also obtained more than $8 million in additional funds from state and federal sources. The overall fundraising amount, therefore, was almost $40 million over the last seven years. The campaign received contributions from more than 11,000 individuals and from more than 800 organizations.

In support of **The Hollins Campaign for Women Who Are Going Places**, the largest comprehensive fundraising campaign in the university’s history, Frank Batten and his wife, Jane, presented a gift of $3 million to **Hollins University** (VA) to further endow the institution’s leadership program that bears their name. The Hollins’ Batten Leadership Institute, created in 2002, provides programs and initiatives that focus on students’ personal, interpersonal, and intellectual development.

**Announcing Gifts and Grants**

Donald and Patricia Schneider provided a $4 million gift toward the construction of a new athletic complex, which will be named the Donald J. Schneider Outdoor Athletic Complex, at **St. Norbert College** (WI). Don Schneider graduated from St. Norbert College in 1957 and is a member of the college’s board of trustees. The new athletic complex will include a 400-meter track with an all-weather surface, appropriate space for all field
events, field turf for football and soccer competition, and a building with lockers and showers that can accommodate more than 200 home and visiting athletes.

Alvernia University (PA) recently received the largest single gift in the 50-year history of the institution. T. Jerome (Jerry) and Carolyn Holleran donated $3 million to support the Center for Community Engagement, which will be renamed The Holleran Center for Community Engagement at Alvernia. The gift includes working capital to enhance the work of the center in the community as well as provisions to permanently endow the center. The center has served as a prominent “front door” for the university’s many community-based projects, including a new nonprofit roundtable with the Chamber of Commerce and a series of free lectures.

Point Park University (PA) received a $2 million grant from the Heinz Endowments to support the architectural design phase of its campus master space plan for the Academic Village Initiative. The grant will underwrite a comprehensive design process resulting in a specific set of architectural and engineering blueprints necessary for construction of the Academic Village. In addition, the grant will support a university architect/planner to oversee the initiative in its entirety and to help construct an environmentally sustainable overlay for the project.

Madonna University (MI) received a $1.5 million challenge grant from the Kresge Foundation to support construction of an environmentally-friendly $20 million science and media building. The new building will provide the university’s growing science program with laboratories that exceed nationally recognized standards for higher education, along with state-of-the-art production facilities that meet the highly technical demands of its broadcast and cinema arts program. At nearly 60,000 square feet, it will house instructional laboratories in the physical and biological sciences, classrooms, seminar rooms, a lecture hall, and a high-definition media studio.

Franklin Tech Park Associates, LLC transferred a land title to Franklin College (IN) for nearly 32 acres of woods. The gift, valued at $1.39 million, will be used for botany and field ecology studies and research by college students and faculty members. The land also will support academic programs in natural sciences and environmental studies. The company donated the land to the college because of its commitment to responsible land stewardship and its greater mission of furthering the education of young people.

St. Bonaventure University (NY) recently received an anonymous gift of $1 million from an alumnus to support entrepreneurial service learning. The leadership gift will endow service programs in the School of Business, specifically Students in Free Enterprise, Volunteer Income Tax Assistance, and BonaResponds.

The College of St. Catherine (MN) has received the largest gift in its 104-year history from an anonymous donor. The perpetual legacy endowment will ensure a gift to St. Catherine of at least $1 million annually in perpetuity. The donor intends the gift to support initiatives in the School of Health, launched in 2007, funding program development, administrative costs, digital learning development, and laboratory expansion.

New and Recently Renovated Facilities

Cedarville University (OH) announced the successful completion of an $11 million fundraising effort for the Center for Biblical and Theological Studies. The 60,000-square-foot building houses the university’s Bible department and The Cove, an academic enrichment center that caters to students’ educational needs. The center was designed to draw on natural light and includes stained glass windows that stretch from the base to the top of the building.

A state-of-the-art Radio Frequency Identification (RFID) technology lab is now open at Merrimack College (MA). RFID technology is an automatic identification method that uses tags or transponders to store and remotely retrieve data, and Merrimack is one of the few colleges in the country with such equipment for research. It is also one of the only higher education institutions to include RFID coursework as a core requirement for an electrical engineering undergraduate degree.

Name Changes

Grand View University and Northwest Christian University have recently changed their status from college to university.

THE BOARD OF DIRECTORS AND STAFF OF CIC WELCOME THE FOLLOWING NEW MEMBERS SINCE FALL 2008

New Institutional Members
Freed-Hardeman University (TN)
Queens University of Charlotte (NC)
Saint Mary’s University of Minnesota

New Associate Member
Goodwin College (CT)

New International Member
Zamorano University (Honduras)
CIC Offers New Book on Keys to a Successful Presidency

Jerry Panas, frequent Presidents Institute speaker and a long-time member of the CIC Board of Directors, has written a new book, The First 120 Days: What a New College President Must Do To Succeed. Jerry is CEO and executive partner of Jerold Panas, Linzy & Partners.

This insightful volume, written in the pithy (and nonacademic) style for which Panas is best known, explores the keys to a successful presidency that he has gleaned as a fundraising consultant to hundreds of colleges and universities as well as to many of the country’s major nonprofit organizations.

Although directed to the new college president, the book provides an important perspective for more seasoned college presidents by tackling topics such as dealing with the faculty, evaluating senior staff, and president-trustee relations.

By special arrangement with Panas, CIC members can order the book at a discounted price of $30. CIC also is able to fill orders for five or more copies at a further reduced price of $25 per copy.

Information about The First 120 Days, including an online order form (with an option to pay by credit card), is available at www.cic.edu/publications/books_reports. Questions should be addressed to Lilia LaGesse, CIC publications manager, at (202) 466-7230 or lagesse@cic.nche.edu.

Historic Campus Architecture Project Gains Exposure through ARTstor

More than 15,700 image requests were made through the ARTstor website for CIC’s Historic Campus Architecture Project (HCAP) during 2008. ARTstor, a nonprofit organization that offers (through a subscription service) a vast digital library of scholarly images to educational and nonprofit institutions worldwide, made the HCAP collection available through its site in May 2008. ARTstor considers the level of HCAP activity received through its site as “very significant.” Through the ARTstor site, individuals such as scholars, curators, teachers, librarians, and students have searchable access to all HCAP content, as well as the ability to view, export, and download photos from the collection. The HCAP collection features
approximately 5,000 images of 2,100 buildings and historic sites from 389 participating colleges and universities. Colleges and universities that are ARTstor subscribers can access the HCAP materials on ARTstor’s website at www.artstor.org. Others may access the materials on the HCAP website at www.cic.edu/hcap.

Staff News and Notes

CIC President Richard Ekman moderated a session at the 2009 NCAA annual convention on January 15 on “Academics, Athletics, and Today’s Sports Culture: Expectations and Realities.” Speakers included Denison University President Dale Knobel; New York Times writer Bill Pennington, who wrote a series last year about a gap between the reality and perceptions of receiving a college athletic scholarship; Nan Carney-DeBord, head women’s basketball coach at Ohio Wesleyan University; Michael Hendricks, vice president for enrollment at Catholic University of America; Charlie Titus, vice chancellor for athletics and recreation, special programs and projects at University of Massachusetts-Boston; and University of Puget Sound (WA) student-athlete Kavin Williams.

Barbara Hetrick, senior vice president, addressed the topic of “The Independent Sector of Higher Education in the United States” on January 14 with a delegation of university leaders from Armenia who were selected as outstanding leaders in their field by the U.S. Embassy in Yerevan for a study tour of the United States. Of particular interest were U.S. accreditation, the differences between private and public higher education, and CIC institutions’ mission to educate students for rewarding lives, service to the community, lifelong learning, and engaged citizenship. The program was sponsored by the Department of State’s International Visitor Leadership Program.

Staff Spotlight—People Who Make CIC Work

Barbara Hetrick, senior vice president, is responsible for corporate and foundation support and oversees communications and selected CIC programs. She was appointed to CIC as vice president for advancement in May 2007. Previously, she served as the chief academic officer at Catawba College (NC), The College of Wooster (OH), and Hood College (MD). Her appointments also included professorships in sociology and vice president of the Maryland Independent College and University Association (MD).

A graduate of Western Maryland College (now McDaniel College), Hetrick earned her Master’s and PhD degrees in sociology from the University of Maryland. She has coauthored three books and several articles on social issues and on higher education. She worked with the National Institute of Education’s Study Group on the Conditions of Excellence in American Higher Education, which produced the landmark report, Involvement in Learning: Realizing the Potential of American Higher Education. Hetrick currently serves on the board of directors of the National Center for Higher Education Management Systems (NCHEMS). She has been an American Council on Education (ACE) Fellow, and helped to establish a college of arts and sciences for a women’s university, Zayed University, in the United Arab Emirates.

There are several ways to reach CIC. Let us hear from you.

Phone: (202) 466-7230
Fax: (202) 466-7238
Email: cic@cic.nche.edu

Website

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

Listservs

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

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

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

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

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 campuses interested in discussing issues of information technology.

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<tr>
<th>Date</th>
<th>Conference</th>
<th>Location</th>
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<tbody>
<tr>
<td>March 12–14</td>
<td>Vocation in Undergraduate Education (VUE) Conference</td>
<td>Indianapolis, IN</td>
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<tr>
<td>March 20</td>
<td><em>New York Times</em> Student News Editors Workshop</td>
<td>New York, NY</td>
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<tr>
<td>April 2–4</td>
<td>Division and Department Chair Workshop</td>
<td>St. Louis, MO</td>
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<tr>
<td>May 27–29</td>
<td>Division and Department Chair Workshop</td>
<td>Cambridge, MA</td>
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<td>June 2–4</td>
<td>Division and Department Chair Workshop</td>
<td>Pittsburgh, PA</td>
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<td>June 7–10</td>
<td>CIC/Gilder Lehrman American History Seminar</td>
<td>New Haven, CT</td>
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<td>June 9–11</td>
<td>Division and Department Chair Workshop</td>
<td>San Diego, CA</td>
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<td>June 22–24</td>
<td>College Media Conference</td>
<td>Baltimore, MD</td>
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<td>July 13–17</td>
<td>CIC/Center for Hellenic Studies Ancient Greece Seminar</td>
<td>Washington, DC</td>
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<td>July 13–17</td>
<td>Network for Effective Language Learning Meeting</td>
<td>Beverly, MA</td>
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<td>July 19–21</td>
<td>Wal-Mart College Success Awards Conference</td>
<td>Washington, DC</td>
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<tr>
<td>August 2–4</td>
<td>CIC/Collegiate Learning Assessment (CLA) Consortium Summer Meeting</td>
<td>Jersey City, NJ</td>
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<tr>
<td>October 1–3</td>
<td>Data and Decisions Workshop</td>
<td>TBD</td>
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<td>October 13</td>
<td>Foundation Conversation</td>
<td>New York, NY</td>
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<tr>
<td>November 7–10</td>
<td>Chief Academic Officers Institute</td>
<td>Santa Fe, NM</td>
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