

### **A Decade Prospectus**

FOUNDED IN 1995, THE ASSOCIATED NEW AMERICAN COLLEGES IS A NATIONAL CONSORTIUM OF TWENTY SELECTIVE SMALL TO MID-SIZE (2,000-7,500 STUDENTS) INDEPENDENT COLLEGES AND UNIVERSITIES DEDICATED TO THE PURPOSEFUL INTEGRATION OF LIBERAL EDUCATION, PROFESSIONAL STUDIES, AND CIVIC ENGAGEMENT. To improve the quality and effectiveness of teaching and learning among its members, ANAC sponsors projects and conferences, administrator and faculty affinity groups, surveys and data benchmarking, and international study programs. The Associated New American Colleges, collectively and individually, are often cited as models of the intentional integration of teaching and learning, scholarship, and service.

ANAC collaborates with a number of higher education organizations including the Association of American Colleges and Universities, Association of Governing Boards, American Council on Education, Carnegie Foundation for the Advancement of Teaching, Council of Independent Colleges, National Association of College and University Business Officers, National Association of Independent Colleges and Universities, National Association of Student Personnel Administrators, and others.

Established initially at the Woodrow Wilson National Fellowship Foundation with funding from Carnegie Foundation for the Advancement of Teaching, ANAC relocated its fiscal headquarters at Valparaiso University in 2003. From member dues, foundation grants, and other sources, the consortium raises and expends more than \$250,000 annually on an array of projects that serve the 20 member institutions and their combined 90,000 students and 15,000 faculty and administrators.

## ANAC MEMBER COLLEGES AND UNIVERSITIES

### **Belmont University**

Robert Fisher, President  
Institutional Rep.: Dan McAlexander, Provost  
1900 Belmont Blvd., Nashville, TN 37212  
[www.belmont.edu](http://www.belmont.edu)

### **Butler University**

Bobby Fong, President  
Institutional Rep.: William Berry, Provost  
4600 Sunset Ave., Indianapolis, IN 46208  
[www.butler.edu](http://www.butler.edu)

### **Capital University**

Theodore Fredrickson, President  
Institutional Rep.: Interim provost being named  
2199 East Main St., Columbus, OH 43209  
[www.capital.edu](http://www.capital.edu)

### **Drake University**

David Maxwell, President  
Institutional Rep.: Ronald Troyer, Provost  
2507 University Ave, Des Moines, IA 50311  
[www.drake.edu](http://www.drake.edu)

### **Drury University**

John Sellers, President  
Institutional Rep.: Charles Taylor, Dean  
900 N. Benton Ave., Springfield, MO 65802  
[www.drury.edu](http://www.drury.edu)

### **Elon University**

Leo M. Lambert, President  
Institutional Rep.: Gerald L. Francis, Provost  
2200 Campus Box, Elon, NC 27244  
[www.elon.edu](http://www.elon.edu)

### **Hamline University**

Linda N. Hanson, President  
Institutional Rep.: Garvin Davenport,  
Vice President for Academic Affairs  
1536 Hewitt Ave., St. Paul, MN 55104  
[www.hamline.edu](http://www.hamline.edu)

### **Hampton University**

William G. Harvey, President  
Institutional Rep.: JoAnn Haysbert, Provost  
Hampton, VA 23668  
[www.hamptonu.edu](http://www.hamptonu.edu)

### **Ithaca College**

Margaret Williams, President  
Institutional Rep.: Peter Bardaglio, Provost  
Ithaca, NY 14850  
[www.ithaca.edu](http://www.ithaca.edu)

### **Mercer University**

R. Kirby Godsey, President  
Institutional Rep.: Horace W. Fleming, Provost  
1400 Coleman Ave., Macon, GA 31207  
[www.mercer.edu](http://www.mercer.edu)

### **North Central College**

Harold R. Wilde, President  
Institutional Rep.: R. Devadoss Pandian,  
Vice President for Academic Affairs  
PO Box 3063, Naperville, IL 60566  
[www.northcentralcollege.edu](http://www.northcentralcollege.edu)

### **Pacific Lutheran University**

Loren J. Anderson, President  
Institutional Rep.: James Pence, Provost  
Tacoma, WA 98447  
[www.plu.edu](http://www.plu.edu)

### **Quinnipiac University**

John L. Lahey, President  
Institutional Rep.: Kathleen McCourt,  
Sr. Vice President for Academic Affairs  
Mt. Carmel Ave., Hamden, CT 06518  
[www.quinnipiac.edu](http://www.quinnipiac.edu)

### **Simmons College**

Daniel J. Cheever, President  
Institutional Rep.: Diane Raymond,  
Dean CASPS  
300 The Fenway, Boston, MA 02115  
[www.simmons.edu](http://www.simmons.edu)

### **Susquehanna University**

L. Jay Lemons, President  
Institutional Rep.: Linda McMillin, Provost  
514 University Ave., Selinsgrove, PA 17870  
[www.susquehanna.edu](http://www.susquehanna.edu)

### **Sage Colleges**

Jeanne K. Neff, President  
Institutional Rep.: Sally Lawrence,  
Vice President for Academic Affairs  
45 Ferry St., Troy, NY 12180  
[www.sage.edu](http://www.sage.edu)

### **University of Evansville**

Stephen G. Jennings, President  
(Chair, ANAC Presidents' Council)  
Institutional Rep.: Stuart Dorsey,  
Vice President for Academic Affairs  
1800 Lincoln Ave., Evansville, IN 47722  
[www.evansville.edu](http://www.evansville.edu)

### **University of Redlands**

James Appleton, President  
Institutional Rep.: Nancy Carrick,  
Vice President for Academic Affairs  
1200 E. Colton Ave., Redlands, CA 92373  
[www.redlands.edu](http://www.redlands.edu)

### **Valparaiso University**

Alan F. Harre, President  
Institutional Rep.: Roy Austensen, Provost  
Valparaiso, IN 46383  
[www.valpo.edu](http://www.valpo.edu)

### **Wagner College**

Richard Guarasci, President  
Institutional Rep.: Deborah Lieberman, Provost  
One Campus Rd., Staten Island, NY 10301  
[www.wagner.edu](http://www.wagner.edu)

---

## THE ANAC DECADE

A category of the Carnegie classifications, the term “comprehensive” was created to describe small to mid-sized colleges and universities that offer baccalaureate degrees in the liberal arts and professional fields and master’s and first professional degrees, but not doctorates. In his landmark 1990 essay, “The Ugly Duckling of Higher Education,” University of Redlands Provost Frank Wong explored the identity and distinctive characteristics of comprehensive colleges and universities. He posited that they were neither liberal arts colleges nor research universities and therefore not understood or receiving of the respect due them. Yet he saw them possessing positive features of each of the two established institutional types. Wong argued that the central identity of these comprehensive institutions lay in their integrative potential, especially through integrating liberal and professional studies to enhance student learning. Wong’s provocative thinking caused a group of chief academic officers from private colleges and universities to create a study group to explore the distinctive characteristics of their institutions.

Ernest L. Boyer dubbed Wong’s Ugly Duckling “that sturdy American hybrid” because it possessed the combined strengths of prestigious liberal arts colleges of English origin, the German research university, and the American land grant university. Indeed, Boyer called for a “New American College” that would restore the tradition of higher education service to scholarship and society that he associated with these classic 19th century models of post-secondary education. Later, Alexander Astin contributed the notion of “talent development” to the emerging concept of the New American College, arguing that institutional excellence should be measured by its educational outcomes, not by its resources alone. A conference on the New American College was held at Wingspread, ever the catalyst for collaborative advances in the quality of education, in 1994 which gave birth to the Associated New American Colleges. In addition to the University of Redlands and Valparaiso University, the founding group of ANAC members included current members Hamline University, North Central College, Mercer University, Ithaca College, Quinnipiac University, and Susquehanna University.

ANAC member institutions seek to model a higher education learning community where the ethos is collegial and student and value-centered. They combine a strong commitment to teaching in a highly personalized liberal arts residential environment with the diverse programs and opportunities of a large research university. Faculty and professional staff share a flexible professional vision that links scholarship, teaching, and service in fulfilling the missions of their institutions. As a consequence of their inclusive character and manageable size, ANAC members create an effective blending of classroom and community, coordinating theoretical and experiential learning through undergraduate and graduate research, professional practice and internships, and community economic and social development projects in the local region around campus where members have historic ties and relationships. These hybrid characteristics have led some ANAC members to describe themselves as “collegiate universities,” where the ideals of Phi Beta Kappa and professional accreditation combine to generate a superior preparation for lives of personal meaning and career achievement.

ANAC’s participation in higher education’s central discourse in recent years is reflected in a variety of ideas that have contributed to the distinctive ANAC intellectual heritage. Before his death in 1995, Wong

drew an analogy to the health care industry in decrying the hazards of the “disconnected specialization” among university faculty. He characterized the ANAC faculty ideal as that of the “primary care professor” who focused holistically on student learning. His notion was what Boyer once called “linking thought and action.” Boyer’s successor president at the Carnegie Foundation for the Advancement of Teaching, Lee S. Shulman, coined the term “professing the liberal arts” to underscore the two-way nature of contributions of liberal arts and professional programs to each other. Perhaps underscoring the long-standing ties between ANAC and the Association of American Colleges and Universities, president Carol Geary Schneider called for “practical liberal learning” in the AACU 2003 *Greater Expectations* national report. A similar message was found in Carnegie’s *Scholarship Reconsidered* which urged the integration of scholarship and teaching and the National Association of Student Personnel Administrators (NASPA) call, in *Learning Reconsidered*, for collaboration between academic and student affairs. Both views influenced and mirrored ANAC thinking.

In its focus on what might be called the “integrative institution,” ANAC has conducted two major projects with national foundation funding. The ANAC Faculty Work Project, supported by the Pew Charitable Trusts, originated in 1997 when ANAC collaborated with the Carnegie Foundation for the Advancement of Teaching on a national survey of faculty. This project developed a blueprint for enhancing faculty-institutional relationships in order to better accomplish the institutional mission. The survey led to a book, *A New Academic Compact: Revisioning the Relationship between Faculty and Their Institutions* (Anker Press, 2002). Currently and with funding from TIAA-CREF Institute, the faculty work project is analyzing the generation turnover of the faculty, as late-career faculty plan for retirement and hiring is underway for the faculty of the future. The TIAA-CREF grant underwrote a 2003 national survey of late-career faculty and a survey of early-career faculty is planned for the fall of 2005. The second project, with support from the William and Flora Hewlett Foundation, featured infusion of liberal and professional theory and practice in major programs in both fields. ANAC partnered with AACU in sponsoring a 2002 national conference that borrowed from both projects in seeking to align faculty professional development and institutional priorities in support of integrative student learning.

Other ANAC programs and activities also reflect the integrative paradigm. Member presidents; chief academic, financial, and student affairs officers; deans; and program directors meet once or twice each year in roundtable discussions to share new ideas, common problems, and best practices. Since 1997, ANAC members have contributed more than 250 data sets annually to the ANAC Data Exchange, a member benchmarking tool in such areas as enrollment, student performance, salaries, finances, technology, and programs. In 2002, ANAC created ANAC Academy as a national faculty/staff professional development program. The Academy sponsors professional development workshops and a several-day annual summer institute for institutional teams of faculty, administrators, and other professional staff who also use the institute as a strategic opportunity to work collaboratively on an institutional priority. In 2003, ANAC established ANACSA (ANAC Study Abroad) as a consortium to provide member students with program opportunities in all parts of the world at a favorable cost to students and their institutions.

---

ANAC's first ten years have been a decade of definition and program development. Through research and publication on faculty roles and institutional effectiveness, conferences and summer institutes on faculty and professional staff development, sharing of institutional data for cost analysis and benchmarking, and extensive networking among presidents; chief academic, finance, and student affairs officers; academic deans

and faculty; and directors of institutional research, technology, and public relations, ANAC has established a vibrant and national community for the advancement of member institutions. At the same time, ANAC has been in the vanguard of what has become a national movement for the purposeful integration of liberal education, professional studies, and civic engagement.

## CORE INITIATIVES

### **Integration of Liberal and Professional Studies**

Improving student learning outcomes through linking liberal learning and career preparation, including connections between liberal arts and professional program curricula, to strengthen theoretical learning and communities of practice, e.g., three-year project funded by William and Flora Hewlett Foundation.

### **Faculty Work Project**

National faculty surveys with Carnegie Foundation for the Advancement of Teaching and Universities of Minnesota and North Carolina, funded by Pew Charitable Trusts and TIAA-CREF Institute, resulting in a book, and numerous articles, and campus projects designed to renew the partnership of faculty and their institutions in service of the learning-centered mission of higher education.

### **ANAC Academy**

ANAC faculty and staff professional development program, including annual ANAC Summer Institute and curriculum and leadership development workshops and conferences designed to address professional needs and priorities at various career stages.

### **ANAC Data Exchange**

Eight-year ANAC benchmarking project based on more than 250 member institution data variables and extensive ratio analysis of member audited financial statements.

### **ANAC Study Abroad (ANACSA)**

International studies consortium to increase study abroad opportunities across the globe for ANAC member students through shared programs and student and institutional cost savings.

### **Affinity Group Meetings**

Serving presidents; chief academic, finance, and student affairs officers; deans of schools and colleges; and directors of libraries, international education, communication/marketing; and institutional research through sharing of ideas, problems, and good practices.

## LEAD ACTIVITIES FOR 2004 – 2005

### **ANAC Data Exchange**

Joint meeting of CFO's and CAO's launched a joint benchmarking initiative following a conference at Butler University, March 17-19, 2005 (35 participants). Benchmarking is designed to increase effectiveness in planning, budgeting, and assessment of the allocation of human and financial resources for teaching and learning.

### **ANAC Academy**

Workshop for early and mid-career faculty at Hamline University, October 7-9, "Emerging Leaders," (75 participants); Symposium "Futures in Higher Education" and Summer Institute "Creating Your Professional Identity at an ANAC Institution" in June 2005 at Drury University, (150 participants).

### **Faculty Work Project**

Produced 10 presentations, articles, and book chapters from data gathered by the fall 2003 late-career faculty survey. The faculty work project will be broadened through a survey of early-career faculty to be conducted in October 2005.

### **ANACSA**

Collaboration for international study will launch in fall 2005 with programs offered in Volos, Greece; Chengdu, China; Salzburg, Austria; Hedmark, Norway; and Harlaxton, England. ANACSA programs feature purposeful integration of liberal education, professional studies, and civic engagement mirroring the campus model of linking classroom and experiential learning. Hamline University hosts the ANACSA coordinator.

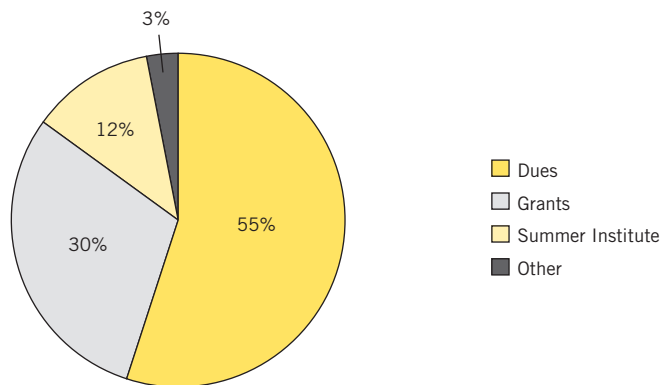
### **Distinctiveness Initiative**

ANAC initiated an aggressive campaign to sharpen its distinctive niche among America's colleges and universities, strengthen relationships with leading higher education associations, develop data and examples of programs that define the New American College, and embark on a series of communications projects to benefit member institutions while increasing the stature of ANAC overall. A communications committee comprised of presidents, deans, institutional researchers, and public relations/marketing directors is coordinating this initiative.

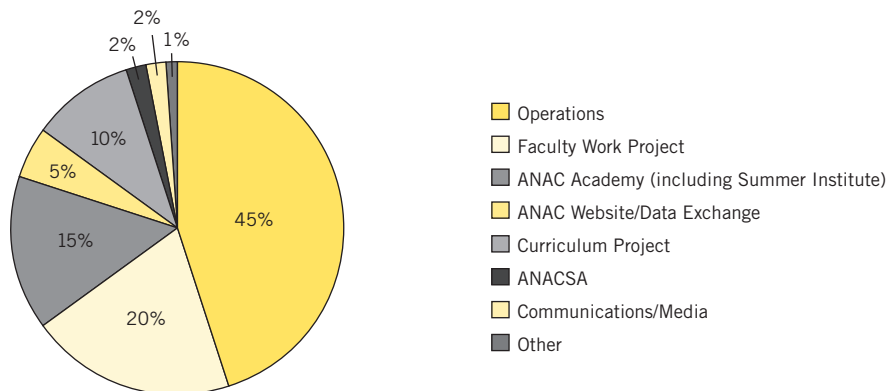
### **Affinity Groups**

All four chief officer groups met at least once in 2004-05: presidents at NAICU, IReps at AACU, CFO's at NACUBO, CSAO's at NASPA (March 2005) and the joint CFO/CAO conference. Also, institutional research directors met at AIR.

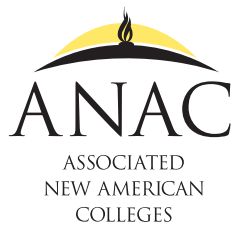
ALWAYS A “LEAN” ORGANIZATION, ANAC NONETHELESS HAS RAISED OVER \$2.5 MILLION IN REVENUES DURING ITS FIRST DECADE, PRIMARILY IN THE FORM OF MEMBER DUES, FOUNDATION GRANTS, AND REGISTRATIONS FOR THE ANNUAL ANAC SUMMER INSTITUTE. Included in this revenue is more than \$750,000 in major foundation grants, primarily from the Pew Charitable Trusts, the William and Flora Hewlett Foundation, and the TIAA-CREF Institute in support of the ANAC Faculty Work Project and the ANAC curricular initiative to integrate liberal and professional studies. In response to the overall decline of major foundation support for higher education initiatives at the national level, ANAC reinvented itself in 2002 as a self-financed organization able to fund its basic operations from member dues. ANAC operates in the vanguard of 21st century “virtual” organizations, utilizing electronic communications and networking for most of its program planning and administrative activities.



Revenue Chart



Expenditure Chart



For more information, visit [www.anac.org](http://www.anac.org) or contact Jerry Berberet, Executive Director  
2248 Sailfish Dr., St. George Island, FL 32328 Phone: (850) 927-3948 Email: [anacjberb@aol.com](mailto:anacjberb@aol.com)  
Business office: Valparaiso University