Weathering economic challenges for colleges was a major focus of many sessions at the 2010 Presidents Institute in Marco Island, Florida, January 4–7, while inspirational addresses by major speakers as well as practical advice and solutions from presenters throughout the meeting put those challenges in perspective. This year’s Institute drew a record total participation of 752 attendees, a record number of presidents (355), and strong participation by spouses (182).

Keynote speaker Roger W. Ferguson, Jr., president and chief executive officer of TIAA-CREF and former vice chair of the board of governors of the U.S. Federal Reserve System, emphasized the need for renewed investment in higher education and a commitment to promote financial literacy in order to ensure the long-term economic sustainability of the nation. Shirley M. Tilghman, president of Princeton University and a distinguished molecular biologist, said in her address that the nation’s liberal arts institutions can play an important role in rejuvenating science education. And Serge Schmemann, editorial page editor of the International Herald Tribune and recipient of both a Pulitzer Prize and an Emmy, noted that the news media and higher education must find new ways to adapt to a changing world in order to provide the broad, global perspective that American society needs.

Quality assurance in higher education was the focus of an engaging closing plenary presentation by innovative leaders on matters of assessment and accountability—Robert Shireman, deputy undersecretary, U.S. department of education; Sylvia Manning, president, Higher Learning Commission of the North Central Association of Colleges and Schools; Peter T. Ewell, vice president, National Center for Higher Education Management Systems; and Edwin H. Welch, president, University of Charleston (WV).

(See Special Report, pages 6–17)
Anniversary celebrations can provide the motivation to give thoughtful reconsideration to the purposes of the original event and fresh applications of these purposes in a new era. The bicentennial of the American Revolution, for example, spawned numerous scholarly editions of the papers of the Revolution’s leaders, and the quincentenary of Columbus’ voyage triggered a worldwide effort to restore important sites. during this academic year, four major anniversaries have been available to us as springboards for ambitious projects—Lincoln’s birthday (200 years), Darwin’s birthday (200 years) and the publication of his *Origin of Species* (150 years), and the publication of C.P. Snow’s *Two Cultures* (50 years). Lincoln seems to have captured the imagination of many, Darwin of fewer, and C.P. Snow of almost none.

Yet on college campuses, it is Snow’s prescient description of the dangers of a sharp divide between the sciences and the humanities that has the most significance. Snow suggested that scientists share a common culture, values, and view of the world that few others, including even intellectuals in other fields, share. Scientists also possess knowledge of the natural world that few others understand. Scientists and others, however, are often not well informed about history, literature, or philosophy. Clearly, a liberally educated person should understand the perspectives of both realms of knowledge.

Today’s hand-wringing over the failures of American education is often expressed in terms of the national dearth of well-trained scientists and engineers, while the humanities take the brunt of the blame for political tendentiousness, irrelevance, and overspecialization. As colleges increasingly make educational decisions that cater to students’ preferences, curricula risk becoming less coherent and demanding, and fields as diverse as physics, foreign languages, and philosophy are often on the defensive to protect their places in the curriculum. Budget constraints are nothing new on campus. Even so, the recession is feeding the validity of C.P. Snow’s indictment to an alarming degree. Unlike European universities where undergraduate specialization is the norm (at the University of Heidelberg, for example, sciences and humanities are taught on separate campuses, miles apart), on American campuses we have come to prize both interdisciplinary and discipline-based courses and both science and humanities students are required to understand the other’s fields. Interdisciplinary courses are growing in popularity, especially in first-year seminars and senior “capstone” courses.

“We need both the disciplinary and the interdisciplinary components of a liberal arts education. A celebration of C.P. Snow in this anniversary year might be just the wake-up call that American higher education needs.”
The truism is that the library is for the humanist what the laboratory is for the scientist, but budget constraints on campus have had uneven effects on the two areas of knowledge in large and small institutions. Of particular concern are the recent budget cuts that have limited the ability of some small colleges to acquire the equipment and construct the facilities that are necessary for first-rate laboratory science instruction. We can only hope that this is not the start of a downward spiral in the preparation of graduates for careers that require both competence in scientific inquiry and thorough grounding in the humanities. Liberal arts colleges are currently a source of a disproportionate number of undergraduates who go on to earn PhDs. In addition, many small and mid-sized institutions offer student/faculty research or independent research opportunities to undergraduates, an effective pedagogical approach that is available to few students at larger universities. If students enter graduate programs with solid research experience, the U.S. can produce the number of scientists needed for social and economic progress. The nation desperately needs the cost-effective ways of increasing the number and quality of scientists that many small colleges have demonstrated for years.

Meanwhile, some research universities are squeezing the budgets of the facilities that serve the humanities while not subjecting science facilities to the same scrutiny. At Harvard University, for example, a plan is being implemented to make drastic cuts and impose centralization in library operations while allowing science labs to continue to operate in the one-professor-one-lab mode that permits near-total autonomy, even in purchasing supplies and equipment. If research universities are serious about saving money, they could rein in the duplication that this laissez-faire approach to science labs permits, and not be so focused on the library as the villain.

Small colleges, surely, should view the liberal arts as encompassing both the sciences and the humanities. The caution is that interdisciplinary study, which is comparatively easy to foster in a small college and can enrich discipline-based laboratory science and text-based humanistic studies, is not a substitute for disciplinary inquiry. We need both the disciplinary and the interdisciplinary components of a liberal arts education. A celebration of C.P. Snow in this anniversary year might be just the wake-up call that American higher education needs.

Snow’s original 1959 Rede lecture is available at JSTOR http://classes.dma.ucla.edu/Fall07/9-1/pdfs/week1/Two Cultures.pdf.
Christina R. Cutlip is managing director for institutional relationships at TIAA-CREF where she is responsible for managing all client relationships for the Primary Segment and a team of consultants. Since joining TIAA-CREF in 1997, Cutlip has served in many roles including vice president for institutional client services, mid-Atlantic region. She also has worked for major mutual fund companies and is a Certified Employee Benefits Specialist (CEBS). Cutlip holds a BA in economics from Grinnell College (IA) and an MBA from Regis University.

E. Kearney Dietz has served as president of Arkansas’ Independent Colleges & Universities since 1988. He is a former chair of the National Association of Independent Colleges and Universities State Executives and is a board member of the Arkansas State Chamber of Commerce. He attended Little Rock Junior College and received a BA from the University of Arkansas at Little Rock where he also received a Distinguished Alumnus Award. In 2002 he was awarded the Ira Brumley Award for Religious Education from Hendrix College (AR).

Nancy Oliver Gray became the 11th president of Hollins University (VA) in 2005 after serving as president of Converse College (SC). Gray is a graduate of Vanderbilt University, holds a master of education degree from North Texas State University, and completed additional graduate work at Vanderbilt. She is treasurer of the Women’s College Coalition and serves on the policy committee of the National Association of Independent Colleges and Universities, the board of the Tuition Plan Consortium, and as a presidential sponsor for the American Council on Education’s Office of Women in Higher Education.

Sharon D. Herzberger was named president of Whittier College (CA) in 2005. She previously served at Trinity College (CT) as vice president for institutional planning and administration among other roles. She was originator and chair of the Consortium on High Achievement and Success, an organization of 30 private liberal arts colleges and small universities dedicated to promoting high achievement, leadership, and personal satisfaction of students on member campuses, with a focus on promoting success among students of color. Herzberger holds a PhD in social psychology from the University of Illinois and a BA from Pennsylvania State University. She is coauthor of *Affirmative Action: The Pros and Cons of Policy and Practice* (1996) and author of *Violence Within the Family: Social Psychological Perspectives* (1995).

Christopher W. Kimball became president of California Lutheran University in 2008 after serving as provost and vice president for academic affairs of the university. Previously he served as provost and dean of the college at Augsburg College (MN). An alumnus of McGill University (Canada), Kimball earned his PhD in history from the University of Chicago (IL). Kimball served on CIC’s Chief Academic Officers Task Force from 2002 to 2006 and chaired the group in 2005–2006. He also served as chair of the Academic Council of Associated Colleges of the Twin Cities.

Norval C. Kneten was appointed the 11th president of Barton College (NC) in 2003. Previously, he had been provost and academic vice president of Nebraska Wesleyan University and dean of science and humanities at Texas Wesleyan University. He holds a PhD in inorganic chemistry from the University of Minnesota and a BS from Texas Lutheran College. Kneten was named a 2008 Impact Leader by the Triangle Business Leader. He is president of Conference Carolinas—the college’s athletic conference—and is a member of the executive committee and the governmental relations committee of North Carolina Independent Colleges and Universities.
Kurt Kuehn is the chief financial officer of UPS where he began his career in 1977 as a delivery driver. Moving up through the ranks, he is now responsible for all activities related to accounting, auditing, finance, financial planning, taxes, and treasury. A native of South Bend, Indiana, Kuehn received a master’s degree in business administration from the University of Miami. He is also a graduate of the Advanced Management Program of the Wharton School of Business. He serves on the board of directors of the Metro Atlanta Chamber of Commerce and the Woodruff Arts Center.

Ellen McCulloch-Lovell is president of Marlboro College (VT). Her previous work includes ten years as U.S. Senator Patrick Leahy’s chief of staff and as director of the federal President’s Committee on the Arts and Humanities. In 1997 she was tapped to head the White House Millennium Council, where she worked with President and Mrs. Clinton to create, among other national programs, Save America’s Treasures.

Lex O. McMillan III took office as the 14th president of Albright College (PA) in May 2005. Previously he served as vice president for college relations at Gettysburg College (PA) and as executive director of development at his undergraduate alma mater, Washington & Lee University (VA). McMillan holds a doctorate in English from the University of Notre Dame and a master of arts in English from Georgia State University. He also completed the Institute for Educational Management at the Harvard Graduate School of Education.

Carol Ann Mooney took the helm at Saint Mary’s College (IN) in 2004 and is the college’s first lay alumna president. In 1980 she became a member of the University of Notre Dame Law School faculty and later served as Notre Dame’s vice president and associate provost. Mooney graduated from Saint Mary’s College with a BA in English and received her JD degree from the University of Notre Dame. Mooney is a member of the board of the Association of Catholic Colleges and Universities and chair of the boards of the Women’s College Coalition and of the Independent Colleges of Indiana.

Christopher B. Nelson has been president of St. John’s College (MD) since 1991 and is a St. John’s alumnus. He is also a graduate of the University of Utah College of Law and practiced law in Chicago for 18 years. Nelson currently serves as chair of Shimer College’s (IL) board of directors and is a member and past chair of the Maryland Independent College and University Association. He also served on the National Association of Independent Colleges and Universities board of directors and its executive committee. From 1995 to 1996 he served as a member of the Presidents’ Work Group on Accreditation. In addition, he is a past chair and founding member of the Annapolis Group.

S. Georgia Nugent is president of Kenyon College (OH). Previously, she served Princeton University in the roles of dean of the Harold W. McGraw, Jr. Center for Teaching and Learning, associate provost, and assistant to the president. A recipient of NEH, Fulbright, and other research fellowships, Nugent is the author of over three dozen articles, reviews, and papers and has published a book on medieval allegory. She earned a PhD from Cornell University in classics and a BA from Princeton.

Kathleen Cieplak Owens was appointed president of Gwynedd-Mercy College (PA) in 2002. Previously, Owens served as vice president for academic affairs of Saint Francis University (PA) and as a dean and professor at Lewis University (IL), where she had earlier chaired the department of education and directed graduate education and teacher education programs. Owens began her career as a biology teacher in 1967 in Chicago and received her PhD and BS degrees from Loyola University Chicago and MEd degree from DePaul University.

Haywood L. Strickland was elected president of Wiley College (TX) in 2000. A native of Memphis, Tennessee, he graduated from Stillman College (AL) in history and English and earned both a master’s and PhD in American history at the University of Wisconsin. Strickland previously served as vice president and national director of Campaign 2000 for the United Negro College Fund and as president of Kittrell College (NC) and Texas College.
The Future of Science Education in Liberal Arts Colleges

Science education in the U.S.—from grade school through college—is severely underperforming, said plenary speaker Shirley Tilghman, president of Princeton University and a leading molecular biologist. In her well-received remarks, she stressed that the future of science education needs to be addressed from two equally important vantage points—the education of future scientists and the education of scientifically literate citizens.

“A strong case can be made that at least half of the growth in America’s gross domestic product in the past 50 years has been due to advances in the sciences and engineering. Entirely new industries such as biotech, telecommunications, and e-commerce grew out of scientific and engineering invention…. Tempting though it is to rest on our 20th-century laurels, however, we need to remember, as the financial services industry likes to say, that ‘past performance is no guarantee of future results’.”

To emphasize her key message, Tilghman provided statistics on the deplorable state of STEM fields in K-12 and higher education:

- When students in grades four, eight, and twelve were tested in 2005 on their command of science, only fourth graders achieved a higher average score than their predecessors had in 1996, while high school seniors performed less well, with only 18 percent scoring at or above a proficient level.
- More than half of American 12th graders are unable to correctly draw a rough sketch of the sun and the four inner planets in relation to each other.
- In 1966, according to the annual survey of the American freshman conducted by the Higher Education Research Institute (HERI), 8.6 percent of respondents foresaw themselves as engineers. Forty years later, 6.3 percent did.

Leadership for the Fiscal Challenges that Face Campuses and the Country

The United States must take steps, including a renewed investment in higher education, a commitment to promote financial literacy, and the creation of a holistic system to enhance retirement security, to ensure long-term economic health, said keynote speaker Roger Ferguson, president and chief executive officer of TIAA-CREF.

Beginning with higher education, Ferguson noted that colleges and universities have introduced or expanded a range of initiatives in response to the economic crisis, such as offering accelerated three-year programs, enhancing online course selections, cutting or consolidating academic departments, increasing class sizes and teaching loads, implementing salary and hiring freezes, reducing benefits, and postponing capital projects. The issue to address now, he said, is to determine which of these initiatives should be short-lived and which are new models for the long-haul. Given depleted home values and stock prices, high unemployment rates, growing state budget deficits, and difficulties that families encounter in obtaining financial aid, “we may see greater resistance to rising tuition levels and an impact on enrollments. And yet we know that the future of our economy depends on a well-educated workforce. We know we must ultimately eschew short-term fixes in favor of more sustainable models. We must ensure that individuals at every stage of life have access to higher education.”

Ferguson was optimistic about the nation’s commitment to education. “The forces of global competition demand greater innovation—from the labor force, from educators, and from policymakers. Fortunately, across the country, we see a number of encouraging signs of progress upon which we can build.” Among those he cited:

- Under the “Race to the Top” guidelines released by the Department of Education in November as part of the

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Importance of Liberal Arts and Media in Shaping Global Perspectives

Both the news media and higher education must find new ways to adapt to the changing world that is having a profound impact on both sectors, said Serge Schmemann, editorial page editor for the International Herald Tribune, in his plenary address.

After recounting some of the travails of the mainstream media, he said, “What I find especially painful is that the existential threat to journalism has come at a time when I believe we are needed as never before. I believe the same is true for you, for your colleges and universities. We have entered into an enormously complicated world, with problems that are global in nature, with new forms of communication that have fundamentally changed the way we see ourselves and our place in the world. It is critical for us to adapt to this world, that we use the new tools at our disposal on the Internet and learn to understand the new challenges of global terrorism, climate change, and economic interconnectedness. It is even more critical that we do this without betraying the fundamental approaches and integrity that we have evolved over the centuries.”

In the case of journalism, Schmemann said the news media must provide “a dispassionate, responsible, and useful digest of what is most important in the world.” In the case of higher education, he said, “It must be about knowledge. I believe it was James Madison who said, ‘Knowledge will forever govern ignorance. And people who mean to be their own governors must arm themselves with the power knowledge gives.’ Come to think of it, that’s as true for journalism as it is for higher education.”

Schmemann recounted covering many of the most important stories in recent history over his 40-year reporting career, including the Cold War, the struggle against apartheid in South Africa, Russia’s invasion of Afghanistan, the fall of the Berlin Wall, the collapse of the Soviet empire, the Balkan wars, 9/11, and the invasions of Iraq.

He said, “We are at war again, and freedom-seeking people in Ukraine, Belarus, Tibet, China, and elsewhere are challenging authorities again. Communications have changed—where the demonstrators of 20 years ago used faxes and telephones, the protesters today use Twitter and cell phones to get their messages out. But the yearnings and dreams that impel them remain pretty much the same. Worst of all, I think, is that the great triumph...”

New Directions for Improving Higher Education Quality

The closing session of the 2010 Presidents Institute provided a nuanced and thought-provoking public discussion of quality assurance in higher education. Robert Shireman, deputy under secretary for the U.S. Department of Education, offered insights into goals of the Obama Administration. Sylvia Manning, president of the Higher Learning Commission of the North Central Association of Colleges and Schools, focused on efficiency and quality. Peter Ewell, vice president of the National Center for Higher Education Management Systems, offered strategies to improve assessment and accreditation. And Ed Welch, president of the University of Charleston (WV), described the University of Charleston’s experience that motivated many presidents to take new interest in learning outcomes assessment.

Shireman stressed that education, particularly liberal arts education, is the key to long-term economic recovery, cleaning up the environment, and addressing health care issues. “The real reason we have in the past 100 years surpassed other nations is due to creativity, innovation, entrepreneurship, boundless thinking, and our can-do attitude. Higher education with a liberal arts focus has engendered this kind of thinking.” He said the Obama administration is committed to investing in education and has already increased the Pell Grant maximum, increased education tax credits, and improved the federal student loan system to make it more reliable and to ensure that students receive the loans for which they are eligible, among other initiatives.

The administration is focusing now on access to, persistence in, and completion of higher education, Shireman said, first by providing “substantial funds for demonstrating what is working in higher education” but also by addressing the need for a “better sense of the cost effectiveness of the enterprise and how it can be improved. We have to ask: How much does it cost to get the outcomes of a liberal arts education? What are the outcomes and how do we measure them?” He cautioned that if colleges and universities “don’t provide answers, you risk losing political and public support for higher education. There is also the hazard that if you try to answer the question too simplistically, you risk killing the enterprise and undermining the outcomes.” He said that college and university leaders (not the federal government) must attempt to answer these questions through assessment and accountability.

Sylvia Manning’s remarks focused on the trade-off between efficiency and quality. “If we focus on the specific kind of quality...”

Podcasts of the plenary addresses, texts of many of the other Institute presentations, and a wealth of resources from the conference are available at www.cic.edu/PresidentsInstitute.
American Recovery and Reinvestment Act, high schools are required to demonstrate that they are increasing college enrollment and must provide data on the number of their graduates who complete at least one year of college.

- Nonprofit groups such as the Bill and Melinda Gates Foundation and the Lumina Foundation have launched programs to help increase the percentage of Americans who earn postsecondary degrees.
- Partnerships are forming among high schools, community colleges, and four-year institutions to help students arrive at college better prepared.
- High schools are implementing innovative strategies such as requiring students to apply to the local community college before they can graduate from high school.

Another measure to promote economic stability relates closely to one aspect of education, Ferguson said. “We need to raise the level of financial literacy. This is a key issue for all of us as we manage our increasingly diverse workforces…. Researchers have established a correlation between financial literacy and retirement planning, which in turn is a powerful predictor of wealth accumulation; people who plan for retirement have more than double the wealth of people who do not plan. Conversely, individuals with a lower degree of financial literacy tend to borrow more, accumulate less wealth, and select mutual funds with higher fees; they are less likely to invest in stocks, more likely to experience difficulty with debt, and less likely to know the terms of their mortgages and other loans…. To improve financial literacy, employers, including your institutions, and financial services firms can (and should) lead the way.”

Ferguson’s third step to promote long-term economic viability “is to ensure that all Americans can securely retire. The issue of a secure retirement is also critical as campuses prepare for retirement of large numbers of Baby Boomers. Over the past few decades, employees have assumed greater responsibility for their careers, professional development, advancement, and retirement…. New research from McKinsey & Co. finds that the average American family will face a savings gap of $250,000 at the time of retirement. Even with payments from Social Security and pensions, plus personal savings in 401(k) and other retirement plans, the average family will have only about two-thirds of the income it will need.”

This is why TIAA-CREF and others are calling for a “holistic system” that assures Americans will have the retirement income they’ll need. According to Ferguson, such a system would, among other things, ensure full participation and sufficient funding by enrolling employees automatically on their first day of work; help employees manage risk by offering a variety of investment options to provide sufficient diversification without presenting an overwhelming number of choices; and give workers financial education and objective, noncommissioned advice to help them build a portfolio that reflects their goals and risk tolerances. “With the holistic system I’ve outlined, we can help all Americans enjoy greater financial security.” Ferguson said TIAA-CREF plans to be a leading voice in the national debate on retirement.

He concluded by emphasizing the importance of the liberal arts. “As you seek ways to adapt to the new world, you should never lose sight of the fundamental importance that American liberal arts education has always placed on a broad, global perspective. Now, as never before, we need young leaders who are open to the world, who are prepared to lead the search for solutions to global warming and global poverty, and who are prepared to advance science and economics. All these disciplines require, above all, the ability to see beyond the immediate crisis. That has always been one of the great strengths of an American liberal arts education. Globalization and the internet may bring us together in many useful ways, but they also amplify and spread hatreds, lies, and intolerance, as Islamic militants have done. The best defense against that is to arm your students with tolerance, broadmindedness, true culture, and a real appreciation for knowledge, as you have always done…. It’s our job, yours and mine, to participate actively and fully in shaping the future. But we can only do that if we remain faithful to what we are.”
Tilghman lamented that “this welter of statistics indicates that the sciences and engineering, which inspired my generation—the post-Sputnik generation—to reach for the stars, are losing their attraction for many young Americans. And this is a shame, not only because it weakens a major driver of progress in the United States and a significant source of American influence abroad, but also because, for the first time, there never have been so many fascinating questions to explore and so many marvellous things to build. What, then, can we do to prevail on young Americans to embrace the wonders of science and engineering?"

She stressed that “the focal point of any effort must be in primary and secondary education, where inadequate funding, an uninspiring curriculum, and undertrained teachers exact a heavy toll” but also said those in higher education “cannot afford to wring our hands, decry the sorry state of science education in our nation’s public schools, and wait for matters to improve. Despite the fact that students are arriving on our campuses with less rigorous preparation for, and less attraction to, the sciences, we can make a difference simply by the way we teach science.”

Tilghman described several strategies being pursued at Princeton to improve upon science education, including a new approach she tried with a group of Princeton freshmen in a seminar. Rather than the typical pyramid approach, which begins with foundational facts “taught as a laundry list and from a historical perspective,” she inverted the pyramid and began with the big ideas, then continually connected the facts and theories and hypotheses and theorems to solve the questions behind the big ideas. This approach has been adopted by many of her Princeton colleagues. “To this day it is considered one of the most memorable teaching experiences by students and faculty alike.” She said the students “were able to understand the concepts and, most importantly, the ways in which scientists go about designing experiments to test big ideas—their ideas. From that I learned that it is possible to invert the pyramid.”

Princeton has also been encouraging its faculty to develop small courses specifically for non-scientists, “in which the intent is not to conduct a shallow survey of a field…but to teach them how scientific information is acquired and verified, and why it is relevant to their future.”

Another approach that Tilghman says is critical for producing future scientists is providing students with the opportunity to actually be scientists. “The earlier undergraduates enter our research labs, the greater the likelihood that they will have a transformative experience.”

It is the nation’s liberal arts institutions that can play a large role in rejuvenating science education, she said. “Your institutions have an impressive track record when it comes to educating scientists and engineers.” Tilghman’s own research concludes that “our nation’s liberal arts colleges are producing not just scientists but world-class scientists out of all proportion to the size of their undergraduate student bodies. In the last 20 years, 70 Americans who received their undergraduate education in this country have won Nobel Prizes in chemistry, physics, and medicine. And of these, 16—or more than one in five—attended liberal arts colleges…. The $64,000 question, of course, is why liberal arts colleges are so successful in producing scientists and engineers.”

She noted that individual student talent and attitude come into play, as do small classes, faculty who are motivated teachers, and cross-training in the humanities and arts—but also that liberal arts students gain a broad-based education and a “sense of the big picture and what issues are of central importance.” These students “are more likely than others to emerge as effective scientists, as men and women who can approach a scientific problem from many angles and who can readily grasp its social implications.”

The education of scientifically literate citizens is also critical to improving science education in the U.S., Tilghman remarked. “Science education is not simply about creating scientists and engineers. It is also about instilling a comprehension of the scientific method in those who will never oversee a laboratory and giving them a full appreciation of the transformative role of science and technology in daily life. Without well-informed policymakers and a discriminating public, scientific progress will be slowed or misdirected, to everyone’s detriment.”

Tilghman concluded that, “The liberal arts have included scientific disciplines since they were formally defined in the fifth century—namely, geometry, arithmetic, and astronomy—and are not the preserve of liberals and artists as some would have it. By engaging for four years with the remarkable breadth of the liberal arts, students build the foundation on which their future...academic or professional studies rest. It is here, as I like to tell our undergraduates, that they have an opportunity to prepare themselves not for one profession but for any profession, including those not yet invented. And it is here that the seeds of a life devoted to the sciences and engineering or to scientific understanding will either germinate or wither. We have our job cut out for us.”
that is associated with small independent colleges and ask, ‘Can we increase access and attainment without sacrificing quality?’, the answer is ‘yes, some.’” She said that independent colleges “set the bar for bona fide innovation focused on teaching and on the challenges of pedagogy and learning.” While most U.S. students attend public colleges, Manning noted that “the yeast in the dough is very heavily in the independent colleges.” She called for continued growth and improvement in the independent sector while remaining focused on the keys to success, among them, the low student-faculty ratio, the fact that “students at independent colleges by and large have a better sense of why they’re there, and that helps to drive persistence,” and the small campus environment, which “creates a knowable community that students embrace.” As independent colleges focus on growth and recruitment, Manning stressed that retention efforts are key and urged campus leaders to spend more money on persistence rather than focusing only on recruitment. In addition, she cautioned against too much cost cutting and suggested that campuses concentrate on increasing revenue while being careful about taking on too much debt. Finally, Manning urged presidents to “do assessment—not because your accreditor tells you to—do assessment because it tells you what pays and because it will steer you on a path of continuous quality improvement.”

Peter Ewell also focused on assessment of higher learning outcomes and degree attainment, noting that the goal of improving college graduation rates “will require changes in every transition point in the education pipeline.” The biggest problems, he said, are the high dropout rate in high schools and access to college. “We can manipulate that. It will take a good deal of work, but it can be done.”

Ewell praised CIC’s efforts to improve assessment with the CIC/Collegiate Learning Assessment Consortium, and offered several practical steps to improve higher education attainment and assessment:

1. Be relentless about effective education practices such as collaborative learning and service learning. Conduct an audit to determine whether your campus is engaged in these practices. Learn by prowling around campus and peeking into classes to see the pedagogical approaches being used by members of the faculty.

2. Create a tight, coherent curriculum. Better learning occurs with an intentional curriculum, and it costs less, too. If you don’t have to reteach basic knowledge and concepts and courses fit together rationally and prerequisites make sense, money is saved and completion rates increase.

3. Pay attention to costs. Use tools such as activity-based costing and embedded assessment at the course level to help your bottom line.

4. Have a good data system and the people to make it work. Independent colleges have better outcomes than other institutions and can demonstrate that with good data.

5. Don’t forget the importance of presidential leadership. Presidents can make or break these kinds of efforts. It is the culture that a president puts into place—the visible caring of the president who knows, challenges, and supports each student—that makes a difference in retention rates.

One of those presidents took the podium and demonstrated how to make a difference in student lives. Ed Welch talked about the obligation of higher education institutions to students who spend many thousands of dollars for an education. Using a fictional student, “Joe,” who matriculated at the University of Charleston, as an example, he said campus leaders should be able to answer three questions: “Are we fulfilling our mission better than last year? How many students did we harm last month? Are we the best investment for Joe?”

Welch said he is able to answer these questions for the hospital where he serves as a board member, but not for his university. “When we talk about getting better, we usually say that enrollment is up a bit, the budget is balanced, and life is good. We don’t talk about our mission. We don’t talk about serving Joe. When a patient goes to the hospital, he wants his malfunctioning body parts fixed and he wants to get out as soon as possible. By studying each medical intervention process, we can break it down into various components, and we can develop the evidence and the processes to improve those components. By doing so, we improve the process…. When Joe comes to college, he wants to learn what he needs
to know to have a successful and happy life—and he increasingly wants to do that as quickly as possible. Colleges are way behind hospitals in knowing what Joe ought to be able to do when he leaves and in studying the intervention processes to make them better…. We do not have a checklist for test preparation and administration to help us improve our student assessment process. I do not have data to show me that the writing skills of graduates are better than last year or that faculty members are using class time more efficiently. I do not really know if we are getting better.”

On the second question, How many people do we harm? Welch said, “When I ask that question each month at the hospital I get a specific number…. I know how many preventable patient falls happened at the hospital, but I do not know how many students were knocked down and needlessly hurt at the university. Harm covers a lot more than just our crime statistics.”

And on the third: Are we the best investment for Joe? Welch said it is easy to compare hospital performance and patient satisfaction scores. “In higher education, we have IPEDS and CIC benchmarks for all kinds of inputs from enrollments to expenditures to student-faculty ratios. But the only outcome benchmarks I know for individual institutions are graduation rates—and we argue vociferously about their reliability and validity…. How many of us have the data to show how we are performing compared to others? How many of us want those comparative data? And if we had the data, would we call a meeting of students and their families to tell them we’re lagging behind?”

Welch said the University of Charleston has taken a number of steps to improve quality. “We have become fanatical about student assessment. Faculty committees closely monitor the delivery of the outcomes, including reading tests and papers graded by faculty members to be certain they are teaching to institutional standards. We use national tests and our own rubrics and tests to measure student learning and to improve the learning process. We do assessment-based and evidence-based academic department reviews. We use NSSE, CLA, and student satisfaction surveys to benchmark ourselves with other institutions. We have a carefully designed first-year experience program that integrates living-learning communities in the residence halls with peer mentoring and faculty advising, and we increased faculty workloads to recognize the necessity of great advising and mentoring. To help us improve and codify our processes, we had a checklist writing contest. The individuals or departments who wrote the best checklists were rewarded with an elegant dinner.”

Welch concluded by challenging college presidents to place more emphasis on quality improvement and to ponder the question, “What are you going to do for those who invest in you? Tomorrow and next week, what actions are you going to take to move your institution a little closer to giving Joe, Jane, John, and Judy the best possible learning experience on earth?”

The impact of persistent economic difficulties was a major focus of many Presidents Institute sessions. Reports on these and other sessions begin below.

Open Forum on the Economy

One of the more popular concurrent sessions during which participants shared expectations, strategies, and concerns for the coming year was moderated by Paul Hennigan, president of Point Park University (PA). Drawing upon a risk assessment exercise conducted at Point Park in fall 2008 to determine how best to meet the economic uncertainties the campus faced as a result of the recession, Hennigan identified five risk areas: enrollment, budgets, debt, endowment, and fundraising. After going through issues related to each risk area, Hennigan opened the floor and asked presidents to identify those that are of the greatest concern on their campuses.

Enrollment. The questions Point Park addressed included: Will we make our enrollment goals? Will students get loans, especially alternative loans? What will this do to our financial aid budget?

In spring and fall 2009, Hennigan reported that “roughly half of private colleges reported exceeding their fall 2009

freshman goals; a little over half reported exceeding their fall 2009 transfer goals; and many met their targets…. 90 percent of colleges reported an increase in financial aid for this year. Overall, fall 2009 was not as bad as we thought it would be.” When asked whether campuses were on target for spring 2010 enrollment, more than half of participants said they were. Most indicated that they had increased their financial aid budget this year. Several indicated that they had focused on diversifying their enrollment and saw increases in adult student enrollment.

Budgets. Point Park focused on the following questions: Will we stay on budget? What kind of a hit are we going to take next year? How are we going to significantly alter our budget—through layoffs, hiring freezes, salary freezes? What about all of these construction projects underway and planned?

Overall, Hennigan said that “83 percent of private institutions had tuition increases lower than last year; the median increase was around 4 percent. Two-thirds froze salaries; some cut higher paid employees; roughly half imposed some kind of hiring freeze; and over half cut their budgets on ‘non-essential’ spending.” Some presidents in the session said they increased their acceptance rates to meet budgets and attained a higher yield than predicted or had a better retention rate than expected. Several indicated that they stopped or slowed planned construction

(continued on page 12)
projects, while others said they went on with "shovel-ready" projects.

**Debt.** Among the questions Point Park addressed: What will happen to variable rate debt? Will we be able to do our planned debt issuance to fund our capital projects?

Hennigan said “tax exempt rates aren’t that bad right now in the municipal bond market, if you have good credit and can access that market. Private placements with banks are still tough, despite the enormously large infusion of taxpayer capital.” One president indicated she did plan to restructure debt this year, another said he was working with a community bank to put together a plan to keep the variable rate low, and another discussed learning about debt swapping upon discovering he had “inherited a debt swap that was $2 million underwater,” of which the institution’s board had no knowledge.

**Endowment.** Point Park’s questions in this area included: How low will our endowment value go? What effect will this loss of value have on our spending policy? How will this affect our budget? Should we change our asset allocation?

Hennigan indicated that endowment values are recovering and that “a majority of schools have said that they have not and are not changing their endowment spending policies or asset allocations.” In response to his questions, some participants said they decreased endowment spending slightly while others indicated that they preserved the endowment by focusing on “growing enrollment” or “using the endowment as a last dollar expenditure.” A few presidents said they did make changes in asset allocation, moving funds from equity to fixed income allocations.

**Fundraising.** Questions included: How much of a hit will our annual fund take? What should we do with our current or planned capital campaign? Higher education in 2008 experienced its first decline in giving in current dollars since 1987, down 5.5 percent, said Hennigan. “Well over half of private schools are reporting that annual fund giving is down this academic year and expectations are that it could be as much as 5 to 10 percent.” Several presidents indicated that their institutions plan to delay capital campaigns while others expressed surprise that they reached their goal early.

In the concluding moments of the session, one president said he intended to meet the economic challenges by doing “what leaders need to do always: give hope. In times like this, it is important to be realistic and honest and positive and to give hope to boost morale on campus.”

—James Bultman, Hope College (MI)

**Raising Funds in the Declining Economy**

The economic downturn has put strong constraints on giving to colleges and universities, but three presidents experienced in fundraising described how campus leaders can respond effectively to the challenges.

James Bultman of Hope College (MI), Lisa Marsh Ryerson of Wells College (NY), and Patrick E. White of Wabash College (IN) shared their approaches to asking for major gifts and managing the expectations of constituents including prospective donors, trustees, campaign volunteers, and staff. The speakers agreed that the best way to acquire gifts is simply to ask for them—even though many college presidents find this a difficult challenge.

Among other suggestions offered by both speakers and participants:

- Empathize with trustees and potential donors who are worried about their own personal futures and whose giving attitudes have changed dramatically.
- Research extensively major gift prospects before asking for gifts that are too small, too large, or simply beyond the donor’s capabilities at the time. Know what is possible before asking.
- Remind campus supporters how much they have achieved and what must be done to continue the successes.

Finally, one president urged his colleagues to consider the life of a baseball coach playing only doubleheaders. “If you lose the first game, you must go out and play another game in 20 minutes and you might win that one. If we rarely ask for donations, then a ‘no’ truly hurts badly. But when there are lots of opportunities and we are often asking for gifts, a single ‘no’ hurts much less. It may even prove to turn into a ‘yes’ in the future.”
Rebuilding Financial Strength

Michael Townsley, dean of undergraduate studies at Becker College (MA), author of Weathering Turbulent Times, and senior consultant at Stevens Strategy, LLC, emphasized critical turnaround strategies for institutions in serious financial stress due to a loss of cash reserves, increases in uncollectable receivables, net tuition decreases, reduction in gifts and grants, and other factors. He identified several promising general approaches, including a broad commitment to rebuilding financial conditions, a focus on the most effective recruitment techniques, and identification of new revenue programs and new student markets. Townsley also said administrative costs could be lowered through outsourcing, and consortial opportunities should be explored for core services such as phone and IT, online course delivery, registration, record storage, and maintenance.

Michael Williams, president of the Austen Group, familiarized presidents with the Department of Education’s Title IV financial responsibility standard in comparison with the composite financial index included in CIC’s Key Financial Indicators Tool benchmarking report. He advised presidents of the need to understand how the federal standard assesses the financial health of an institution based on the primary reserve, equity, and net income ratios and to explore options for avoiding an unfavorable rating. Williams said that the appearance on the Department’s annual list of institutions with composite scores below 1.0—which does not necessarily indicate financial stress but could be triggered, for example, by heavy investments in new facilities—had led to public relations nightmares for some colleges when the list was reported by the Chronicle of Higher Education and picked up by national and local media outlets.

Among the strategies employed by the University of Sioux Falls (SD) to rebuild financial strength, said president Mark Benedetto, were budget cuts and hiring freezes as well as the introduction of a nursing program and new marketing campaign. Benedetto urged presidents to talk honestly about a college’s difficult financial position (which he had done with 10,000 letters to both current and prospective students and parents), and to become the public face of confidence for the plan to manage the institution’s financial challenges. He also suggested to presidents from states that had passed the Uniform Prudent Management of Institutional Funds Act (UPMIFA) to seek help from expert financial advisors on possible favorable accounting practices allowed under the act.

The Future of Private Colleges after the Economic Crisis

In a session on the future of private colleges after the economic crisis, Laura Sander, vice president and senior analyst for the higher education and not-for-profits ratings team at Moody’s Investor Service, said, “This [recession] is not something that we’ll come out of cleanly or shortly.”

Sander noted that some have predicted that the economic crisis and its impact will end sometime during 2010, but she disagreed, saying that the nation is unlikely to regain peak levels for several years. The outlook for the entire higher education sector remains negative, she said, with increasing pressure on private institutions. This pessimistic outlook is based on several factors, she said, including increased pressure on tuition and financial aid; the broad impact of investment losses on operations and philanthropy; illiquidity of balance sheets amplified by alternative investments; and volatility in debt markets as well as debt structures. She also highlighted the fact that “there is more price sensitivity among families who are less willing to pay higher tuition levels.”

In fiscal year 2009, Moody’s noted a true decline in fundraising as well as a 19 percent decline in investment value among higher education institutions. A small median increase in net tuition and fee revenue is expected for private institutions in 2010, but growth is projected to be half the level of FY 2009. In response to economic uncertainties, Sander emphasized the importance of liquidity. “Liquidity assessment (a key measurement of stability that helps predict an institution’s potential to endure future uncertainties) will be paramount now,” she said. As part of the assessment, institutions should gauge “days cash”—how many days of operations can be funded with only institutional cash reserves.
Leadership Development on Campus Makes Sense

Why develop and invest time and funds in leadership development programs if all too often administrators and faculty who participated in such initiatives leave the campus for a higher-level position at a different college? Three experienced presidents with a strong record of building staff capacity acknowledged that such initiatives can be double-edged swords; however, they said that such investments benefit a campus overall, and they emphasized that it was also the right thing to do because, as one presenter phrased it, “leadership development is not only about institutions but the larger higher education community.”

Diana Stano, OSU, president of Ursuline College (OH) and a veteran facilitator of leadership development workshops, shared examples of practices that have strengthened engagement with college affairs and sparked interest in larger higher education issues. She stressed that leadership development must be understood as an ongoing process that requires assessments of personal talents and characteristics, the willingness to delegate responsibility to create opportunities for growth, a commitment to mentoring and coaching, and frequent reassessment and inclusion of capabilities as key performance evaluation criteria.

Saundra Tracey, president of Alma College (MI), provided an overview of several programs she developed for administrators and faculty members as well as students. Alma’s Center for Responsible Leadership, for example, in which 10 percent of all students participate, allows students to benefit from workshops and retreats, practical experiences in community organizations, and the development of a leadership portfolio. Faculty and staff members interested in higher education administration can benefit from group and individual mentoring opportunities as well as more unusual approaches such as the simulation of a day in the life of a college president. Finally, presidential internships have been arranged among several colleges providing access to board and cabinet meetings, naturally based on a strict confidentiality agreement.

Presidents should not worry too much about losing staff members to opportunities elsewhere but rather realize that the value of leadership development at every level lies in attracting engaged and interested individuals to open positions and much stronger than average contributions while on the job, said Stephen Jennings, president of the University of Evansville (IN). Jennings is in his fourth presidency and over the years has served as a mentor to many CIC presidents. He pointed out, though, that succession planning at the presidential level is infrequent in higher education.

Searching for Solutions to Improve Student Persistence

Increasing student persistence and timely graduation was the focus of a well-attended concurrent session at this year’s Presidents Institute. John M. Braxton, professor of education at Vanderbilt University and co-author of Understanding and Reducing College Student Departure (2009), opened the session by describing two key organizational attributes that strengthen student retention rates: commitment of the institution to student welfare and institutional integrity. Braxton emphasized that colleges and universities must demonstrate an “abiding and lived concern for its students” that aligns with the institutional mission and goals.

Building upon Braxton’s emphasis on “enforced student success,” Paul C. Pribbenow, president of Augsburg College (MN), described “The Augsburg Promise,” an initiative recently implemented that specifies how students at Augsburg are regarded (students are identified as “gifted,” with unique abilities that reflect core values; they are “called” to seek understanding and attend to the nature of work; and they are “accountable” to use their talent and attend to the quality of their work). In turn, the college promises to provide a quality educational experience involving “active citizenship,” “meaningful work,” “a global perspective,” and “living faith.” The student can expect from the institution an “opportunity to develop an expanded vision of the world, informed understanding, and relevant experience.” This “mutuality of promise-keeping” has transformed the institution, Pribbenow said, leading members of the campus community—ranging from admissions officers, to board members, to students—to focus on the “common work” of the institution.
“The Augsburg Promise provides an opportunity to develop an expanded vision of the world, informed understanding, and relevant experience. This ‘mutuality of promise-keeping’ has transformed the institution.”

—Paul Pribbenow, Augsburg College (MN)

JoAnne W. Boyle, president of Seton Hill University (PA), credits CI C’s Collegiate Learning Assessment (CLA) Consortium and the National Survey of Student Engagement (NSSE) with helping to identify students who are “falling through the cracks” at her institution. Encouraging more frequent faculty contact with students, creating more effective learning spaces, providing writing support, and using technology to support learning were some of the solutions implemented as a result of the NSSE findings. Boyle described how these tools helped Seton Hill fulfill its mission of “cherishing their students and preparing them to transform the world.”

The question and answer portion of the session provided further insight as session attendees discussed how to set realistic expectations for retention at their institutions. While many presidents agreed that SAT and ACT test scores are still good predictors of a student’s success, they also reported that a variety of factors that enhance students’ involvement with their own education, such as holding a work-study position on campus, completing an intentionally designed first-year experience, and participating in a closely-knit academic or athletic community on campus, increase the likelihood of graduation.

Approaching Foundations: What Works

Approaching a foundation for grant support is perceived by many as a challenging proposition. However, grant proposals are funded when they’re based on good research about foundation priorities, collaboration with the foundation program officer, and clear communication during proposal submission. Michael Gilligan, president of the Henry Luce Foundation, emphasized during a concurrent session that since each foundation has its own distinct mission, it is essential that proposals help the foundation fulfill its mission.

To identify a potential match between institutional need and foundation mission, Gilligan said presidents should understand foundation priorities, then test the potential match through email communications and conversations with foundation program staff. He also suggested that presidents include their academic vice presidents in building such partnerships because foundations want to assess institutional leadership and probable success of the proposed project.

Matthew J. Quinn, the founding executive director emeritus of the Jack Kent Cooke Foundation, said that it seeks long-term partnerships with institutions to create promising educational futures for disadvantaged youth. The foundation, however, does not fund grant proposals from colleges and universities. Instead, it depends upon higher education for knowledge, advice, and research that will inform the foundation’s work directly with students. For example, he said, the foundation has benefited from what higher education has learned about effective strategies for the transfer of underserved students from community colleges to four-year institutions.

Both foundation officers noted that often they prefer to work with consortia of colleges and universities rather than individual institutions. Consortia can provide the organizational capacity to manage grants and build collaboration among campuses for a particular project.

A third presenter, Ned Moore, then president of the Virginia Foundation for Independent Colleges (now CI C vice president and executive director of FIHE), noted further advantages to statewide consortial work for independent colleges, including increased visibility, proactive collective fundraising, and support for shared initiatives.

Among the recommendations presenters offered to presidents on effectively approaching foundations:

- Recognize that the internet is now the key place of interchange. Review foundation websites regularly. Email program officers to stay in touch and assess potential partnerships.
- Communicate once or twice a year about your institution’s plans and outcomes.
- Be transparent in all foundation communications and presentations about your successes, hopes, and challenges.
- Develop proposal budgets that are sufficient to support an effective program, then communicate the specific financial request early in the process.
- Demonstrate a framework for sustainability of the proposed project beyond the grant years.
- Build and support consortia that can leverage foundation support.
2010 Presidents Institute Awards Banquet

The 2010 Presidents Institute at the Marco Island Marriott in Marco Island, Florida, featured record participation and inspirational addresses by major speakers. Practical advice and solutions from presenters throughout the meeting helped to put economic challenges in perspective. A photo slideshow of the Institute is online at www.cic.edu/publications/independent/index.asp.

Photography by Stan Lindsey.

Leading supporters of private higher education were honored during the 2010 Presidents Institute Awards Banquet on Wednesday, January 6. Pictured left to right are Robert W. Stephens, president of The Bernard McDonough Foundation, who accepted the 2010 Award for Philanthropy on behalf of the foundation; and Barbara Smith Young and William T. Young, Jr., who received the 2010 Award for Philanthropy for Individuals.

During the Awards Banquet, CIC President Richard Ekman formally passed the gavel to George Martin, president of St. Edward's University (TX), the incoming chair of the CIC Board of Directors. Martin succeeded John Strassburger, president of Ursinus College (PA).

Presidents and their spouses who participated in CIC’s New Presidents Program, held January 3 and 4 immediately preceding the Presidents Institute, had an opportunity to meet and exchange ideas with other newcomers and seasoned presidents volunteering as mentors. They also heard from a variety of speakers, most of whom are experienced presidents and alumni of the program.

In anticipation of the pending merger of the Foundation for Independent Higher Education with CIC (see story, page 26), many FIHE state executives attended the conference for the first time, including (l-r) Toni Larson of Independent Higher Education of Colorado; Claude Pressnell of Tennessee Colleges and Universities Association; Vi Boyer of Independent Colleges of Washington, and Rick Haberstick, Independent College Fund of Maryland.
Former CIC Board Chair Mary Pat Seurkamp of College of Notre Dame of Maryland and her husband Robert (center) catch up with retiring CIC Board member Tim Barry of Mount Marty College (SD) and his wife Ronda.

Presidential spouses (l-r) Jennifer Gervasi of Quincy University (IL), Lynn Fox of St. Lawrence University (NY), and Lynne Joyce of Ripon College (WI) participated in the Spouses Program that runs concurrently with the Presidents Institute. More than 180 spouses attended the conference. Also pictured is David Joyce of Ripon College.

CIC recognized the companies that have reached noteworthy milestones in sponsoring the Presidents Institute. Accepting the plaques during the opening session are (l-r) 15-year sponsors George Kaludis of Kaludis Consulting and Bill Graves and Sandra Decastro of Sungard Higher Education and 10-year sponsor Richard P. Allen of RPA, Inc.

Dorothy Yancy, interim president of Shaw University (GA), Billy Hawkins of Talladega College (AL), and Beverly Hogan of Tougaloo College (MS) enjoy chatting during the pre-banquet reception.

Presidents (l-r) Sharon Latchaw Hirsh of Rosemont College (PA), Kevin E. Mackin, OFM of Mount Saint Mary College (NY), James Patrick Shea of University of Mary (ND), and Terence Henry of Franciscan University of Steubenville (OH) reconnected during the reception.

Peter Heath, chancellor of the American University of Sharjah (United Arab Emirates), questions panelists during the closing plenary session on “New Directions for Improving Higher Education Quality.”
“Managing Multiple Roles and Responsibilities” is the theme of the ninth annual Workshops for Department and Division Chairs offered by CiC in spring 2010. Most chairs come into their positions with little training for administrative responsibilities and need guidance on how to balance multiple roles. The 2010 workshops will provide assistance to chairs in simultaneously performing the responsibilities of teacher, researcher, administrator, advisor, and leader with greater effectiveness.

CiC has made these workshops affordable for all small to mid-sized colleges and universities. Financial support from the American Academic Leadership Institute (AALI) 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. In this time of limited resources, the workshops offer cost-effective professional development opportunities.

Workshop topics will include: Effective Program Review, Using Data to Set Curricular Directions, Conflict Management, Managing the Hiring Process, Working with Underperforming Faculty Members, Best Practices: Faculty Evaluation, Retention of Students, The Roles of the Chair, and Working with the Chief Academic Officer.

Speakers will include: Claudia deVries Beversluis, provost of Calvin College (MI); Ginny Coombs, vice president for annual programs at CiC; Beth Cunningham, provost and dean of the faculty and professor of physics at Illinois Wesleyan University; William C. Deeds, vice president for academic affairs and dean of the college at Morningside College (IA); James Dlugos, vice president and dean for academic affairs at the College of Saint Elizabeth (NJ); Denise Doyle, provost of the University of the Incarnate Word (TX); Patricia Draves, vice president for academic affairs and dean of the college at Mount Union College (OH); Sherilyn Emberton, provost and vice president for academic affairs at Lincoln Memorial University (TN); Thomas Falkner, provost and dean of the faculty and professor of classics at McDaniel College (MD); Jonathan D. Green, dean of the college and vice president for academic affairs at Sweet Briar College (VA); Bryon Grigsby, senior vice president and vice president for academic affairs of Shenandoah University (VA); John E. Hart, director of legal affairs/university counsel at the University of Dayton; Colleen Hegranes, senior vice president and chief academic officer at St. Catherine University (MN); Barbara Hetrick, senior vice president of CiC; Stephen J. Hirschfeld, founding partner in the San Francisco office of Curiale Hirschfeld Kraemer LLP; Mark J. Krejci, provost and dean of the college and professor of psychology at Concordia College (MN); Leslie Lambert, provost and vice president for academic affairs at Ferrum College (VA); Michael Le Roy, vice president for academic affairs and dean of faculty and professor of political science at Whitworth University (WA); Jesse Mann, vice president for academic affairs and dean of the college at Westminster College (PA); Lizbeth Martin, vice president for academic affairs and dean of faculty at Holy Names University (CA); Joanne Passaro, provost and chief academic officer of Carroll University (WI); R. Christopher Qualls, vice president for academic affairs and dean of faculty at Emory & Henry College (VA); Kathleen A. Rinehart, partner in the Milwaukee law firm of Whyte Hirschboeck Dudek S.C.; Leanne M. Shank, general counsel at Washington and Lee University (VA); and Stuart J. Sigman, vice president for academic affairs and dean of the faculty at Naropa University (CO).

More information and a registration form for the workshops can be found at www.cic.edu/departmentchairworkshops.
CIC Professors Explore Islam and Middle Eastern Culture During Jordan Seminar

Meeting with a member of Jordan’s royal family, HRH Prince El Hassan bin Talal, was one of many highlights of the seminar for 12 CIC faculty members in Amman, Jordan, on “Teaching About Islam and Middle Eastern Culture.” The January 3–19 seminar at the American Center of Oriental Research (ACOR), the fourth in this series, was cosponsored by CIC and the Center for American Overseas Research Centers (CAORC) and was made possible by funding provided by the U.S. Department of State.

Barbara Porter, ACOR’s director and former assistant curator in the departments of Egyptian and Ancient Near Eastern Art at the Metropolitan Museum in New York, led the seminar. Prince Hassan spoke on “Understanding Islam and the Modern Middle East.” Participants also discussed the political, social, and economic trends in the Middle East and women’s rights and education in Islam, among other topics. Several trips throughout the region offered the opportunity to tour the King Abdullah Mosque, the Balqa’a Palestinian Refugee Camp, and archeological sites in the historic city of Petra and the ancient valley of Wadi Rum.

Time was also devoted to exploring how participants might incorporate their experiences into their teaching. Sara Raley, assistant professor of sociology at McDaniel College (MD) said, “My experiences already have my head swirling with new ideas to develop entire courses, to enhance special units in my existing courses, and to hold cultural events on campus. I can’t wait to share all that I have learned—not just with students, but with family, friends, and my college community.”

Because most smaller colleges and universities do not have Middle East experts, the seminar was designed for non-experts with the intention that they share their experiences with their campuses and local communities. Grant funds provided by the Carnegie Corporation of New York for follow-up activities will assist in the development and revision of courses, public outreach activities, and organizing guest lectures by Middle Eastern experts on campuses.

**PARTICIPANTS, TEACHING ABOUT ISLAM AND MIDDLE EASTERN CULTURE SEMINAR**

- Michael Bradley, Professor of Political Science and Philosophy, Blackburn College (IL)
- Millie Burns, Assistant Professor of Art, Marymount Manhattan College (NY)
- William Campbell, Assistant Professor of Theology and Religious Studies, The College of St. Scholastica (MN)
- Alaine Hutson, Associate Professor of History, Huston-Tillotson University (TX)
- Kurt Jefferson, Professor of Political Science, Westminster College (MO)
- Michael Klabunde, Associate Professor of English and History, College of Mount St. Joseph (OH)
- Christian Krokus, Assistant Professor of Theology and Religious Studies, University of Scranton (PA)
- Brian Lang, Associate Professor of Religion and Philosophy, Jamestown College (ND)
- Rita Lester, Associate Professor of Religion and Philosophy, Nebraska Wesleyan University
- Vernon Pedersen, Associate Professor of History, University of Great Falls (MT)
- Sara Raley, Assistant Professor of Sociology, McDaniel College (MD)
- Rosamond Redman, Assistant Professor of Religious Studies, Mount St. Mary’s College (CA)
College Media Conference to Explore “How to Negotiate the Changing Media Landscape”

As traditional and highly-regarded publications disappear and well-respected journalists move to new publications or lose their jobs altogether, college communications professionals must keep abreast of the changes. The 2010 College Media Conference will help campus communicators negotiate the changing media landscape in order to obtain publicity for their campus, keep track of higher education journalists, tap into the blogosphere, and use social media to attract media coverage.

The conference, scheduled for June 23–25 in Baltimore, Maryland, will also help campus PR officers prepare news materials that produce results and make contacts with some of the nation’s top reporters, editors, freelance writers, producers, bookers, educational correspondents, and campus news professionals.


The conference, cohosted by the Council of Independent Colleges and the American Association of State Colleges and Universities, will be held at the Tremont Plaza Hotel, the conference site for the past four years.

A new highlight of the conference will be a set of concurrent sessions, “Meet the (Higher Ed) Press,” featuring conversations with several reporters and editors from the two major higher education publications, the Chronicle of Higher Education and Inside Higher Ed. Stories from these publications make their way into national and regional press reports.

A preconference workshop on Wednesday, June 23, will focus on social networking. “Using Social Media, Blogs, and Webzines to Publicize Your Experts” will familiarize PR and communications directors with the latest social media trends.

In addition to the wide variety of sessions, the conference offers participants opportunities to network with colleagues from colleges and universities nationwide and provides useful tools to help them keep in touch with important national media contacts.

The full conference schedule and online registration with credit card payment is available now at www.collegemediaconference.org. Discounted fees are available for those who attend both the conference and preconference and for groups of two or more individuals from the same institution.

CIC Offers Seminar for English and History Faculty on Slave Narratives

A multidisciplinary seminar on Slave Narratives will be offered for full-time faculty members in history, English, and related fields this summer by the Council of Independent Colleges, the Gilder Lehrman Institute of American History, and the United Negro College Fund. The seminar will take place June 13–16 at Yale University in New Haven, Connecticut. David W. Blight, Class of 1954 Professor of American History at Yale will lead the seminar, which will be held for the third year in a row due to high interest in the subject matter among CIC colleges.

The seminar will examine the place of slavery and abolition in American history and culture, and participants will discuss the genre of slave narratives through some exemplary texts including biographies, fiction, and autobiographies. Autobiographies by former slaves were first published in the late 18th century and early 19th centuries and grew in scale as new texts were promoted and printed by the early abolitionist movement in Britain and the United States. Participants will read both antebellum and postbellum narratives—before the Civil War approximately 65 narratives were published in English. The pre-emancipation narratives were often serious works of literature as well as works that fit into certain conventions and formulas and tended to focus squarely on the oppression of slavery. The post-emancipation narratives, of which there are approximately 55 in existence, were more likely to be success stories—triumphs over the past and visions of a more prosperous future. The seminar will cover the most famous pre-war narrative, that of Frederick Douglass, and the most famous post-war narrative, that of Booker T. Washington, as well as narratives from Professor Blight’s recently published book, A Slave No More: Two Men Who Escaped to Freedom, Including their Narratives of Emancipation.

David Blight is also the author of several other books including Race and Reunion: The Civil War in American Memory, for which he won the 2001 Frederick Douglass Prize and the 2002 Bancroft and Lincoln Prizes; Beyond the Battlefield: Race, Memory and the Civil War; and Frederick Douglass’ Civil War: Keeping Faith in Jubilee. Blight was elected as a member of the Society of American Historians in 2002. Since 2004 he has served as a member of the board of trustees of the New-York Historical Society and the board for African American Programs at Monticello in Charlottesville, Virginia.
NetVUE Off to a Fast Start

The launch of CiC’s new Network for Vocation in Undergraduate Education (NetVUE) in October 2009 has already attracted many colleges and universities, and initial networking opportunities are taking shape. By January 1, 2010, 125 independent colleges and universities had joined NetVUE as founding members, far surpassing the membership goal set for the first year.

NetVUE is a nationwide campus-supported network whose purpose is to expand and extend the exploration of vocation on campuses. Through national and regional conferences, the development and exchange of resources, and participation in online networking, institutions will deepen vocational exploration by their students. Colleges and universities that have well established programs in the theological exploration of vocation can disseminate the results of their work through this network and find ways to mentor other institutions that wish to develop similar programs.

The 125 NetVUE founding member institutions are quite diverse, located in every region across the county and representing a wide range of religious traditions, as well as some that are non-sectarian. While some NetVUE members had prior experience in the Lilly Endowment’s Program for the Theological Exploration of Vocation (PTEV), the majority view NetVUE as a new opportunity to deepen the intellectual and theological exploration of vocation. A complete listing of member institutions can be found at www.cic.edu/NetVUE.

In February, NetVUE members began an online discussion of Christian Smith’s recent book, Souls in Transition: The Religious and Spiritual Lives of Emerging Adults. More than 180 participants from across the country are reading the book and sharing observations in online discussions with periodic comments from the author. The online book discussion is one of the features of the NetVUE community website using SharePoint technology recently acquired by CiC. NetVUE members are able to use a searchable database of print resources, media, and course syllabi that support vocational exploration. Campus members can also post announcements, queries for NetVUE community discussion, and take part in surveys of NetVUE members.

Several regional gatherings and multi-institutional conferences hosted by NetVUE member campuses will be held in 2010, with financial support from NetVUE. The first to be announced (with other proposals under consideration) include:

- “Living the Questions” at Earlham College (IN), October 1–2; and
- “Models of Excellence in Vocation Mentoring” at St. Norbert College (WI), November 11–13.

These smaller gatherings provide excellent opportunities to share programmatic initiatives and compare best campus practices. A national NetVUE Conference is being planned for March 2011.

NetVUE continues to welcome colleges and universities into its membership. With generous support from Lilly Endowment Inc., dues in the initial year range from $500 to $1,000 based on undergraduate enrollment. Complete details about NetVUE programs and services, including membership information, are available online at www.cic.edu/NetVUE or by contacting Shirley Roels, CiC senior advisor for NetVUE, via email at sroels@ cic.ncbe.edu or phone at (616) 526-7819.

**NetVUE Advisory Council Members**

Donna Carroll, President, Dominican University (IL)
Joel Cunningham, Vice Chancellor and President, Sewanee: The University of the South (TN)
Bobby Fong, President, Butler University (IN)
Charisse Gillett, Director of Lilly Initiatives, Transylvania University (IN)
David Guthrie, Academic Dean, Geneva College (PA)

Marianne Inman, President, Central Methodist University (MO)
Leanne Neilson, Provost and Vice President for Academic Affairs, California Lutheran University
Frederik Ohles, President, Nebraska Wesleyan University
Lisa Rhodes, Dean of Sisters Chapel and Director of the Sisters Center for WISDOM, Spelman College (GA)
Paul Wadell, Professor of Religious Studies, St. Norbert College (WI)
Woodrow Wilson Visiting Fellows Program Features Prominent Journalists

A number of prominent and Pulitzer Prize winning journalists serve as Woodrow Wilson Visiting Fellows, who spend a week on campuses speaking with students and faculty members, hosting writing workshops, meeting with student news editors and journalists, and holding critique sessions.

Karen Arenson covered higher education, economics and finance, and nonprofit organizations for the New York Times for 30 years. Though she is known for reporting on higher education, she joined the Times as a financial reporter in 1978 after five years at BusinessWeek magazine. She also served as editor of the Times' Sunday Business Section and as deputy editor and acting editor of the paper’s business/financial section.

Eleanor Clift reports on the White House, Washington politics, and a variety of national issues for Newsweek magazine and is a regular panelist on the nationally syndicated show The McLaughlin Group. Clift is also the author of Founding Sisters and the 19th Amendment, the story of suffrage, and Two Weeks of Life: A Memoir of Love, Death, and Politics.

Serge Schmemann is the editorial page editor of the International Herald Tribune in Paris, a post to which he was assigned in May 2003, shortly after the New York Times assumed full possession of the Tribune. Schmemann joined the Times in December 1980 after eight years with the Associated Press and worked for many years as a Times correspondent and bureau chief in Moscow, Bonn, Jerusalem, and the United Nations. Schmemann received the Pulitzer Prize in 1991 for coverage of the reunification of Germany and an Emmy in 2003 for his work on a television documentary about the Israeli-Palestinian conflict.

Toby Smith is a journalist whose work has concentrated primarily on sports, particularly its attendant controversies. Smith has been a sports editor and freelance contributor for Sports Illustrated, ESPN Magazine, the New York Times, and the Wall Street Journal. He has covered events such as the World Series, the World Cup, the Olympics, and the Super Bowl. Smith was twice named a Fulbright scholar to Romania where he created the first course in sports-writing in the country. In addition, he has taught at Ohio State University, University of New Mexico, Wesleyan University, and several international institutions.


For details about applying to host a Fellow as well as biographical information for all Fellows, visit www.cic.edu/visitingfellows.

CIC/New York Times Student News Editors Workshop

The CIC/New York Times Student News Editors Workshop, which in the past was available to student news editors at all CIC member institutions, is available this year only for members of the CIC/NYT Partners in Education Program. Current members of the Partnership have received the invitation for “Inside the Times,” to be held Monday, April 19.

The workshop provides an unusual opportunity for student news editors to meet with reporters and editors from the nation’s premier newspaper, explore the role of newspapers in contemporary society, discuss all aspects of publishing, hone their journalistic skills, and meet their peers working on campus newspaper staffs across the country.

Any CIC member campus that receives a significant number of copies of the New York Times that are made available free for the campus community is eligible for the Partnership and may send student editors to the workshop.

Benefits of the Partnership include discounted subscriptions, advertising rates, and rights and permissions site licenses for the New York Times, as well as opportunities to meet with Times staff and priority access to Times reporters and editors for speaking engagements on campus. The minimum obligation for a college to be considered a partner is a discounted subscription to the newspaper (50 cents per paper, depending on the number of copies purchased by the CIC institution as a partner). The number of papers recommended for each campus is based on FTE enrollment. An institution with 400–500 students might purchase 50–75 papers per weekday; a college with 1,800–2,500 students might purchase 250–500 papers.

Campuses that wish to join the Partnership should contact Laura Wilcox at lwilcox@cic.nche.edu or (202) 466-7230.
John Thomas, leader of Union College’s (NE) relief team in Haiti, and senior Ginger Hany help direct a search and rescue operation.

Lynn University Mourns Loss of Students in Haiti

CIC extends its deepest sympathies to the Lynn University (FL) community, which is grieving the loss of several students and faculty members who were killed in the massive earthquake in Haiti. Lynn officials announced at the end of January that the students and faculty members who were in Haiti on a service learning trip and had been missing since the earthquake are presumed dead. Those killed in the collapse of the Hotel Montana include four students—Stephanie Crispinelli, Brittany Gengel, Christine Gianacaci, and Courtney Hayes—and two faculty members—Patrick Hartwick, dean of the Ross College of Education, and Richard Bruno, assistant professor in the College of Liberal Education. CIC contributed to the Lynn University Haiti Crisis Fund.

CIC Colleges Raise Funds for Disaster Relief and Assistance for Haiti

CIC member colleges and universities across the U.S. sprang into action to raise funds for Haitian relief efforts upon receiving news of the devastating 7.0 magnitude earthquake that struck on January 12. Campuses quickly mobilized to locate missing students, staff, friends, and family members and to raise money for and provide relief to the ravaged region. Just days after the earthquake, a team of four students from Union College’s (NE) international rescue and relief program (all certified as emergency medical technicians) traveled to Haiti along with the program’s assistant director. The team worked with medical personnel at the damaged but still functioning Adventist Hospital of Haiti. Soon after their return to campus, a second team departed for Haiti to continue to assist at the hospital.

St. Bonaventure University (NY) sponsored a “boot drive” with the help of local firefighters, whose boots were used as repositories to collect funds for Haiti. Cosponsored by Students in Free Enterprise (SiFE), BonaResponds, University Ministries, and the Center for Community Engagement, the boot drive donations were delivered to Food for the Poor, Hands on Direct Relief, and the Carroll County Haiti Mission project. Students in a class called “Changing the World” at Gustavus Adolphus College (MN) collected cash donations one day at several locations on campus and donated the proceeds to the nonprofit organization Lutheran World Relief. On Martin Luther King, Jr. Day, more than 300 members of the Drake University (IA) community packaged 51,410 meals to be sent to relief efforts in Haiti.

At North Central College (IL) a team of seven students who had just returned from a working trip to Haiti in December raised funds for Mission of Hope’s medical clinic, Hospital of Hope, which is located north of Port-au-Prince and was reportedly functioning but overwhelmed with need. The students raised nearly $2,000 during the first weekend of the campus drive. Alvernia University (PA) students participated in a fundraiser organized by the Student Government Association, Campus Ministry, and the Office of Student Activities to help support earthquake victims. The fundraising drive raised more than $3,000.

Relief efforts continued into February at Concordia College (NY) where students raised funds for Haiti with a show called “Share the Love: Haiti Benefit for Save the Children.”
March, Westminster College (PA) hosted a Hunger Banquet cosponsored by Westminster’s Circle K International, Newman Club, Chapel Staff, and Sodexo Dining Services. The event is part of Westminster’s “Hands for Haiti” relief initiative.

Celebrating Achievements

The 42nd Council of the Phi Beta Kappa Society recently voted to allow the introduction of two new chapters at Butler University (IN) and the College of Saint Benedict/Saint John’s University (MN). Founded in 1776, the society celebrates and advocates excellence in the liberal arts and sciences. Chapters currently exist at 280 institutions of higher learning throughout the U.S.

Mount Mary College’s (WI) “College in the Community” program has been awarded the 2009 Program Innovation Award from ProLiteracy America, the nation’s largest adult literacy organization. “College in the Community” is a collaborative learning program among Mount Mary College, Milwaukee Achiever Literacy Services, and Journey House that provides college-level classes for adults on weeknights and Saturdays.

International Initiatives and Activities

The Institute of International Education recently announced that Washington & Jefferson College (PA) was one of six colleges and universities to win a 2010 Keiskell Award for Innovation in International Education. The college was recognized for its progressive approach to study abroad by using short-term programs as catalysts for semester-long study and providing a design-your-own option for independent overseas experiences.

In January, 16 students from Sookmyung Women’s University in Seoul, South Korea, took a specially designed course at Wilson College (PA) as part of a new exchange agreement between the two colleges. The three-week course, entitled “American Myths and Dreams,” was an introductory course examining social inequalities in the United States. Wilson and Sookmyung formalized an agreement calling for a regular exchange of students and scholars as well as collaborative research, lectures, and symposiums in December. Saint Martin’s University (WA) also recently finalized an academic exchange agreement with Konkuk University in Korea, a private university in southeastern Seoul that emphasizes technology and science majors. Under this agreement, Konkuk will send up to ten students each year to Saint Martin’s for ESL and undergraduate studies. Saint Martin’s already has similar “sister university” agreements with two other Korean universities, Sogang University and Cheongju University, as well as sister universities in Japan, China, and Taiwan.

Centre College (KY) was recently awarded more than $700,000 from The Arthur Vining Davis Foundations and the Andrew W. Mellon Foundation to further global citizenship efforts. Grants from the Davis Foundations will allow the college to hire a postdoctoral fellow to teach Mandarin, provide students with the opportunity to pursue study and internships in Asia, and provide faculty members with development grants to encourage globalization. The Mellon Foundation grant will be used to establish a Mellon Global Fellows program for faculty members. The three-year initiative will establish five faculty “learning circles,” whose goal will be to create successful academic minors in areas related to global citizenship.

Announcing New Programs, Majors, and Departments

Endicott College (MA) announced in January three new graduate programs: master of science in nursing, master of fine arts in interior design, and master of arts in interior design. Brescia University (KY) in January began an online master of science degree in management, a two-year program geared toward early and mid-career professionals. Also in January, California Lutheran University announced the launch of a doctoral program in clinical psychology that was developed to meet the needs of the Ventura County community. The program will integrate theoretical and practical approaches to clinical psychology and will begin in the fall. Caldwell College (NJ) announced the creation of a PhD program in applied behavior assistance, a field best known for its ability to help children with autism spectrum disorder. This is the first doctoral program ever offered by the college, and plans are underway to build an autism center to serve children with autism and their families in northern New Jersey.
Working with High Schools to Improve Student Success

High school students will have the opportunity this summer to explore the world of music, multimedia, theater, and storytelling at the Milligan College (TN) residential Fine Arts Summer Academy. Students spend two weeks on the Milligan campus refining their talents and learning from masters in the fine arts disciplines.

Twenty-four Wichita area high school students got a taste of college life—and two hours of college credit—by successfully completing the 2009 Hispanic Scholar program at Newman University (KS). The students, who completed individualized projects in the biological, health, or physical sciences, were selected for the program as part of an ongoing effort by Newman to keep Hispanic students in high school and encourage them to pursue higher education. Created in 2001, the program is designed to strengthen students’ pre-college science, mathematics, and English skills.

Otterbein College (OH) recently received $90,044 from the TG Public Benefit Grant Program, a nonprofit corporation dedicated to increasing access to higher education. The money will be used to fund the Ubuntu Mentoring and College Clubs program, a collaboration between Otterbein’s Center for Community Engagement, local high schools, and a charter school. The program invests in underserved urban youth by joining Otterbein students enrolled in a communications course on mentoring with high school juniors and seniors, nearly all of whom aspire to be the first in their family to attend college. Ubuntu seeks to build a cycle of success in which students who have been mentored eventually become Otterbein students who then return to their neighborhoods to become mentors.

Grants, Gifts, and Awards

The University of Indianapolis (IN) Center of Excellence in Leadership of Learning (CELL) recently received a $7.5 million grant for a new middle school initiative that will work in conjunction with the Schools to Watch recognition program, a project of the National Forum to Accelerate Middle-Grades Reform. Schools to Watch identifies and supports high-performing schools so that their successful practices can be replicated elsewhere.

California Lutheran University announced in February that William Rolland of Westlake Village has donated the largest single gift in the history of the university—$5 million—for a new football stadium. The gift will be used to help build an $8 million, 3,000-seat athletic facility that will include locker rooms, coaching offices, meeting rooms, a press box, a VIP lounge, and clock tower. The stadium will also house an art gallery where Rolland’s extensive collection of bronze statuary and other works will be exhibited. Marietta College (OH) recently received a $2.6 million contribution from the Chlapaty family that will help provide for the restoration of the Depression-era Don Drumm Stadium.

New Facilities

King’s College (PA) recently opened Gateway Corners, a four-story 95,000 square-foot multi-purpose building adjacent to the college campus. The building will house 165 students in apartment-style suites and contains office space for education faculty members, classrooms, a public daycare facility, and a public eatery. The $20 million project was announced in May 2008.

Forming Partnerships

Environmental science students from Juniata College (PA) and Saint Francis University (PA), two colleges roughly 50 miles apart, began a new semester-long program in January during which they will explore forests, navigate lakes, and experience the biodiversity of Juniata’s Raystown Field Station. Faculty members from both campuses teach courses in ecology, marine biology, biostatistics, vertebrate zoology, ecology, and geographic information systems. In an effort to expand the partnership, Juniata invited two additional Pennsylvania institutions, Washington & Jefferson College and Susquehanna University, for field station visits.
CIC Appoints Executive Director of FIHE

CIC announced the appointment of a new executive director of the Foundation for Independent Higher Education (FIHE), the national office for state associations that focus on consortial fundraising and collaborative programs for independent colleges and universities. Edward G. “Ned” Moore began serving as executive director of FIHE and CIC vice president in February.

The merger of CIC and the Foundation for Independent Higher Education (FIHE) will be officially announced upon final approval by the states of Maine and New York, where the two organizations are incorporated, respectively.

In announcing Moore’s appointment, CIC President Richard Ekman said, “Ned has served since 2002 as the highly effective and innovative president of the Virginia Foundation for Independent Colleges (VFIC), a fundraising and programmatic consortium of 15 private colleges in Virginia and an active FIHE member. In this role, Ned has led successful fundraising activities and increased the visibility of the private college sector within Virginia, particularly among corporate leaders and civic opinion makers. He also has facilitated collaborative initiatives among the VFIC member colleges including programs and workshops for faculty and staff development, minority student recruitment and retention, undergraduate research, and career connections for students.”

Moore’s selection was the result of a national search with nominations solicited and received from CIC member presidents and chief academic officers, FIHE state executives and board members, and others who are knowledgeable about CIC and FIHE. The search committee included representatives of FIHE’s board of directors and state executives as well as FIHE and CIC staff and was guided by recommendations of the CIC Board of Directors.

From 1990 to 2002, Moore served as vice president for development at Randolph-Macon College (VA) and prior to that as vice president for development at Austin College (TX) and director of alumni and church relations at Rhodes College (TN). A graduate of Washington and Lee University (VA), Moore earned a master’s degree in higher education from the University of North Texas.

New Resource on Technology for Presidents

CIC and SunGard Higher Education recently published President to President: Views on Technology in Higher Education, Volume II, which examines technology as a means to improve the management of higher education while advancing its mission. Written by presidents for presidents, this volume describes various ways to use technology to improve small college operations. Printed copies of the volume were distributed to presidents who participated in the 2010 Presidents Institute and mailed to presidents who did not attend. Individual chapters as well as the entire publication are also available for download on SunGard’s website at www.sungardhe.com/presidenttopresident.

CIC in the News

The Chronicle of Higher Education published a lengthy series in its February 14 edition on CIC’s Walmart College Success Awards (CSA) program as a result of CIC’s ongoing efforts to promote this important program. In the series, reporter Sara Lipka wrote “Walmart’s $10 Million Diplomas” about Walmart’s efforts to promote programs for first-generation students through grants to associations and colleges, and articles detailing CSA programs at St. Edward’s University (TX), “Summer Program Builds Students’ Skills and Self-Confidence”; California Lutheran University, “A Running Start and Fast Friends for First-Generation transfer Students”; and Kalamazoo College (MI), “At Kalamazoo College, Money for Internships and Preparation, Too.”

The Chronicle also published several articles about 2010 Presidents Institute sessions: “Small-College presidents Hear Tips on Building a Leadership Team” (January 5), and “As Recession Persists, Fall 2010 Will Be the ‘Hard One,’ College Presidents Say” (January 6). Other Chronicle articles that quoted CIC President Richard Ekman included “In Academic Culture, Mental-Health Problems Are Hard to Recognize and Hard to Treat” (February 16) and “Investor Groups May Be Nonprofit Colleges’ Next Saviors” (February 2).

Several articles in Inside Higher Ed covered CIC programs including “Rethinking Science Education” (January 6) and “New Realities” (January 7) about the 2010 Presidents Institute; “Outsourcing Language Learning” (January 22) about CIC’s Network for Effective Language Learning; and “The Private Role
in the 2020 Goals” (February 1) about the NAICU/CIC campaign to identify promising practices and promote the success of private colleges and universities in recruiting and graduating first-generation and other at-risk students.

*University Business* published “Pursuing Needless Innovations” by CIC President Richard Ekman in the February 2010 edition of the magazine’s Independent Outlook column and *Hispanic Outlook* highlighted an interview of Ekman discussing “How Is the Economy Affecting Private College Enrollments?” (January 25).

Ekman was also interviewed for a piece that aired on National Public Radio’s Marketplace Report on February 8, “Education Crisis Helps Private Colleges.” During the interview, Ekman said, “Private colleges and universities have enormous amounts of private financial aid money available so that it is much more affordable than many people assume…. Yet the stereotypes persist that the private colleges are only for wealthy kids. It’s simply not true.” The interview featured Notre Dame de Namur University (CA), St. Bonaventure University (NY), Hastings College (NE), and Holy Names University (CA).

**Staff News and Notes**

Barbara Hetrick, senior vice president, was one of four representatives of American higher education to meet with Janice Reid, vice chancellor and president of the University of Western Sydney, and John Hayton, director of Australian Education International North America at the Australian Embassy on January 14, 2010. The group, which included Judith Eaton of the Council for Higher Education Accreditation, David E. Shulenburger of the Association of Public and Land-grant Universities, and David Paris of the New Leadership Alliance for Student Learning and Accountability, was asked to help President Reid gain an appreciation of current issues on the U.S. higher education agenda, particularly current thinking about quality and accountability.


**STAFF SPOTLIGHT—People Who Make CIC Work**

Cynthia Page has served as CIC’s business manager since June 2008. Before joining CIC, Page was the lead financial manager of several small nonprofit and for-profit organizations. Previously, she was director of finance and administration at the Harwood Institute for Public Innovation and vice president for finance at RIVA Market Research and Training. She holds a BS in business administration from the University of South Carolina and became a certified public accountant in 1991. She has served as treasurer for the Bradley Hills Presbyterian Church Nursery School for over 20 years. Page enjoys spending time on the waters of the Chesapeake Bay with her family.
## Calendar of Events

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<tr>
<th>Date</th>
<th>Conference</th>
<th>Location</th>
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<tr>
<td>April 8–10</td>
<td>Division and Department Chair Workshop</td>
<td>Raleigh, NC</td>
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<td>April 19</td>
<td><em>New York Times</em> Student News Editors Workshop</td>
<td>New York, NY</td>
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<td>April 25–28</td>
<td>FIHE Annual Meeting</td>
<td>Little Rock, AR</td>
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<td>May 25–27</td>
<td>Division and Department Chair Workshop</td>
<td>Cincinnati, OH</td>
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<td>June 2–4</td>
<td>Division and Department Chair Workshop</td>
<td>St. Paul, MN</td>
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<tr>
<td>June 8–10</td>
<td>Division and Department Chair Workshop</td>
<td>San Francisco, CA</td>
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<td>June 13–16</td>
<td>CIC/Gilder Lehrman American History Seminar</td>
<td>New Haven, CT</td>
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<td>June 23–25</td>
<td>College Media Conference</td>
<td>Baltimore, MD</td>
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<td>July 12–16</td>
<td>CIC/AALI Seminar on Academic Leadership for the 21st Century</td>
<td>Annapolis, MD</td>
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<td>July 26–30</td>
<td>Teaching Pre-modern European Art in Context Seminar</td>
<td>Birmingham, AL</td>
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<td>August 1–3</td>
<td>CIC/Collegiate Learning Assessment (CLA) Consortium Summer Meeting</td>
<td>Jersey City, NJ</td>
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<td>October 12</td>
<td>Foundation Conversation</td>
<td>New York, NY</td>
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<tr>
<td>November 6–9</td>
<td>Institute for Chief Academic and Chief Financial Officers</td>
<td>Williamsburg, VA</td>
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