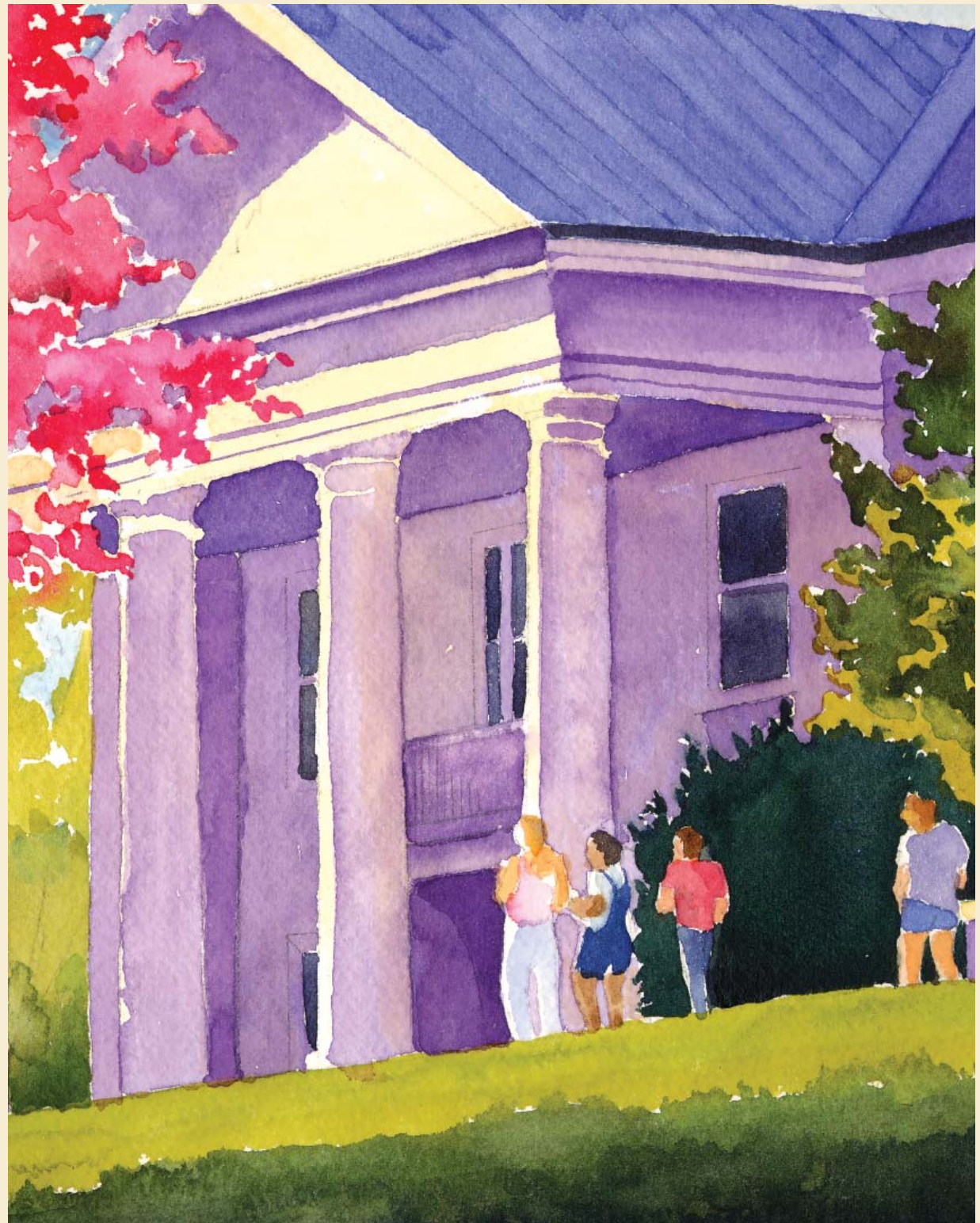




CELEBRATING
50 YEARS OF
ADVANCING
INDEPENDENT
HIGHER
EDUCATION

*2005–2006 Annual Report
The Council of Independent Colleges*



CELEBRATING 50 YEARS OF ADVANCING INDEPENDENT HIGHER EDUCATION



Scripps College, CA

FOUNDED IN 1956, THE COUNCIL OF INDEPENDENT COLLEGES (CIC) CELEBRATES ITS 50TH ANNIVERSARY IN 2006. CIC IS AN ASSOCIATION OF INDEPENDENT COLLEGES AND UNIVERSITIES WORKING TOGETHER TO:

- SUPPORT COLLEGE AND UNIVERSITY LEADERSHIP
- ADVANCE INSTITUTIONAL EXCELLENCE
- ENHANCE PRIVATE HIGHER EDUCATION'S CONTRIBUTIONS TO SOCIETY

CIC IS THE MAJOR NATIONAL SERVICE ORGANIZATION FOR ALL SMALL AND MID-SIZED, INDEPENDENT, LIBERAL ARTS COLLEGES AND UNIVERSITIES IN THE U.S. CIC IS NOT A LOBBYING ORGANIZATION, BUT RATHER FOCUSES ON PROVIDING SERVICES TO CAMPUS LEADERS AS WELL AS SEMINARS, WORKSHOPS, AND PROGRAMS THAT ASSIST INSTITUTIONS IN IMPROVING EDUCATIONAL PROGRAMS, ADMINISTRATIVE AND FINANCIAL PERFORMANCE, AND INSTITUTIONAL VISIBILITY.

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MESSAGE FROM THE CHAIR



My first year as Chair of the CIC Board of Directors coincides with CIC's 50th anniversary, and I am delighted to extend hearty congratulations to the Council for its half-century of exceptional service to independent higher education. How best to celebrate such a milestone? CIC commissioned a book that would be both substantive and attractive, and that would include histories of both small and mid-sized private colleges over the past half-century and of the Council. The result, *Meeting the Challenge: America's Independent Colleges and Universities Since 1956*, far surpassed our expectations. It is truly a noteworthy book of lasting value and importance for independent higher education.

Our association was created 50 years ago by 63 small, private colleges, most of them religiously-based, in an effort to meet the benchmarks required for regional accreditation. It has become a powerful ally to the more than 570 independent colleges and universities that today are members. The Council for the Advancement of Small Colleges, as it was originally known, helped these institutions strengthen their academic programs, advised them on fundraising and fiscal management, and helped raise money directly for member institutions. CIC today continues to assist member institutions in many ways, working tirelessly to promote the effectiveness of independent colleges and universities. The Board wants CIC to be a major voice for independent higher education, to reach out strategically to the media and the public to ensure that students and their parents understand that the education offered by small and mid-sized independent colleges and universities is affordable, provides success and personal attention for diverse students, enables preparation for life, engenders alumni satisfaction, and involves students and alumni in contributing to the good of society and the world.

The Board of Directors also commends CIC for its continued successes in offering new programs such as the American Graduate Fellowships, and taking on major initiatives such as the Historic Campus Architecture Project website, to be launched in November 2006.

Other important barometers indicate CIC's effectiveness as a leading higher education association. The Council continues to break records in membership totals as well as in participation rates at its major conferences. Membership in CIC for 2005–2006 reached a new high of 573 institutions. And both major conferences—the 2006 Presidents Institute and the 2005 Institute for Chief Academic Officers—broke previous participation records.

Over the next year, I look forward to working further with my colleagues on the CIC Board of Directors as well as with the very talented CIC staff to build upon the Council's impressive record of success.

Sincerely,

A handwritten signature in black ink that reads "Antoine M. Garibaldi". The signature is written in a cursive, flowing style.

Antoine M. Garibaldi
President, Gannon University
Chair, CIC Board of Directors



Nichols College, MA

MESSAGE FROM THE PRESIDENT



As we prepared to celebrate CIC's 50th anniversary this year, I was struck both by the determination of early members to help one another, and by the progress small colleges have made over the past five decades. While CIC's mission has broadened considerably since 1956, small and mid-sized independent colleges and universities continue to join CIC in large part for the collective help they receive as members and, I think, because they have witnessed CIC's progress over the years in becoming a dynamic organization that offers a growing array of services, programs, and benefits.

Many new programs and services are highlighted in this special anniversary Annual Report, among them:

- *American Graduate Fellowships*—A humanities fellowship program to promote doctoral study in the humanities by the most talented graduates of smaller, private liberal arts colleges and universities. Two annual awards worth up to \$50,000 each are the centerpieces of the program.
- *Ancient Greece in the Modern College Classroom*—A seminar cosponsored by CIC and the Center for Hellenic Studies for faculty members in all fields in which participants explore how classical texts can be utilized in a variety of social science and humanities disciplines, and in general education.

Other CIC initiatives continue to help campus leaders enhance their decision-making capacity, leadership expertise, educational programs, administrative and financial performance, and institutional visibility, among them:

- *Key Indicators Tool*—A benchmarking tool providing comparative data on 18 measures of institutional performance that is customized for each institution.

- *Collegiate Learning Assessment Consortium*—A consortium of institutions that are using the CLA instrument to learn more about the institution's "value added" contribution to student learning.
- *Presidential Vocation and Institutional Mission*—Workshops to assist current presidents and prospective presidents (in separate meetings) to reflect on their sense of calling as it relates to the mission of the institution they each lead (or might lead).
- *Learning Spaces and Technology Workshops*—Workshops to help colleges and universities plan for effective technology-enhanced learning spaces, and enable staff and faculty members to use technology more effectively in the service of learning.
- *Department/Division Chair Workshops*—Workshops to assist independent colleges and universities in strengthening leadership at the department level.

I am confident that CIC will continue to thrive in many ways, thanks to the efforts of CIC members, the Board of Directors, sponsors, funders, and staff colleagues who are contributing to these successes.

Sincerely yours,

Richard Ekman
President
Council of Independent Colleges



MEETING THE CHALLENGE

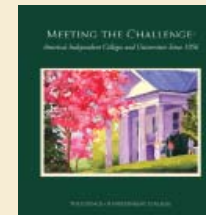
Founded in 1956, the Council of Independent Colleges (CIC) celebrates its 50th anniversary in 2006. The 50-year history of CIC is a story of helping member colleges and universities find ways to increase their visibility and providing them with a broad range of programs and services to improve the quality of education and strengthen institutional resources.

As a result of providing high-quality service over the past half-century, CIC has experienced exceptional growth—its membership has more than doubled since 1990 and increased by 173 institutions in the last six years alone—and now serves 573 independent colleges and universities, including liberal arts, comprehensive, four-year, two-year, and international institutions. Today, CIC institutions are drawn from across the spectrum, including selective liberal arts colleges, medium-sized private universities, religious colleges, historically black colleges, and single-sex institutions. In addition, CIC institutions are found in nearly every region across America—in metropolitan areas, small towns, and rural areas. Sixty national, state, and regional organizations are Affiliate Members.

CIC is the major national organization today that focuses solely on providing services directly to independent colleges and universities. To fulfill its mission, CIC provides ideas, resources, and programs that help institutions improve their leadership effectiveness, educational programs, administrative and financial performance, and institutional visibility. Premier annual events such as the Presidents Institute and the Institute for Chief Academic Officers continue to set new records in attendance and participation. Ambitious multi-year projects such as the Making the Case website and Historic Campus Architecture Project website provide a wealth of data and information about the independent higher education sector. And an expanding array of CIC events, programs, initiatives, partnerships, and collaborations offer timely and innovative services.



King's College, PA



The signature effort in CIC's 50th anniversary celebration is a publication, *Meeting the Challenge: America's Independent Colleges and Universities Since 1956*, a 102-page hardcover book that debuted at the 2006 Presidents Institute. This book has already become an important piece of CIC's effort to make the case about the value of the education offered by private liberal arts institutions. *Meeting the Challenge* highlights the evolution of smaller private colleges and universities and reflects on the development of CIC as an organization serving those institutions.

The book is comprised of three essays written for general audiences. The first, by historian John Thelin, reviews the evolution of independent colleges and universities in American higher education since the 1950s. The second, by former *U.S. News & World Report* editor Alvin Sanoff, examines the present contributions and current status of these institutions. The third essay, by Welch Suggs, formerly a journalist at *The Chronicle of Higher Education*, gives a brief history of CIC's half-century of service. The book features important facts, data, and historical information on private higher education; quotes numerous college and university presidents; incorporates beautiful photos from CIC institutions across the country highlighting the range of programs and services they offer; and is graced by original cover artwork commissioned from DC artist Ellen Cornett.

Meeting the Challenge is the most complete history of CIC published to date. The book was distributed to CIC member presidents and chief academic officers, higher education organizations, foundations, sponsors, media outlets, state and federal government education officials, governors, and accrediting organizations. Presidents and higher education leaders have described the book as "an important chronicle of higher education in America," "an excellent overview of the issues and challenges our institutions face today," "a comprehensive presentation," and "a valuable resource." Copies of the book are available for sale, with discounts for multiple copies. Contact CIC at (202) 466-7230 or www.cic.edu/publications/books_reports/index.asp.

CONNECTING LEADERS

CIC provides opportunities—in conferences, meetings, confidential consultations, and listservs—for campus leaders to share ideas and learn from one another. Among the programs and services:

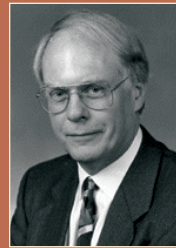
PROGRAMS FOR PRESIDENTS



Presidents Institute—The 2006 Institute recognized CIC’s 50th anniversary as an association and provided presidents with new ideas, leadership enhancement strategies, and networking opportunities.

The Institute, under the theme of “Presidential Leadership and Vision: The Next 50 Years,” attracted a record attendance of 325 presidents and 177 spouses, garnered another record level of support from sponsors, and debuted the new book, *Meeting the Challenge: America’s Independent Colleges and Universities Since 1956*. In addition, 41 presidents participated in the New Presidents Workshop.

The Institute’s plenary speakers included James T. Laney, president emeritus of Emory University and former United States Ambassador to the Republic of Korea, who keynoted the Institute with a powerful speech urging presidents to think of themselves as “educators-in-chief”; George Kuh, Chancellor’s Professor of Higher Education and director of the Center for Postsecondary Research at Indiana University, who discussed steps presidents can take to foster student success; Humphrey R. Tonkin, president emeritus of the University of Hartford, who offered proposals on how presidents can internationalize college and university campuses (see box); and Linda A. Hill, Wallace Brett Donham Professor of Business Administration at the Harvard Business School, whose closing presentation focused on the role of leaders in preparing organizations for significant change.



2006 Presidents Institute Address: Adjusting Our Global Compass

At the 2006 Presidents Institute, Humphrey Tonkin, president emeritus of the University of Hartford (CT), delivered a plenary address on internationalizing college and university campuses. “The world is changing far faster than our education system,” Tonkin said. “Instant connectivity with global concerns today has created a new urgency and greater awareness of the international dimensions of education, but not necessarily a greater awareness of what to do about it.”

“Presidents and other campus officials ought to ask themselves some hard questions: Are we providing citizens and leaders of tomorrow with what they need to know? Specifically, is the academic content of our international programs worthwhile? Are we addressing the new challenges of an interconnected world as we tackle curricular reform?”

Globalization is “a fact of life in higher education that we must pay attention to,” Tonkin said, both in terms of attracting international students and providing excellent study abroad programs. “How do we get started? Behind our thinking should be the firm ideal of global competence.” Tonkin outlined four steps that presidents should take to improve international education programs:

- 1. Conduct an inventory of your assets.** Commission a study to get a full sense of your institution’s international efforts, then establish an institution-wide committee to use the findings.
- 2. Remove obstacles.** Get enrollment and finance managers to work together with study abroad advisors, create a reserve fund to deal with financial imbalances, and ensure that incoming international students integrate into the campus community.
- 3. Create a facilitating mechanism.** Appoint a person whose first priority is the international program and who can bring people together, and provide the necessary resources.
- 4. Get buy-in from the campus community.** Ensure that all constituents are on board with the internationalization of the campus. The role of the president is important to gain grass-roots support and mobilize good will for maximum effect.



CONNECTING LEADERS (CONT'D)



Earlham College, IN

Presidential Vocation and Institutional Mission—CIC entered a second successful year of its Presidential Vocation and Institutional Mission Seminars, a distinctive program for presidents and prospective presidents that focuses on the idea of vocation, the character of educational communities, and the relationship of faith and reason. Ten presidents participated, along with seven spouses, in a July 16–19, 2006 seminar; 23 prospective presidents participated in an August 6–9, 2006 parallel program, along with 19 spouses. Presidents (current and prospective) and their spouses examined the role of institutional mission in framing their work, and contemplated the possibility of articulating an institutional saga—something more than just the mission, anchored in the unique legacy of the institution.

Follow-up meetings of the two seminar groups are scheduled for winter 2007. The Presidential Vocation and Institutional Mission program is supported by a grant from Lilly Endowment Inc. William V. Frame, president emeritus of Augsburg College (MN), is the project director.

Presidents program participants included Delbert and Susan Baker, Oakwood College (AL); Margaret Carney, St. Bonaventure University (NY); Thomas and Penny Cedel, Concordia University at Austin (TX); Robert and Connie Duffett, Dakota Wesleyan University (SD); Richard and Diane Hanson, Waldorf College (IA); Norval and Susan Kneten, Barton College (NC); Thomas and Mila Meier, Elmira College (NY); Kathleen Owens, Gwynedd-Mercy College (PA); Mark Schulman, Goddard College (VT); and Jackie Jenkins-Scott and Jim Scott, Wheelock College (MA).

Prospective presidents program participants included Jeffery Aper, provost, and Sandra Aper, Blackburn College (IL); Abiola Awosika-Fapetu, vice president and dean of academics, PEER Center, Montreat College (NC); Stephen Beers, vice president for student development, and Jane Beers, John Brown University (AR); Susan Berger, executive vice president, and Ronald Berger, Cazenovia College (NY); Brian Bruess, dean of students, and Carol Bruess, The College of St. Catherine (MN); Gregory Chan, provost and vice president for academic affairs, and Sandra Chan, St. Thomas University (FL); Bryon Grigsby,

provost and chief operating officer, and Carolyn Coulson-Grigsby, Centenary College (NJ); Iain Crawford, vice president for academic affairs, and Melissa Ianetta, The College of Wooster (OH); Delmas Crisp, vice president for academic affairs, and Sandra Crisp, Wesleyan College (GA); Tracy Fitzsimmons, vice president for academic affairs, and Charles Call, Shenandoah University (VA); John Day, dean of the college, and Sharon MacFarland Day, Roanoke College (VA); Jonathan Green, dean of the college and vice president for academic affairs, and Lynn Buck, Sweet Briar College (VA); Robert Herron, vice president for academic affairs, and Diane Herron, Southeastern University (FL); Richard Jurasek, executive vice president, Antioch College (OH); Christopher Kimball, provost and vice president for academic affairs, California Lutheran University; Patrick Leonard, special assistant to the president, and Kay Leonard, College of the Southwest (NM); James Loftus, vice president for enrollment management and student services, and Irene Loftus, St. Ambrose University (IA); Michael Looney, vice president for academic affairs and provost, Schreiner University (TX); Michael Marsden, dean of the college and vice president for academic affairs, and Mary Ryder Marsden, St. Norbert College (WI); David Rowe, vice president for advancement, and Jodi Rowe, LaGrange College (GA); Daniel Taddie, executive vice president for academic affairs and dean of the faculty, and Ann Killebrew Taddie, University of the Ozarks (AR); Doris Tegart, vice president and executive assistant to the president, and Joseph Tegart, Bellarmine University (KY); and Russell Willis, provost and chief academic officer, and Dawn Willis, Champlain College (VT).

Conversation Between Foundation Officers and College and University Presidents—CIC's largest-ever Foundation Conversation, which took place in New York City on September 19, 2005, focused on the effectiveness and potential of independent colleges and universities as agents of social change. Held at TIAA-CREF headquarters, the 2005 Conversation—17th in an annual series—drew a record 147 participants.

“Who Will Achieve Social Change? What *Do* Foundations Expect From Colleges?” was the theme. Martha D. Lamkin, president of the Lumina Foundation for Education, gave the keynote address on the topic, “Can Independent Higher Education Play a Distinctive Role in Creating Opportunities and Progress in America and the World?” Two panel discussions followed Lamkin’s presentation. The first was on the topic, “Why Foundations Support Students (and Sometimes Don’t),” and included Matthew J. Quinn, executive director of the Jack Kent Cooke Foundation; Eugene M. Tobin, program officer in the liberal arts program at the Andrew W. Mellon Foundation; and Thomas Hellie, president and executive director of the James S. Kemper Foundation. The second panel focused on “Why Foundations Support Academic Programs (and Sometimes Don’t).” The panelists were Anita Pampusch, president of the Bush Foundation, and Donna Heiland, vice president for programs at the Teagle Foundation.

PRESIDENTIAL SERVICES

In 2001, CIC received a grant from the Henry Luce Foundation, Inc. to launch several services for college and university presidents. Through efficiencies in administration, the grant lasted four years and finished in fall 2005—longer than the planned period. By all accounts, the activities were highly successful.

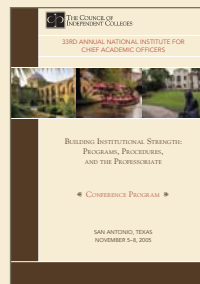
Presidents Consulting Service—The consulting service offered individual, confidential consulting by well-accomplished former presidents on such critical issues as president-board relations, financial management, and presidential evaluations. Beginning in 2002, 12 former presidents provided 27 consultancies at 25 institutions. The program was led by CIC President Emeritus Allen Splete.

Presidential Forums—The forums established small, ongoing groups of presidents, who met several times a year to share problems and solutions in a candid, confidential conversation. Ten forums were convened during the grant period and several

forums continue to meet on their own without CIC support. The program was led by Peter Armacost, former president of Eckerd College (FL) and now president of Forman Christian College in Pakistan, and George Houston, president emeritus of Mount St. Mary’s University (MD).

President-Trustee Dialogues—The dialogues engaged presidents and key governing board members in a structured one-day conversation on such issues as board development and president-board relations. Each dialogue included five to a dozen president-trustee teams, and took place in a centrally located metropolitan area. During the project period, 66 institutional teams participated in a dialogue. The program was directed by Thomas Flynn, now president of Alvernia College (PA).

CONNECTING CHIEF ACADEMIC OFFICERS



Institute for Chief Academic Officers—CIC’s 33rd annual Institute for Chief Academic Officers drew the largest number of academic leaders in the history of the meeting—with 304 academic leaders, including 245 CAOs, 59 other academic officers, as well as a record number of new CAOs. It was held on November 5-8 in San Antonio (TX) and explored the theme of “Building

Institutional Strength: Programs, Procedures, and the Professoriate.” Participants rated the conference highly, with many stating that they appreciated the focus on institution-wide issues that increasingly are the concerns of CAOs.

Speakers and panelists explored topics such as propelling change, balancing enrollment goals with informed strategic planning, analyzing financial data in support of institutional effectiveness, restructuring the institution, using data effectively in the decision-making process, contributing to the success of development campaigns, and establishing integrated planning processes.



CONNECTING LEADERS (CONT'D)

Fifty-three CAO spouses attended special sessions on issues ranging from working with today's college students to entertaining campus constituents.

Plenary speakers included Richard Chait, professor of higher education and director of the Study of New Scholars at the Harvard Graduate School of Education, who delivered the keynote address on the topic of the newest generation of faculty members; Stanley Katz, director of the Center for Arts and Cultural Policy Studies at the Woodrow Wilson School of Princeton University, who addressed why the curriculum needs to remain at the center of a college's thinking about undergraduate education; Mary Patterson McPherson, vice president of the Andrew W. Mellon Foundation and president emeritus of Bryn Mawr College (PA), who discussed the role of the CAO in developing and overseeing many institution-wide planning processes to change the institution (see box); and Richard Hersh, senior fellow at the Council for Aid to Education and co-director of the Collegiate Learning Assessment (CLA) project, who spoke about the need for systematic assessment of the "value added" by a college education.



Emory & Henry College, VA



2005 CAO Institute Plenary Session: How Do Chief Academic Officers Actually Make Change Happen?

At the 2005 CAO Institute, Mary Patterson McPherson, vice president of the Andrew W. Mellon Foundation and president emeritus of Bryn Mawr College (PA), delivered a plenary address on the role of the CAO in developing

and overseeing many institution-wide planning processes to change the institution. "It takes more than brains, good will, and charm to be an effective chief academic officer," said McPherson.

"It is harder to be an effective administrator today: CAOs must be adept at handling demanding parents and students, thinking strategically, and conquering the subtleties of a shared governance structure. As a consequence of financial stresses, administrators often feel more pressure to focus on the bottom line and on pleasing students to keep admissions numbers healthy, rather than on assessing the education the students are receiving."

"CAOs need to know with whom they can collaborate and to what extent, and they need to be empowered by the administration to be partners in making the right choices for their institution," she said. Among McPherson's suggestions on instituting or dealing with change:

- Ensure that faculty members are engaged, and don't allow them to opt out of the decision-making process.
- Give the most obstreperous faculty members an institutional problem to solve; bring people together to solve a problem; insist on getting the facts, and do the research.
- Keep fresh ideas flowing through the institution by sending faculty teams to look at how other institutions are addressing similar issues, and by inviting officials from other institutions to your campus for discussions.
- Think of faculty needs across age spans—new faculty members have different needs and challenges from those who have been at the institution for 30 years.

CONNECTING CAMPUS LEADERS AND OTHER FACULTY MEMBERS

Department/Division Chair Workshops—More than 255 department and division chairs, representing 128 colleges and universities, participated in the fifth annual series of regional workshops in spring 2006. The focus this year was on “Effective Strategies for Leading the Academic Department.” The workshops were held in San Diego, CA (March 31–April 1); St. Louis, MO (May 23–25); Boston/Waltham, MA (May 31–June 2); and Cleveland, OH (June 6–8). The workshops, designed to serve both experienced and new chairs, offered opportunities to explore how to conduct strategic planning for programs, handle sensitive communications, practice preventive law, and understand current legal issues for campuses. Speakers included Carl H. Caldwell, vice president for academic affairs and dean of Anderson University (IN); Katie Conboy, vice president for academic affairs at Stonehill College (MA); Claire Guthrie Gastañaga, principal of CG2 Consulting; Jane Jakoubek, vice president and dean of academic affairs at Hanover College (IN); Marie Joan Harris, CSJ, provost and vice president for academic affairs at Avila University (MO); Carla B. Howery, deputy executive officer of the American Sociological Association; Ferol Schrickler Menzel, vice president for academic affairs, dean of the faculty, and professor of psychology at Wartburg College (IA); Kelly Ward, associate professor of higher education at Washington State University; Kent Weeks, principal with the law firm of Weeks, Anderson & Baker; and Cynthia Ann Zane, formerly chief academic officer and dean of the faculty at the College of Mount St. Joseph (OH), and now president of Hilbert College (NY).

Program for Administrators Considering the Presidency—CIC cosponsored with Edgewood College (WI) a new leadership program, “Considering the Presidency: A Symposium for Provosts, Senior Administrators, and Deans.” The symposium was held on June 4–6, 2006 at the Edgewood campus in Madison, Wisconsin. Topics included the nature of the president’s job, characteristics of successful presidents, ways to acquire the necessary skills, and “getting the job.” Participating CIC institutions included Carroll College (WI), Edgewood College (WI), Elmhurst College (IL), Hamilton College (NY), LaGrange College (GA), Midway College (KY), Nebraska Wesleyan University, Oklahoma City University, Southern New Hampshire University, St. Ambrose University (IA), St. Norbert College (WI), and University of Indianapolis (IN).

Helping Spouses of Presidents and Chief Academic Officers—CIC provides special programming for spouses of presidents and chief academic officers at its two annual meetings. An impressive number of presidential spouses (177) attended CIC’s 2006 Presidents Institute, featuring sessions on the personal and professional interests of presidential spouses. Session topics included the role of the presidential spouse in institutional fundraising, fresh ideas for entertaining, and appropriate ways to document spousal compensation in presidential contracts.



PROMOTING HIGH-QUALITY EDUCATION

The Council supports practical, sustainable, and cost-effective ways to raise the quality of education. CIC's varied initiatives and programs help support graduate studies; strengthen libraries; improve teaching and research in critical fields of study; assist campus leaders in addressing student learning; provide professional development opportunities; and connect campuses with communities, among other purposes.

SUPPORTING GRADUATE STUDIES

American Graduate Fellowships—This new initiative launched in spring 2006 is designed to promote and support doctoral study in the humanities by accomplished graduates of small and mid-sized private liberal arts colleges. Two fellowships, worth up to \$50,000 each and renewable for a second year, will be awarded annually for a period of five years. The fellowships will be available to students from eligible institutions who enroll in doctoral programs at any of 23 leading independent research universities in the United States, Great Britain, and Ireland. Eligible fields of study include history, philosophy, literature and languages, and fine arts. The fellowships will directly support a few stellar graduates of small colleges, but also foster two larger purposes: to encourage the best students at CIC colleges to apply for PhD work in the humanities at top-tier private research institutions, and to raise awareness at leading graduate schools that small colleges remain a rich source of future doctoral students.

The American Graduate Fellowships are funded by a generous grant from the Joseph N. Sherrill Donor Advised Fund of the Wichita Falls Area Community Foundation of Wichita Falls (TX). The 23 research universities available for study include: (in the United States) Brown University, Columbia University, Cornell University, Duke University, Emory University, Georgetown University, Harvard University, Johns Hopkins University, New York University, Northwestern University, Princeton University, Rice University, Stanford University, University of Chicago, University of Pennsylvania, Washington University in St. Louis, and Yale University; and (in Great Britain and Ireland) University of Cambridge, University of Oxford, King's

College London, University College London, University of Edinburgh, and Trinity College Dublin.

The first awards will be made in January 2007 for graduate study beginning in fall 2007. The finalists will be identified by an expert panel of distinguished humanities scholars:

Suzanne Preston Blier is Allen Whitehill Clowes Chair of Fine Arts and African and African American Studies at Harvard University. Since earning her PhD in art history from Columbia, Blier has focused on bringing African art into the mainstream of art historical study. She has also curated exhibitions of African art and served as editor-in-chief for *Baobab: Visual Sources in African Visual Culture*, an innovative digital media project at Harvard.

Andrew Delbanco is Julian Clarence Levi Professor in the Humanities at Columbia University, where he teaches in the Department of English and Comparative Literature and the Department of History and directs the American Studies program. Delbanco has served as vice president of the PEN American Center and is currently a trustee of the Library of America. He received his undergraduate and graduate degrees from Harvard.

William C. Jordan is professor of history and director of the program in medieval studies at Princeton University and a former director of the Shelby Cullom Davis Center for Historical Studies. His current research focuses on church-state relations in the 13th and early-14th centuries. Jordan earned his bachelor's degree from Ripon College in Wisconsin and his PhD from Princeton.

Robert Pippin is Evelyn Stefansson Nef Distinguished Service Professor in the Committee on Social Thought and Department of Philosophy at the University of Chicago. His work focuses on the modern German philosophical tradition (from Immanuel Kant to the present), contemporary Continental philosophy, moral theory, social and political philosophy, and theories of modernity. Pippin earned his BA with a major in English from Trinity College (CT) and his PhD in philosophy from the Pennsylvania State University.



Whitworth College, WA

Niall W. Slater is Samuel Candler Dobbs Professor of Latin and Greek at Emory University. An expert on ancient theater and the ancient novel, he is also interested in language, literature, and culture more broadly. Since 2003 he has served as president of Phi Beta Kappa. Slater was educated at the College of Wooster (where he graduated as valedictorian), the American School of Classical Studies at Athens, and Princeton University.

Davies-Jackson Scholarship—CIC administers a scholarship program for students who are among the first in their families to graduate from college. Recipients receive a full, two-year scholarship to St. John's College at Cambridge University in England. J. Nathan Mathias of Elizabethtown College (PA) is the 2006 scholarship recipient. He began studying English at Cambridge in fall 2006. Up to two scholarships may be awarded annually.

STRENGTHENING LIBRARIES, AND TEACHING AND RESEARCH IN SELECTED, CRITICAL FIELDS OF STUDY

Transformation of the College Library Workshops—CIC received funding in 2006 from the Andrew W. Mellon Foundation to extend the Transformation of the College Library Workshops through 2008. Workshops in 2007 are scheduled for February 1–3 in Savannah (GA); March 1–3 in Portland (OR); and April 12–14 in Cleveland (OH). As of September 2006, CIC has held a total of seven library workshops around the country and 152 institutions have participated. With each offering, the ratings on evaluations by participants indicate that the programs are getting better and better. The campus plans developed by institutional teams at the 2006 workshops were very thorough and detailed, even more so than before.

As in previous years, the 2007 workshops will focus on the dramatic changes now occurring in college libraries, and will address such critical issues as advancing information literacy as an element of liberal education, the role of the library in teaching and learning through collaboration between librarians and faculty members, the changing use and conception of the physical space

of the library, the challenges of using technology in improving students' learning, setting institutional priorities for library-related costs when they increasingly exceed standard budget guidelines, implementing institutional change, and assessing the institution-wide impact of changes in library services.

The workshops are being offered by CIC in partnership with the National Institute for Technology and Liberal Education (NITLE), a group of 87 colleges that collaboratively strengthen teaching and learning through instructional technologies (at present, about half of NITLE's affiliated colleges are also CIC members). In addition, the Council on Library and Information Resources and the Association of College and Research Libraries are cosponsoring the workshops, and the Appalachian College Association (ACA) and the United Negro College Fund have endorsed this program.

Co-directors of the workshops are Scott Bennett, Yale University librarian emeritus; Rita Gulstad, vice president and dean of the university at Central Methodist University (MO); and Thomas Kirk, library director and coordinator of information services at Earlham College (IN).

Participating institutions in the 2005–2006 workshops:

Chicago: Albion College (MI), Averett University (VA), Bloomfield College (NJ), Christian Brothers University (TN), Clarke College (IA), Ferrum College (VA), Grand View College (IA), Hanover College (IN), Jamestown College (ND), Lewis University (IL), Macalester College (MN), Madonna University (MI), Mount Aloysius College (PA), Mount Vernon Nazarene University (OH), North Central College (IL), Ohio Valley University (WV), Sacred Heart University (CT), St. Edward's University (TX), Trinity Christian College (IL), Tri-State University (IN), University of Charleston (WV), University of Dubuque (IA), University of Mary (ND), University of Saint Francis (IN), Wheeling Jesuit University (WV)

Nashville: Augsburg College (MN), Bethune-Cookman College (FL), Campbellsville University (KY), Chowan College (NC), Concordia College (MN), Fontbonne University (MO),



PROMOTING HIGH-QUALITY EDUCATION (CONT'D)

King College (TN), LaGrange College (GA), Lee University/Church of God Theological Seminary (TN), Lourdes College (OH), Maryville College (TN), Morris College (SC), Mount Aloysius College (PA), Our Lady of the Lake University (TX), Pacific University (OR), Philander Smith College (AR), Prescott College (AZ), Rockhurst University (MO), Shenandoah University (VA), Southeastern University (FL), St. Andrews Presbyterian College (NC), Union University (TN), Urbana University (OH), Waynesburg College (PA), Wesley College (DE), Wilmington College (OH)

Boston: Belmont University (TN), Bennett College for Women (NC), California Baptist University (CA), Colby College (ME), College of Mount St. Joseph (OH), College of St. Scholastica (MN), Colorado College (CO), Concordia College (NY), Davis & Elkins College (WV), Doane College (NE), Emory & Henry College (VA), Franklin Pierce College (NH), Furman University (SC), Greensboro College (NC), Hendrix College (AR), Lesley University (MA), Lycoming College (PA), Marymount University (VA), Mount Ida College (MA), Robert W. Woodruff Library (GA), Skidmore College (NY), The College of Wooster (OH), University of Bridgeport (CT), University of Richmond (VA), Voorhees College (SC), Washington and Lee University (VA)

Learning Spaces and Technology Workshop—Teams from 23 institutions participated in a Learning Spaces and Technology Workshop in 2006 that helped institutions enhance current facilities or plan new ones and incorporate new technology into those spaces. Sponsored by CIC and the National Institute for Technology and Liberal Education (NITLE) and conducted by Project Kaleidoscope, the meeting was held at Rhodes College (TN) on February 17–19. The workshop brought planning teams from colleges and universities together with architects, technology consultants, and designers. The 23 teams, each including up to five faculty and key administrators, were selected from more than 60 applications. Participating institutions included American University of Paris (France), Bay Path College (MA), Belmont Abbey College (NC), College

of Mount St. Joseph (OH), Dean College (MA), Denison University (OH), Emerson College (MA), Huston-Tillotson University (TX), Kenyon College (OH), Lincoln Memorial University (TN), Marian College (IN), Maryville University of Saint Louis (MO), Marywood University (PA), Millsaps College (MS), Mitchell College (CT), Robert W. Woodruff Library (GA), Siena College (NY), Southwestern University (TX), Texas Lutheran University, Tri-State University (IN), Trinity College (CT), Whittier College (CA), and Wofford College (SC).

Sessions focused on how to begin the planning process; effective learning spaces; information commons and the future of the college library; strategies for implementing evolving technology on campus; and working with design professionals. Teams also had a chance to meet privately with architects and other consultants. Participants said the consultations were valuable opportunities for in-depth discussion about the specific opportunities and problems they faced on their campuses.

CIC and NITLE have secured funding from the Andrew W. Mellon Foundation to offer additional Learning Spaces and Technology Workshops in 2007 and 2008, led by Jeanne Narum, director of Project Kaleidoscope. The 2007 workshop is scheduled for March 23–25 at the University of Puget Sound (WA) and the 2008 workshop dates and location are to be announced.

Hellenic Studies Seminar—CIC and the Center for Hellenic Studies cosponsored the first in a series of seminars on Ancient Greece in the Modern College Classroom in Washington, DC on July 10–14, 2006. It was open to faculty members in all fields. Gregory Nagy, director of the Center and Francis Jones Professor of Classical Greek Literature and professor of comparative literature at Harvard University, and Kenneth Scott Morrell, associate professor and chair of Greek and Roman studies at Rhodes College (TN), directed the 2006 seminar on “Homer Across the Curriculum: The *Iliad*.” The seminar, made possible with support from the Gladys Kriebel Delmas Foundation, offered faculty members an opportunity to examine the *Iliad* in many dimensions and explore how it can contribute to



Rollins College, FL

a variety of social science and humanities disciplines.

Twenty-eight faculty members were selected by competitive nomination; participants came from Anderson University (IN), Averett University (VA), Bluefield College (VA), Brevard College (NC), Columbia College (SC), Eastern Mennonite University (VA), Gwynedd-Mercy College (PA), Hollins University (VA), Jamestown College (ND), Juniata College (PA), LaGrange College (GA), Lakeland College (WI), Lee University (TN), Mars Hill College (NC), McDaniel College (MD), Mount Vernon Nazarene University (OH), Nazareth College (NY), North Central College (IL), Ouachita Baptist University (AR), Pfeiffer University (NC), Rhodes College (TN), Ripon College (WI), Rockford College (IL), Shimer College (IL), The American College of Greece, University of Saint Mary (KS), Utica College (NY), and Wesley College (DE).

History Seminar for Faculty Members—CIC and the Gilder Lehrman Institute of American History cosponsored a fifth annual seminar for CIC faculty members in history and related fields. The 2006 seminar, held at Columbia University on June 26–28, 2006, focused on “Slavery: Scholarship and Public History.” The seminar directors were David W. Blight, Class of 1954 Professor of American History, Yale University (CT), and James O. Horton, Benjamin Banneker Professor of American Studies and History, George Washington University (DC).

During the intensive three-day seminar, participants considered the issue that America as an idea was a complex contradiction, even before it was a nation. Its ideal of human freedom contradicted its reality of human slavery, a fact widely recognized and commented upon at the end of the 18th century. Seminar discussion focused on American slavery scholarship, and the difficulty of the public presentation of this most important aspect of American history as it confronts the American memory and sense of heritage.

Twenty-seven faculty members were selected by competitive nomination. Participants came from Agnes Scott College (GA), Albertson College of Idaho, Albertus Magnus College (CT), Barton College (NC), Connecticut College, Eureka College (IL), Hendrix College (AR), Huston-Tillotson

University (TX), Kenyon College (OH), Lincoln College (IL), Lyon College (AR), Medaille College (NY), Millsaps College (MS), Pfeiffer University (NC), Rhodes College (TN), Sacred Heart University (CT), Saint Michael’s College (VT), Salem College (NC), Salve Regina University (RI), The College of Saint Rose (NY), University of Puget Sound (WA), Ursinus College (PA), Virginia Wesleyan College (VA), Warner Southern College (FL), Wheeling Jesuit University (WV), Whitworth College (WA), and Willamette University (OR).

Teaching About Islam and Middle Eastern Culture—In response to the popularity and impact of the 2004 and 2005 Teaching About Islam and Middle Eastern Culture Seminars, CIC and the Council of American Overseas Research Centers received funding from the U.S. Department of State to offer a third seminar for faculty members at CIC colleges and universities on December 28, 2006–January 18, 2007. The seminar will take place at the American Center of Oriental Research in Amman, Jordan, and again will provide the opportunity for faculty members in diverse fields to learn more about Islam and Middle Eastern culture. Twelve participants have been selected from 49 nominations. Participants include faculty members from Cedar Crest College (PA), Clearwater Christian College (FL), College of Notre Dame of Maryland, Doane College (NE), Elmhurst College (IL), Illinois Wesleyan University, Oberlin College (OH), Rockford College (IL), St. Edward’s University (TX), University of Evansville (IN), University of Saint Mary (KS), and Waynesburg College (PA).

Engaging Communities and Campuses—CIC operates an Effective Practices Exchange on its website that includes 54 descriptions of institutional community-campus partnerships. The Exchange can be accessed at www.cic.edu/projects_services/lep/index.asp and was created by CIC in 2004 as the culminating project in a multi-year initiative to improve student learning and to meet community needs. In its third year of operation, the Exchange continues to receive large and steady web traffic.



MAKING THE CASE

CIC serves as a national voice for independent higher education and promotes the distinctive features of education offered by small and mid-sized, teaching-oriented, private liberal arts colleges and universities. Ongoing initiatives and activities include:

DOCUMENTATION OF CAMPUS ARCHITECTURAL HERITAGE



Historic Campus Architecture Project—This project, funded by the Getty Foundation to document the American college campus’ architectural heritage, has been underway for the past four years. In November 2006, CIC will launch the Historic Campus Architecture Project (HCAP) website, an online database that contains information on more than 1,900 places on private college and university campuses and 4,300 images relating to these sites of architectural, landscape, and planning interest and significance. To date, nearly 370 institutions have participated. The website will make the collected data universally available and provide an interpretive framework for them. It will allow for cross-referencing of architectural styles between institutions, and the historical, educational, and religious contexts that have helped to shape each institution.

The project has been prominently covered in articles in the *New York Times*, *Chronicle of Higher Education*, and *Vineyard* (an occasional record of the National Park Service Historic Landscape Initiative).

Barbara Christen, CIC senior advisor and an architectural historian formerly affiliated with the National Gallery of Art, is heading the project. The project’s advisory committee consists of Thomas C. Celli, A.I.A., president, Celli-Flynn Brennan Architects and Planners; Jeffrey A. Cohen, senior lecturer, Bryn

Mawr College (PA); Russell V. Keune, F.A.I.A., former director, international relations, American Institute of Architects; Randall Mason, professor, Graduate Program in Historic Preservation, University of Pennsylvania; Therese O’Malley, associate dean, Center for Advanced Study in the Visual Arts, National Gallery of Art; Damie Stillman, professor emeritus, University of Delaware; and John Strassburger, president, Ursinus College (PA).

DOCUMENTATION OF THE INDEPENDENT SECTOR OF HIGHER EDUCATION

Making the Case Website—CIC’s Making the Case website (www.cic.edu/makingthecase/index.asp) is the central place for evidence on the effectiveness of private higher education. CIC continues to add new resources, links, and data to each section of the website, and the charts are regularly updated as new data on higher education become available.

The site, made possible by generous grants from the William Randolph Hearst Foundations, was launched in summer 2005. It consists of five sections: Key Messages and Data, Books and Reports, Media Activity, Speeches and Addresses, and Supporting Resources. “Key Messages and Data” is the main section, and includes research findings from alumni and student surveys, as well as a consolidation of data from a variety of sources. The data are organized under six messages, which assert that private colleges and universities are:

- affordable for students and families
- provide access and success for diverse students
- provide personal attention to students
- enable student success
- engender alumni satisfaction
- involve students and alumni in contributing to the public good.



Saint Michael’s College, VT

CIC periodically disseminates data from the Making the Case website to all member presidents, chief academic officers, and public relations and institutional research directors. The data are sent via email and target seasonal campus events and activities pertaining to topics such as community service, enrollment, and graduation rates. The Making the Case emails contain sample charts along with links directing visitors to the website.

Since its launch, the Making the Case website has received steady traffic—more than 10,000 visits, with significant traffic to the Key Messages and Data section. The site has been used by CIC in presentations about the independent sector, and has assisted presidents and other institutional leaders in preparing op-ed articles and speeches, as well as compiling data for institutional purposes, among other uses.

INCREASED ACTIVITY WITH THE NATIONAL MEDIA

Major Articles, Op-eds, and Media Meetings—At the urging of the CIC Board of Directors, CIC has substantially increased its media activity in the past year. CIC staff members frequently meet with higher education reporters and editors, who increasingly call upon CIC as a source for data, information, and commentary on higher education issues. This has resulted in increased media coverage of both CIC and its members over the past year. For example, the *Chronicle of Higher Education* published a two-and-one-half-page spread on the 2005 Institute for Chief Academic Officers that featured a dozen photos of participants and speakers, and also published a lengthy article on CIC's Historic Campus Architecture Project. *Campus Technology*, a monthly publication focusing exclusively on the use of technology across all areas of higher education, featured a report with photo coverage of CIC's Transformation of the College Library Workshops.

In addition, opinion pieces by CIC President Richard Ekman were published in 2006 in the *Washington Post*, *Chronicle of Higher Education*, and *University Business*. Ekman also wrote articles for NASPA's *Leadership Exchange* magazine (winter 2005) and the U.S. Department of State's *Society and Values e-Journal* (November 2005). He has been quoted in numerous publications on topics that include accountability issues raised by the Commission on the Future of Higher Education (*Chronicle of Higher Education* and *Insidehighered.com*), presidential pay (*The Des Moines Register*), and the formation of a consortium of small colleges to share content for online education programs (*Chronicle of Higher Education*).



ADVANCING INSTITUTIONAL EFFECTIVENESS

The Council of Independent Colleges has long sought to advance the institutional effectiveness of its member colleges and universities through a variety of programs, services, and activities. CIC has focused much of this effort in recent years on a series of data initiatives, supported in large part by the William Randolph Hearst Foundations.

DATA INITIATIVES

Key Indicators Tool (KIT)—A third edition of the Key Indicators Tool, providing comparative data benchmarking 18 measures of institutional performance and customized for each institution, was sent to all member presidents in September 2006. The KIT is updated each year with the latest data available from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). The KIT tracks data on enrollments and graduation rates, faculty, tuition and financial aid, financial resources, and expenditures over a five-year period. Each indicator provides comparisons nationally and by region, enrollment size, and financial resources. The national comparison group includes 740 non-doctoral independent colleges and universities in the U.S., the reference group for 94 percent of CIC's membership.

Additionally, CIC is introducing customized comparison group reports for the KIT. The first pilot was a comparative report for the historically black colleges and universities (HBCUs) that are CIC members. The HBCU KIT provided separate comparisons on each of the key indicators, using data from 41 small and mid-sized private HBCUs. Other reports were developed for individual institutions. CIC is now offering a special Comparison Group KIT that allows CIC members to request a customized report for two additional reference groups selected by the institution.

CIC also has arranged with The Austen Group (the KIT project contractor) to provide live, online consultation for CIC member institutional leaders who have questions about their KIT reports or want help in making effective use of KIT data.

Financial Indicators Tool (FIT)—CIC and The Austen Group piloted a Financial Indicators Tool (FIT) in 2005-2006 for a representative sample of 65 CIC institutions. Based on KPMG's Composite Financial Index, the FIT provides an easily comprehensible assessment of an institution's financial performance that can be tracked over time and benchmarked against similar institutions. Four financial ratios measure resource sufficiency, operating results, financial assets, and debt management. They are presented individually and combined into a single index score indicating the overall financial health of the institution, tracked over a six-year period.

CIC's FIT is distinctive in two ways. First, it utilizes publicly available data from IPEDS as well as IRS Form 990s obtained from GuideStar instead of requiring each CIC member institution to send in six years of annual financial statements. Second, the FIT provides nationally normed comparisons similar to those in the KIT. CIC's FIT is the first financial benchmarking tool to provide such nationally representative comparisons for any group of American colleges and universities.

The pilot proved that it is feasible to collect the necessary data from public sources; that those sources are comparable to institutional audited financial statements; and that the FIT is a useful diagnostic and decision-making tool for member presidents.

USING DATA FOR DECISION-MAKING

CIC continues to partner with other organizations to strengthen institutions' capacity to use data for improved institutional effectiveness and decision-making.

Collegiate Learning Assessment Consortium—In cooperation with the Council for Aid to Education, CIC is working over a three-year period with a consortium of 32 institutions using the Collegiate Learning Assessment (CLA), an instrument to evaluate student learning. The CLA provides one of the



Wiley College, TX

first measures of “value added” that can reliably document institutional contributions to student learning.

A second meeting of the consortium was held on July 24–25, 2006. Campus teams attending the meeting worked together to interpret and understand their CLA institutional score reports, and developed campus goals and strategies in light of the reports.

The CIC/CLA Consortium is supported by grants from the Teagle Foundation and the Carnegie Corporation of New York. Participating institutions include Alaska Pacific University, Allegheny College (PA), Aurora University (IL), Averett University (VA), Barton College (NC), Bethel University (MN), Cabrini College (PA), Centenary College (NJ), Charleston Southern University (SC), College of Saint Benedict/Saint John’s University (MN), Franklin Pierce College (NH), Heritage University (WA), Indiana Wesleyan University, Loyola University New Orleans (LA), Lynchburg College (VA), Marian College (WI), Pace University (NY), Pacific University (OR), Seton Hill University (PA), Southwestern University (TX), Stonehill College (MA), Texas Lutheran University, University of Charleston (WV), University of Evansville (IN), University of Great Falls (MT), Ursinus College (PA), Ursuline College (OH), Voorhees College (SC), Wagner College (NY), Wartburg College (IA), Wesley College (DE), and Westminster College (UT).

Data and Decisions Workshops—CIC and the Association for Institutional Research (AIR) are cosponsors of a series of workshops on the use of comparative data in institutional decision-making. Workshop topics include performance indicators, comparison groups, strategic planning, operational issues, assessment, action plans, and publicly available national data sources. Participants receive hands-on training on the use of the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS), as well as CIC’s benchmarking tools and the Making the Case website. The fifth workshop—and largest to date—was held April

20–22, 2006 with three- and four-person teams attending from 29 CIC member institutions. A sixth workshop in this series was held October 5–7, 2006 in St. Louis. Since fall 2001, more than 150 CIC member institutions have taken advantage of this special training opportunity. The Data and Decisions Workshops are funded by a grant from the U.S. Department of Education’s National Center for Education Statistics.

Institutions participating in the April 2006 workshop include Berry College (GA), Brenau University (GA), Brescia University (KY), Cardinal Stritch University (WI), College of Saint Elizabeth (NJ), Cornerstone University (MI), Crichton College (TN), Franklin Pierce College (NH), Geneva College (PA), Georgian Court University (NJ), Green Mountain College (VT), Marlboro College (VT), Mitchell College (CT), Mount Saint Mary College (NY), Olivet Nazarene University (IL), Ottawa University (KS), Saint Joseph’s College (ME), Simon’s Rock College of Bard (MA), Simpson College (IA), Southern Vermont College (VT), Southwestern College (KS), Springfield College (MA), The Sage Colleges (NY), The University of Findlay (OH), Trevecca Nazarene University (TN), University of New England (ME), Villa Julie College (MD), Wells College (NY), and Wheeling Jesuit University (WV).

Institutional Advancement Study—In cooperation with the Council for Advancement and Support of Education (CASE), CIC cosponsored a study of institutional advancement practices in small and mid-sized private colleges and universities. More than 270 CIC members completed a comprehensive survey in early 2006. Project leaders are preparing a report that will provide valuable benchmarking data on the fundraising and public relations activities of small and mid-sized independent institutions of higher education. Since 1976, CIC and CASE have participated in similar joint projects approximately every seven years.



COLLABORATING TO STRENGTHEN PROGRAMS

Through collaboration among private colleges and universities and by partnering with other organizations, CIC helps member institutions create new programs and services that are both cost-effective and efficient. Among the many types of CIC-sponsored collaborations:

COOPERATING ON INFORMATION TECHNOLOGY

Kenyon College Conference—CIC and Kenyon College (OH) cosponsored a conference entitled “The Conference at Kenyon 2006: Integrating Library and Computing Services,” March 14–16, 2006 in Gambier, Ohio. Individuals from colleges and universities with integrated information system organizations met to describe their institutions’ experiences, evolutionary paths, and outcomes to date. Among the participants were representatives of 23 CIC institutions: Allegheny College (PA), Bethany College (WV), Bridgewater College (VA), Centre College (KY), Champlain College (VT), Earlham College (IN), Goddard College (VT), Goucher College (MD), Hannibal-LaGrange College (MO), John Carroll University (OH), Kenyon College (OH), Marian College (IN), Mount Vernon Nazarene University (OH), Northwestern College (IA), Rhodes College (TN), Ripon College (WI), Rockford College (IL), Rollins College (FL), The College of Wooster (OH), The University of the South (TN), Thiel College (PA), Urbana University (OH), and Wheaton College (MA).

CIC and EDUCAUSE Events—CIC and EDUCAUSE have worked to make regional EDUCAUSE workshops increasingly useful to CIC member institutions by providing CIC-sponsored sessions and networking opportunities. Five regional events were held in 2006: EDUCAUSE Mid-Atlantic on January 10–12 in Baltimore (MD); EDUCAUSE Southwest on February 22–24 in Austin (TX); EDUCAUSE Midwest on March 13–15 in Chicago (IL); EDUCAUSE Western on April 24–26 in San Francisco (CA); and EDUCAUSE Southeast on June 19–21 in Atlanta (GA). Each workshop included a luncheon roundtable discussion on topics of interest to CIC member institutions and, as a special theme in response to the interests of CIC

members, an afternoon discussion on ePortfolios for student learning, advising, and assessment.

HELPING FACULTY MEMBERS THROUGH PARTNERSHIP

Teachers for the 21st Century—In 2006 CIC and Microsoft launched the Teachers for the 21st Century program, an initiative to improve K-12 education by increasing the capabilities of future teachers in the nation’s schools. As part of Microsoft’s Partners in Learning (PiL) initiative, this four-year effort will integrate information and communication technologies, as well as the content, skills, and literacies that these technologies foster, into courses offered by CIC member institutions. Through workshops, online seminars, and dissemination of exemplary instructional materials, CIC will help faculty members of 120 private colleges and universities to strengthen curricula and pedagogical approaches in pre-service teacher education programs.

The initial faculty teams from 20 institutions, selected from 60 applications, convened for a two-day meeting in June 2006. Participating institutions include Alverno College (WI), Benedictine University (IL), Catawba College (NC), Chatham College (PA), Clarke College (IA), College of Mount St. Joseph (OH), Ferrum College (VA), Gannon University (PA), Lesley University (MA), Manchester College (IN), Marywood University (PA), Mercy College (NY), Mount St. Mary’s College (CA), Ottawa University (KS), Pace University (NY), Saint Leo University (FL), Spring Hill College (AL), St. Bonaventure University (NY), The Sage Colleges (NY), and Wheelock College (MA).

Harvard University Library’s Open Collections Program—Ninety-three institutions have joined a CIC partnership with the Harvard University Library’s Open Collections Program that makes digital materials available for classroom use at a wide range of colleges and universities. The program includes a listserv where interested faculty members and librarians at CIC institutions can discuss the uses of these materials with each other and with Harvard librarians.



Drake University, IA

HELPING STUDENTS THROUGH PARTNERSHIPS

Tuition Exchange Program (CIC-TEP)—A hallmark of CIC membership, the CIC Tuition Exchange Program consists of a network of member colleges and universities willing to accept as students—tuition free—family members of full-time employees at other CIC institutions. Of CIC’s 553 Institutional Members, 352 are participating in CIC-TEP (benefiting 1,299 students currently), making it one of the largest national tuition exchange programs of private, four-year colleges and universities.

Woodrow Wilson Visiting Fellows Program—Since 2003 the Woodrow Wilson National Fellowship Foundation, in cooperation with CIC, has offered initial year discounts (\$5,000 vs. \$5,750 for 2006–2007) to CIC member institutions participating in the Foundation’s Visiting Fellows Program, which bring notable, non-academic figures to college and university campuses for week-long residencies. In the past two years, 39 CIC colleges and universities have taken advantage of this opportunity.

PARTNERING WITH THE MEDIA

CIC/New York Times Partnership in Education—A Student Newspaper Editors Workshop entitled “Inside the Times” was held in October 2005. More than 70 students from 30 CIC member institutions attended. They included: Allegheny College (PA), Bethany College (WV), College of Notre Dame of Maryland, Columbia College (SC), Connecticut College, Daemen College (NY), Eastern University (PA), Elizabethtown College (PA), Emerson College (MA), Georgian Court University (NJ), Hollins College (VA), Houghton College (NY), Immaculata University (PA), Ithaca College (NY), Juniata College (PA), McDaniel College (MD), Mount Holyoke College (MA), Pace University (NY), Regis University (CO), Rider University (NJ), Rosemont College (PA), Sacred Heart University (CT), Seton Hill University (PA), Siena College (NY), Springfield College (MA), St. Peter’s College (NJ), The Sage Colleges (NY), University of Richmond (VA),

Utica College (NY), and Wilson College (PA).

A second Student Newspaper Editors Workshop is scheduled for February 26, 2007.

In addition, faculty members from the CIC/NYTimes Partnership institutions with expertise on China began helping the *New York Times* create content for a new interactive website about China (www.nytimes.com/chinarises).

The Partnership includes 43 CIC members and was launched in fall 2003. Members receive discounted subscriptions, advertising rates, and rights and permissions site licenses for the *Times* archives, as well as programs and events on campus sponsored by the *Times* and priority privileges for securing reporters and editors for speaking engagements on campus. Richard Guarasci of Wagner College (NY) served in 2005–2006 as chair of the Partnership’s Presidents Council, which meets each fall at the *Times* headquarters in New York City.

CIC/NYTimes Partner institutions are Allegheny College (PA), Augustana College (IL), Bethany College (WV), California Lutheran University, Cazenovia College (NY), Chaminade University of Honolulu (HI), College of Notre Dame of Maryland, Dillard University (LA), Ferrum College (VA), Fresno Pacific University (CA), George Fox University (OR), Goucher College (MD), Hartwick College (NY), Hendrix College (AR), Heritage University (WA), Juniata College (PA), Millsaps College (MS), Mount Holyoke College (MA), Mount St. Mary’s College (CA), Otterbein College (OH), Pace University (NY), Pacific Lutheran University (WA), Pitzer College (CA), Point Loma Nazarene University (CA), Regis University (CO), Rider University (NJ), Rollins College (FL), Saint Leo University (FL), Scripps College (CA), St. Edward’s University (TX), St. Andrews Presbyterian College (NC), Swarthmore College (PA), The Sage Colleges (NY), University of Charleston (WV), University of Puget Sound (WA), University of St. Thomas (TX), Wagner College (NY), Westminster College (PA), Westmont College (CA), Whitworth College (WA), Whittier College (CA), Willamette University (OR), and Wofford College (SC).



STIMULATING REFORM

CIC participates in various higher education policy discussions, and supports and assesses a range of institutional reforms and programs, including:

Lumina Foundation Summit on College Costs—CIC cosponsored, along with nearly 60 associations, foundations, and other organizations, a summit in November 2005 organized by the Lumina Foundation for Education and the James B. Hunt, Jr. Institute for Educational Leadership and Policy. The purpose of the summit was to develop solutions to rising college costs. More than 350 higher education leaders participated, including CIC President Richard Ekman and Executive Vice President Russell Garth. Major presentations were given by *New York Times* columnist Thomas Friedman; U.S. Senator Richard Lugar; Tom Luce, assistant secretary, Office of Planning, Evaluation and Policy Development at the U.S. Department of Education; and former governors James Hunt (NC) and John Engler (MI).

Teacher Education Accreditation Council (TEAC)—CIC continues to support TEAC, a nonprofit organization dedicated to improving academic degree programs for professional educators founded in 1997. TEAC's membership represents a broad range of higher education institutions, from liberal arts colleges to research universities, and includes other institutions and professional organizations. TEAC is recognized as a national accreditor by the Council for Higher Education Accreditation and by the U.S. Department of Education; and it is a formal option for either program review or accreditation in 12 states. Positive and encouraging discussions continue in a number of other states.



Birmingham-Southern College, AL

2005–2006 CIC AWARDEES

AWARDS FOR PHILANTHROPY



Carolyn and Maynard Sauder

During the 2006 Presidents Institute Awards Banquet, CIC presented the 2006 Awards for Philanthropy to Maynard and Carolyn Sauder of Archbold, Ohio, the Davis Educational Foundation, and the Andrew W. Mellon Foundation. The Sauders were honored for their support of liberal arts colleges (their family and companies have given more than \$10 million to private higher education institutions), and for their firm belief in the value of faith-based institutions.



William J. Holmes (left), Trustee

The Davis Educational Foundation supports regionally accredited baccalaureate degree-granting private and public colleges and universities in New England. In addition to contributing more than \$3.3 million to New England institutions, it has aided a broad range of student and teaching initiatives at independent colleges and encouraged college presidents to think in new and innovative ways.



Frank Rhodes (center), Trustee

The Andrew W. Mellon Foundation is one of the nation's most dedicated, effective, and far-sighted supporters of liberal arts colleges and universities. In 2004, the Foundation gave more than \$84 million to higher education institutions. Recently it

has supported such CIC programs as the Transformation of the College Library Workshops and the Learning Spaces and Technology Workshops.

ALLEN P. SPLETE AWARD FOR OUTSTANDING SERVICE



Ken Yamada (right)

relationships with more than 100 Methodist-affiliated colleges and universities. His promotion of innovation and quality in those institutions has been exemplary.

Ken Yamada, associate general secretary (retired) of the General Board of Higher Education and Ministry of The United Methodist Church for 17 years, received the Allen P. Splete Award for Outstanding Service at the 2006 Presidents Institute Awards Banquet. As associate general secretary of the Division of Higher Education, he nurtured

CHIEF ACADEMIC OFFICER AWARD



Judith Conrad Wimmer

one institution, she fostered its remarkable growth in academic programs, faculty, and enrollment. Wimmer was also a vital contributor to CIC's CAO Task Force.

Judith Conrad Wimmer, vice president for academic affairs at Edgewood College (WI) from 1986 to 2005, received the 2005 CIC Chief Academic Officer Award for contributions to her colleagues at private colleges and universities. As a CAO with long tenure at

ACADEMIC LEADERSHIP AWARD



Richard Chait (left)

and universities. For more than 20 years, Chait has taught in Harvard's summer institutes for executives in higher education, influencing many private college and university leaders. His current research focuses on the job satisfaction of junior faculty as part of the Study of New Scholars.

Richard Chait, professor of higher education and director of the Study of New Scholars in the Harvard Graduate School of Education, received the Academic Leadership Award for his pathbreaking research on the management and governance of colleges

RECOGNITION FOR CONSECUTIVE YEARS OF SPONSORSHIP

The following companies received plaques honoring them for providing consecutive years of support for CIC's Presidents Institute:

- Sodexho Campus Services (20 years)
- ARAMARK Education (20 years)
- The Charitable Resources Group (15 years)
- Bon Appétit Management Company (10 years)
- Performa Inc. (10 years)



RESOURCE DEVELOPMENT

CIC's fundraising efforts generate three types of revenue—restricted program grants for projects, restricted operating grants earmarked for particular programs (such as conference sponsorships), and unrestricted grants for general operating support. CIC received financial support between July 1, 2005 and June 30, 2006 from these donors and sponsors:

GRANTS AND SPONSORSHIPS	Academic Search Consultation Service	Executive Management Services, Inc.	Microsoft Corporation	Scannell & Kurz, Inc.
	American Library Association	GDA Integrated Services	Miller/Cook and Associates, Inc.	Scott Healy & Associates
	Andrew W. Mellon Foundation	Gladys Kriebel Delmas Foundation	Mintz Levin Law Firm/ML Strategies, LLC	Segal/Sibson Consulting
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FINANCIAL STATEMENT

Statement of Revenues, Expenses, and Change in Unrestricted Net Assets 07/01/05–06/30/06

	General Operations	Project Grants	Total
REVENUES			
Membership Dues	\$1,990,881		1,990,881
Program Participant Fees	710,454		710,454
Gifts and Grants			
Unrestricted Grants	6,655		6,655
Program Grants	462,000	1,055,627	1,517,627
Consulting Fees		9,719	9,719
Interest, Investment, and Miscellaneous Income	276,713	31,188	307,901
Total Revenues	\$3,446,703	\$1,096,534	\$4,543,237
EXPENSES			
Salaries and Benefits	\$1,649,898	\$228,551	\$1,878,449
Programs and Meetings	607,590		607,590
Grants to Colleges		160,204	160,204
Other Expenses	698,527	743,866	1,442,393
Total Expenses	\$2,956,015	\$1,132,621	\$4,088,636
		Change in Net Assets	\$347,858
		Unrestricted Net Assets at 07/01/05	\$2,918,788
		Unrestricted Net Assets at 06/30/06	\$3,373,389

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* *Hutch Bearce passed away on July 24, 2006.*

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CIC's website—www.cic.edu—is a rich resource of information that draws increasingly large traffic each year. Visit the site for news about CIC conferences and programs, to view data and resources on the effectiveness of private higher education, to download and order CIC publications, and for links to member institutions and other sites on higher education.

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Through listservs, CIC links a national network of people who lead and staff private colleges and universities. The service is free, and the listservs are reserved exclusively for CIC member institutions. In addition, the listservs for presidents and chief academic officers have been archived and offer a wealth of information on myriad topics, and they are searchable by date, name, subject, and institution. To join the discussion groups, send your request via email to cic@cic.nche.edu. Include your name, title, and institution. If your request is approved, your name will be added to the appropriate listserv. You will receive an email confirmation.

CIC Listservs

CICPRES-LIST

Open only to current presidents of CIC member institutions.

CICDEAN-LIST

Open to chief academic officers, provosts, and those with similar rank at CIC member institutions.

CICSTUAFF-LIST

Open to student affairs officers and staff at CIC member institutions.

CICPR-LIST

Open to public relations officers and staff at CIC member institutions.

CICADVANCE-LIST

Open to development officers and staff at CIC member institutions.

CICFINANCE-LIST

Open to business officers of CIC member institutions.

CICSPOUSE-LIST

Open to spouses of current presidents of CIC member institutions.

CICNET-LIST

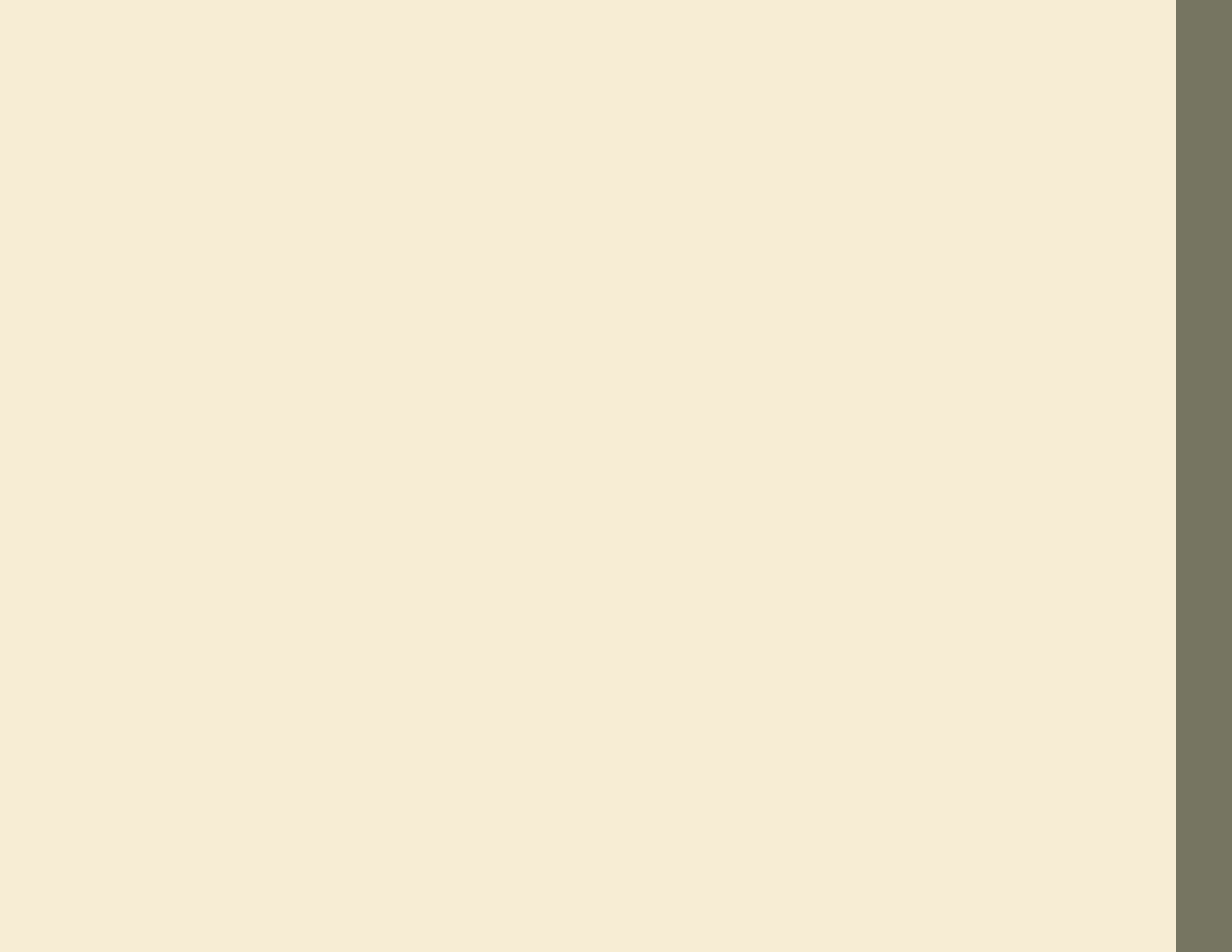
Open to those at CIC member institutions interested in discussing issues of information technology.

CICCHAIR-LIST

Open to department and division chairs from CIC member institutions.

CICDATA-LIST

Open to those at CIC member institutions interested in discussing issues of data and institutional research.



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