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CAOs and CFOs to Collaborate on Competitive Challenges

Data Synthesized in Making the Case Initiative

CIC's 2004 Institute for Chief Academic Officers will give special emphasis to issues that bring the chief academic officer and the chief financial officer together in order to meet the institution's competitive challenges. This is the first time CFOs have been invited to the CAO Institute. The meeting will be held on October 30-November 2 in San Francisco, CA, and is co-sponsored by the National Association of College and University Business Officers (NACUBO).

Conference participants will address key areas requiring collaborative work by CFOs and CAOs, such as establishing priorities for academic program review; enrollment management and tuition discounting; legal ramifications of personnel issues; creating adult-friendly institutions with a focus on technology and assessment; planning

and renovating academic facilities; and using models and data sets for program costing.

"CAOs and CFOs must increasingly work together to meet the challenges our campuses face. Piece-meal responses are no longer adequate," said CIC President Richard Ekman. "Recognizing the importance of effective, collaborative working relations between CFOs and CAOs, the Council designed this Institute to create a distinctive professional development opportunity for both officers."

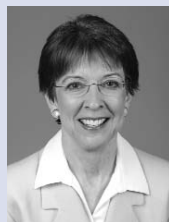
Featured speakers include: Michael L. Lomax, president and chief executive officer of the United Negro College Fund (UNCF), who will deliver the keynote address on the "Challenge of Leadership of Institutions to Achieve Both Educational

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The findings from two studies commissioned by CIC and completed this spring, as well as other national data on private higher education, are being synthesized for CIC's Making the Case initiative. The first study used data from the National Survey of Student Engagement (NSSE) to compare results of private four-year colleges and universities with their public institution counterparts. The NSSE survey, which measures the extent to which students are engaged in educational practices that correlate with high levels of learning, included survey responses from more than 171,631 students (first-year and senior) at 650 four-year colleges and universities (367 of which are private institutions) during the 2001-2003 survey administrations.

The second study expanded the sample size of the Comparative Alumni Research Project, administered by Hardwick-Day, a higher education research firm, to ensure a nationally representative study that assesses learning effects and compares perspectives of alumni from private colleges and universities with those from public institutions. Interviews with more than 1,100 alumni drawn from more than 600 public and private institutions (of the alumni interviewed, over one-third graduated from

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(Pictured left to right) Brian L. Hawkins, EDUCAUSE; David Kirp, University of California, Berkeley; Martha D. Lamkin, Lumina Foundation for Education; and Michael L. Lomax, United Negro College Fund (UNCF).

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FROM THE PRESIDENT'S DESK

Rights and Privileges

By Richard Ekman

An attractive feature of American life is that it usually rewards effort. If you are born in a small town without good public schools, family money, or social connections, and if you do well in school, you can be admitted to a high-quality college. If you attend a little-known college or university, you can still obtain a good job and rise in the company's management. Not every life is a pluck-and-luck Horatio Alger story, but there are so many instances of Americans overcoming humble origins or adversity that the possibility of upward mobility over one's lifetime should be within the reasonable imagination of every American. Ours is not a society in which a grade of "C" in the seventh grade relegates your educational and professional progress permanently to a lower tier. America offers second chances.

But effort and talent are not the full story. Your likelihood of admission to a selective institution is greater if you are affluent, white, from a family of previous college-goers, and/or the child of an alumnus. It's also more likely that graduates of highly selective institutions will be heavily represented in the student bodies of leading graduate schools and in professional leadership circles.

It should surprise no one that those with advantages early in life are well represented in selective colleges and universities. American parents have great faith in the power of higher education and they will make choices for their children to gain every advantage, utilizing the best K-12 schools they can, even if it means living in a community with high property taxes or sending children to private schools. And these children

and their parents will aspire to the best colleges, which are often (but not always) highly selective and comparatively expensive.

But this pattern disturbs our sense of fairness. We are troubled when we learn that a college or university uses its finite resources for financial aid to favor students who already have advantages. And we are disappointed when the public fails to celebrate the powerful pattern accumulated from success stories of students of modest origins who attend less well-known colleges, graduate in impressive numbers, and subsequently do well in life.

The public policy questions are clear and long-standing. To what extent should government intervene either to assist individuals in their own "pursuit of happiness" or to ensure that society enjoys an adequate pool of talent? Is it enough to maintain a democratic political system and a porous economic system? Should college attendance be a right of all Americans or a privilege limited to a select group? If a right for all, who is responsible to ensure that there are enough spaces for those who wish to attend college; and who should ensure adequate funding to enroll students of modest financial background?

The debates about these questions often tangle strands of argument that are better kept separated. There are 41 states that provide "merit" scholarship aid to college students, and a look at the oldest of these—Georgia's HOPE program—is instructive. Begun in 1993, it was intended to help the most talented high school students in Georgia, to

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(President's Desk, cont'd from page 2)

attract them to Georgia institutions of higher education, to prevent "brain drain," and to nurture the future leaders of Georgia. The program began with eligibility limited to high school graduates with A averages and it offered a much more generous stipend if the student chose to enroll at a Georgia state university rather than a private college. The ground rules were soon changed to make B students eligible, and recently a reform has been under discussion to make the stipend if used at a private college closer in amount to the stipend if used at a state college. Unsurprisingly, the program has become very popular among Georgia voters.

Today, more than half of all high school graduates in Georgia qualify for HOPE scholarships. The money given to college-goers by the state has increased enormously, including the amount awarded to students from low-income backgrounds. The unstated assumption is that if you are an A or B student, the state believes that you have the potential to be a future leader and no financial impediment should stop you from realizing your aspirations.

The HOPE program is funded by a state-run lottery, and some people therefore see the cost of the program as having nothing to do with the tax burden on Georgia taxpayers. But the lottery could be used to meet the costs of other things the state wants to do—in higher education and outside it—so it is fair to raise the question of the potentially high cost of this program to the state government. Efforts to rein in the program, whose costs now exceed lottery proceeds—by reducing the stipend or by raising the academic eligibility requirements—are politically unpopular. And the program no longer focuses on training future leaders of Georgia or preventing "brain drain." HOPE is now largely a middle-class entitlement program. Like college students in general, more than half the HOPE students who are enrolled in college fail to maintain the B average needed to retain the scholarship.

Especially interesting is what is happening at private colleges and universities in comparison with state universities. The privates, especially the less well-known privates, are enrolling large numbers of students of modest economic backgrounds, and using much more private scholarship money than tax dollars to aid them. Nationwide, two-thirds of all financial aid awarded by private institutions is need-based. The graduation rates among private college students are better than the graduation rates at state universities—whether you compare students with the strongest grades and SAT scores or students with

"By recognizing...the demonstrated effectiveness of private colleges...states will both save money and derive greater benefit from the public dollars that are expended."

the weakest (that is, weakest within the college-admissible group). In Georgia, 36 percent of students who enroll in state universities graduate in four years, compared with 54 percent at private colleges.

Whether state government should intervene is not the only public policy question. States should also want to know whether their programs provide the biggest "bang for the buck." Is the HOPE program the best investment in human capital development for the state of Georgia, given the pressures on its budget and the track records of past HOPE students? When a state's goal is to support students who are likely to become leaders of the state—those with the highest high school academic records, for example—it should probably do so irrespective of students' financial need. But if Georgia also wants to support students of more modest academic distinction—B students, for example—it should consider doing so only if they are truly needy. The state should act in this way not because access to college is a

right for everyone or because low-income students are a targeted category that needs to be represented in the campus population. Rather, the strongest argument in Georgia for the use of public funds to assist low-income, B students is that, because they lacked advantages early in life, their Bs are probably not representative of their potential—which is to perform as well as A students who have had the benefits of an affluent upbringing.

Moreover, the state of Georgia should acknowledge in the way it uses the HOPE money that lesser known private colleges and universities are 50 percent more likely to provide an environment in which students—both A and B students, both affluent and nonaffluent—will graduate on time. With a 36 versus 54 percent difference in graduation rates, a HOPE dollar spent on a student at a private college produces the same result as \$1.50 spent at a state university in Georgia. How can cash-strapped states ignore this obvious difference in productivity?

Although it is predictable that students from affluent backgrounds are heavily represented in selective colleges, it is nonetheless surprising that public policy so often encourages this pattern. By focusing state funding on the most talented and needy students, states can both prepare future leaders and preserve American higher education's role as the vehicle for a chance for success in life. By recognizing in the state's policies for its student aid programs the demonstrated effectiveness of private colleges—especially for students from low-income and other disadvantaged backgrounds—states will both save money and derive greater benefit from the public dollars that are expended. Forty other states award merit aid to students, 13 through programs that are similar to Georgia's. As the oldest of the states' merit-based programs recalibrates its operation, the others could learn a lot from Georgia's pioneer experience.

Library Workshops Help Improve Information Literacy Programs

Improving information literacy programs as an element of liberal education on private college campuses was the principal goal of the *Transformation of the College Library Workshops* offered in San Francisco, CA, on February 26-28; Pittsburgh, PA, April 15-17; and Minneapolis, MN, June 3-5.

The workshops also aided institutions in strengthening the role of the library by fostering collaboration between librarians and faculty members, examining the changing use and conception of the physical space of the library, demonstrating the use of technology in improving students' learning, and setting institutional priorities for library-related costs. Workshop sessions described effective institutional practices and helped campus teams (consisting of the chief academic officer, the library director, and a faculty member or information technology staff member) develop institutional plans for information literacy.

"The workshops offered the team members a rare opportunity to talk at some length about the issues involved in making the library an essential element of teaching and learning in their institutions," said CIC Senior Advisor Tom Kirk, library director and coordinator of information services at **Earlham College** (IN). "Institutional teams were able collectively to explore the roles of budgets, faculty partnerships, space, and technology in libraries that meet the institutions' teaching and learning goals." Kirk co-directs the library project with CIC Senior Advisor Scott Bennett, university librarian emeritus of Yale University, and Rita Gulstad, dean of extended studies and learning resources and director of computing at **Central Methodist University** (MO).


In post-workshop evaluations, participants said they valued access to expert speakers, working in institutional teams composed of individuals who often do

not come together for educational planning, and having time to plan an information literacy program.

Because of the overwhelming demand for the workshop (there were more than 200 applications for the 60 workshop openings), CIC is seeking funds to serve additional institutions.

Funding for these workshops was provided by the William and Flora Hewlett Foundation, the Carl and Lily

Pforzheimer Foundation, the Gladys Kriebel Delmas Foundation, and the Association of College and Research Libraries. They were developed in cooperation with the Council on Library and Information Resources (CLIR).

Workshop presentations, campus plans developed at the workshops, and success stories are now available on the CIC website at www.cic.edu/conferences_events/workshop/library/2004resources.asp. 

Are Libraries Being Designed for Learning?

A recent publication sponsored by CIC and the Council on Library and Information Resources (CLIR), *Libraries Designed for Learning*, explores the extent to which recent library design projects have been driven by an understanding of how students learn and how faculty teach. CIC Senior Advisor for the *Transformation of the College Library* project, Scott Bennett, the emeritus director of Yale University's libraries, wrote the report based on an extensive study of the motivations and planning methods for library renovation and construction projects undertaken in the past decade.

Bennett conducted a web-based survey of more than 380 institutions (including 65 CIC colleges and universities) that had renovated or built new libraries between 1992 and 2001, representing a total investment of \$4.5 billion. He also conducted follow-up phone interviews with 31 library directors and chief academic officers. He concludes that while most of the projects are serving users well, they have rarely been informed by a systematic assessment of how students learn and faculty members teach. Bennett suggests that planning based on such an assessment could equip the library to serve an even more vital function as a space for teaching and learning.

"In designing library space we attend too exclusively to library operations and not enough to student learning. The success of the library is best measured not by the frequency and ease of library use but by the quality of the learning that results from use. This is a fundamental shift for librarians trained in a service culture, comparable to the shift that faculty are making from a teaching to a learning culture for higher education. We know how to design library space that is operationally convenient and efficient. There is ultimately nothing but our own inattention that prevents us from designing library space that fosters effective learning," Bennett argued.

The report is intended for academic librarians who are responsible for library construction and renovation projects, and for academic and planning officers who decide how library space can advance the core learning and teaching missions of their institutions.

Libraries Designed for Learning is available in its unabridged form on CLIR's website at www.clir.org/pubs/abstract/pub122abst.html. A print version that excludes some of the data analysis can be ordered through CLIR's website for \$20.

Department Chairs Address Retention, Personnel Issues


Personnel issues were the topics of greatest interest at the 2004 CIC Department and Division Chair Workshops. Sessions explored conflict resolution strategies, approaches to conducting difficult conversations, and effective ways of working with the chief academic officer. Experts on higher education law explained essential strategies for department chairs to minimize legal problems.

More than 157 department/division chairs representing 72 colleges and universities participated in the third annual series of regional workshops this spring that focused on *Handling Front Line Issues of Retention, Personnel, and Preventive Law*.

The workshops were held in Portland, OR (April 2-3); Richmond, VA (May 25-27); Kansas City, MO (June 1-3); and Cincinnati, OH (June 8-10). Participants said the workshops offered “practical and applicable information,” “an atmosphere that encouraged sharing among all participants,” “an excellent presentation on legal issues,” and “an opportunity for self-reflection on the various subjects.”

A topic judged by participants at all of the workshops to be of particular importance was the session on conflict resolution, which participants said offered sound advice and important strategies to help department chairs in situations involving conflict. Using a framework from the *Academic Administrator's Guide to Conflict Resolution* by Sandra Cheldelin and Ann Lucas, Cincinnati Workshop participants went so far as to generate ideas for their department chair colleagues about ways to handle conflict.

For example, participants discussed how to listen to the person/s in the conflict situation and agreed that department chairs should “take notes of what is said, ask for solutions, maintain eye contact, watch their body language,

refrain from interrupting the individual, and listen for what that person needs when they are telling you what they want—listening may be what they need.” 

CIC Sponsors Workshops in Physics, Causal and Statistical Reasoning


For the third year, CIC and Carnegie Mellon University's Open Learning Initiative co-sponsored an opportunity exclusively for CIC faculty members to participate in training workshops to develop online tools and instructional methods to help students enhance their skills of causal and statistical reasoning.

The workshops were held at CMU's campuses on June 28-29 in Pittsburgh, PA, and July 7-9 in Moffet Field, CA. Participants included faculty members from **Chestnut Hill College** (PA), **Lee University** (TN), **Monmouth University** (NJ), **Nyack College** (NY), **Piedmont College** (GA), **Rocky Mountain College** (MT), **St. Joseph's College** (NY), **Seattle Pacific University** (WA), **Spelman College** (GA), and **Washington and Jefferson College** (PA).

CIC also partnered with the National Computational Science Institute, a National Dissemination Project funded by the National Science Foundation, to offer a week-long workshop for faculty members on enhancing undergraduate physics education at CIC member institutions. The workshop, held July 11-17 at **Centenary College** (NJ), was directed by physicist Robert M. Panoff, executive director of the Shodor Foundation, and an expert on undergraduate science education.

Participants in the workshop explored how to integrate interactive explorations into undergraduate physics courses and learned to use software tools to develop their own resources. In addition, attendees developed and presented case studies.


“The interactivity that the computer model affords could encourage students to grow in their mathematics understanding,” Panoff said. “Without using this method, it would be difficult for students to do well in physics if they did not have a strong mathematics background. As a result, more students are apt to take science classes if they learn through a computational model.”

Workshop participants included mathematics and physics professors from **Centenary College** (NJ), **Converse College** (SC), **Lynchburg College** (VA), **Monmouth University** (NJ), **Tabor College** (KS), and **Judson College** (IL). 

Institute Focuses on Using Technology in Teaching and Learning

Participants in the 2004 CIC Teaching and Learning Mentors Institute explored how to help their institutions advance to new levels in using technology in teaching and learning. The conference, held at **Otterbein College** (OH) on July 28-30, 2004, attracted 108 “Teaching and Learning Mentors” (faculty members, faculty development professionals, and information technology staff members) from 67 colleges and universities.

The Institute covered a broad range of disciplines and topics using a variety of formats, from hands-on workshops, to presentations by national experts, to roundtable discussions. Among the topics discussed were the future of digital technologies and its implications for teaching, learning, scholarship, and decision-making at independent colleges and universities.

A first for the Institute was a team of students who presented ways to incorporate IT support into a college's writing/critical reasoning skills support center. A group of participants also examined the possibility of future collaborative work to explore ways to gain access to and use open source ePortfolio software and other open source tools. 

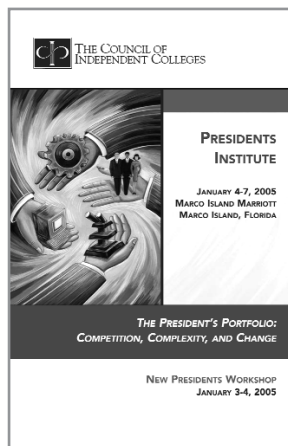
2005 Presidents Institute to Focus on “The President’s Portfolio: Competition, Complexity, and Change”

The 2005 Presidents Institute, to be held January 4-7, 2005, at the Marco Island Marriott in Marco Island, FL, will feature sessions that focus on some of the difficult choices that presidents need to make for their institutions. Some sessions will explain the subtle implications of the major forces that are shaping our world, from demographic shifts to globalization to technological developments. Other sessions will share demonstrably effective approaches to marketing and branding, pricing and student aid, fundraising, “making the case” for independent colleges and universities, facilities design and financing, strategic planning, alternative revenue sources, and presidents as moral leaders.

Plenary speakers include:

Fred Bergsten, executive director of the Institute for International Economics. He will discuss the evolving international economic order and its influences on American independent higher education. He chaired the Competitiveness Policy Council, created by Congress, throughout its existence from 1991 to 1995 and was assistant secretary for international affairs of the U.S. Treasury (1977-81) and assistant for international economic affairs to the National Security Council (1969-71). He is the author, co-author, or editor of 29 books on a wide range of international economic issues.

Richard Chait, professor of higher education at the Harvard Graduate School of Education. Chait will propose ways that boards of trustees can share genuine leadership roles at their institutions and will explore what that means for the leadership of presidents and relations between presidents and trustees. These ideas are contained in his new book, *Governance as Leadership: Reframing the Work of Nonprofit Boards* (forthcoming in November). A long-time faculty member at the Harvard



Presidents Institute Brochure

Institute for Educational Management, he is also the co-author of *Improving the Performance of Governing Boards* and *The Effective Board of Trustees* (both 1996).

Deanna Marcum, associate librarian of the Library of Congress. She will address the implications of today’s “knowledge explosion” for student information literacy, faculty scholarship, and institutional budgets for technology and libraries. She is the former president of the Council on Library and Information Resources and the Commission on Preservation and Access. Earlier, she was dean of the School of Library and Information Science at The Catholic University of America.

Kenneth Prewitt, Carnegie professor of public affairs at Columbia University and former director of the U.S. Census Bureau. His presentation will examine critical demographic shifts—such as urbanization, aging, and the implications of racial and ethnic categorizations for private colleges and universities. Previously he served as the director of the National Opinion Research Center, senior vice president of the Rockefeller Foundation, and president of the Social Science Research Council. His most recent book is *Politics and Science in Census-Taking*.

Concurrent sessions (confirmed to date) include:

Strategic Planning: Workable Approaches, Anne Ponder, president, Colby-Sawyer College (NH) and George Kaludis, chairman and president, Kaludis Consulting—Whether episodic or continuous, planning seems to be growing in importance.

Critical Issues in President/Board Relations, Douglas Orr, president, Warren Wilson College (NC) and Thomas Flynn, senior advisor and director of President-Trustee Dialogues, CIC—Leaders of both CIC and the Association of Governing Boards seminars for presidents and board chairs, will lead a discussion on topics such as presidential evaluation and committees on trustees.

Fundraising Essentials for Presidents and Boards, Jerold Panas, executive partner and CEO, Jerold Panas, Linzy & Partners—With fundraising as one key outcome, how should presidents think about trustee selection and recruitment?

Presidential Vocation and Institutional Mission, William Frame, president, Augsburg College (MN)—How can presidents discover the fit between their own sense of calling and the mission of the institution they lead?

Students as Workers: Institutional Cost Savings and Student Development, William Troutt, president, Rhodes College (TN)—What aspects of the “work college” concept might apply to more traditional educational programs?

Facilities Preservation and Renovation, Nadia Zhiri, principal, Treanor Architects, P.A.—Can buildings that are brought back to life bring life (and dollars) to the campus?

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Data for Decisions: "Key Indicators Tool" John Ewing, president, **Mount Union College** (OH); Kenneth Hoyt, president, **Centenary College** (NJ); and Michael Williams, president, The Austen Group—How are presidents and their senior officers using recently available data from CIC and other sources to enrich campus considerations of major issues?

The Campus Library: At the Intersection of Campus Transformations, Scott Bennett, senior advisor, CIC and university librarian emeritus, Yale University and Richard Detweiler, distinguished fellow, Council on Library and Information Resources and president emeritus, **Hartwick College** (NY)—Rapid evolutions in technology, student educational needs, and facilities confront presidents with new decisions about financing, staffing, and administrative structures.


Making the Case for the Effectiveness of Independent Colleges and Universities, Edwin Welch, president, **University of Charleston** (WV) and James Day, principal, **Hardwick Day**—CIC's recently developed data and messages will provide new resources for presidents.

Case Studies in the Presidency: A Confidential Seminar, Ann Die Hasselmo, managing director, Academic Search Consultation Service—This limited enrollment discussion features candid conversation about recent actual cases brought by presidents participating in the seminar.

Immediately prior to the Presidents Institute, CIC will sponsor the New Presidents Workshop on January 3–4, for recently appointed college leaders. Workshop leaders are experienced presidents, and the workshop also affords opportunities for new presidents (and spouses) to meet and share ideas with others who are new to the presidency. Sessions will include "Who We Are," led by Rosemary Jeffries, RSM, president, **Georgian Court University** (NJ) and Walter Broadnax, president, **Clark Atlanta University** (GA); "The Presidency—Striving for Success," by Jay Lemons, president, **Susquehanna University** (PA); "Working with the Board," by William Crouch, president, **Georgetown College** (KY) and Jacqueline Powers Doud, president, **Mount St. Mary's College** (CA); "Financial Fundamentals for the Small College or University," by Robert Pearce, president, **Mount Mercy College** (IA); "The President and Development: Fundamentals and Then Some," by Earl Robinson, president,

Lees-McRae College (NC) and Richard Artman, president, **Siena Heights University** (MI); and "You Got the Job, Now What?" by William T. Luckey, president, **Lindsey Wilson College** (KY).

In addition, CIC will sponsor the Presidential Spouses Program, which runs concurrently with the program for presidents and provides opportunities for spouses of presidents to share information and advice. Among the sessions: "Who We Are: Issues of New Presidential Spouses," led by Karen Robinson, presidential spouse, **Lees-McRae College** (NC) and Robert Pevitts, presidential spouse, **Park University** (MO); "Creative Listening for Stress Reduction and Inner Growth," by Karla M. Kincannon, presidential spouse, **Hiwassee College** (TN), and author of the forthcoming book, *The Pilgrim and the Artist: Finding the Place of Your Own Resurrection*; "Raising Your Media IQ" by Laura Wilcox, vice president for communications, CIC and Keith Moore, senior advisor, CIC; and "Entertaining on a Shoe String Without Repetition," by Dinah Taylor, presidential spouse, **Cumberland College** (KY).


Registration materials and additional information about the conference are available on the CIC website at www.cic.edu/conferences_events/presidents/2005.asp. 

Foundations' Changing Priorities in Grant-Making is Focus of NY Meeting

Why do foundations shift their priorities? What role do foundation leaders envision for the grants that they make to universities and colleges, in relation to other sources of support for higher education? What are the responsibilities of colleges and universities for the development of human capital? What social responsibilities fall appropriately to independent educational institutions?

The 16th annual CIC Conversation Between Foundation Officers and College and University Presidents will address these questions. It is scheduled for Monday, September 20, 2004, in New York City and will be held again at TIAA-CREF headquarters.

More than 140 presidents have already registered for the event. The registration deadline is August 20, 2004. Registration forms were sent to all CIC presidents in May 2004.

Speakers include: W. Robert Connor, president, Teagle Foundation; Michael Gilligan, president, Henry Luce Foundation; Alison Bernstein, vice president for knowledge, creativity, and freedom, Ford Foundation; Neil Grabois, vice president and director for strategic planning and program coordination, Carnegie Corporation of New York; and Jamie Merisotis, president, Institute for Higher Education Policy. 

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and Financial Strength”; Brian L. Hawkins, president of EDUCAUSE, who will discuss the “Challenge of Investing Wisely in Technology”; David Kirp, professor of public policy in the Goldman School of Public Policy at the University of California, Berkeley, who will address the “Challenge of the Market Place in Academe”; and Martha D. Lamkin, president and CEO of the Lumina Foundation for Education, who will speak on the “Challenge of Educating Low-Income Students.”


In addition, Ann Taylor Green, provost, vice president for academic affairs, and professor of mathematics at **Bethune-Cookman College** (FL), has been selected to receive the 2004 Chief Academic Officer Award for contributions to her colleagues at private colleges and universities.

The Institute program will also feature several two- and three-hour workshops. These sessions will explore institutional initiatives and strategies that frequently require the joint efforts of both the CAO and CFO. Many of these sessions will offer hands-on work and tools that can be used when participants return to their campuses. Leaders of all sessions intend to address the personnel, budgetary, data, planning, and partnership implications of their topic.

Workshops include “Designing Academic Space Focused on Learning,” “The CAO and the Budget,” “The Quantitative Side of Program Review: Credible Analysis that Leads to Action,” “Prioritizing Academic Programs: Where Academics and Finances Meet,” “Implications of Tuition Discounting: Predicting Educational and Financial Impacts,” “Evaluating and Planning Your IT Future,” “The Adult Learning-Focused Institution,” and “Legal Issues Involving Hiring and Firing in Higher Education.”

Concurrent sessions will help CAOs and CFOs with specific programmatic challenges, such as “Assessing the Health of Information Literacy Systems”; others will provide tools that administrators can use in assessing and

prioritizing programs, such as “Making Decisions with Comparative Data” and “Benchmarking Academic Program Costs to Improve Departmental Performance.” Individualized issues will also be explored, such as “Career Paths of CAOs at Independent Colleges,” “Women in the Presidency—Approaches and Adaptations,” and, for spouses, “Effective Communication and Conflict Resolution Skills.”

Conference information and registration forms are on CIC’s website at www.cic.edu/conferences_events/caos/2004.asp. The deadline for receiving the reduced rate for conference registration is September 24 (fees increase by \$30 after that date). The deadline for receiving the reduced rate for hotel accommodations at the Hyatt Regency San Francisco is October 5. 

CIC/Microsoft Presidents Leadership Summit

Participants in the Presidents Leadership Summit, co-sponsored by CIC and Microsoft, explored with Microsoft experts the technology-influenced approaches to learning and communication of the upcoming “Millennial generation” of students, and the evolving nature of work in a global, knowledge-worker economy. The Summit was held at Microsoft’s headquarters in Redmond, Washington on August 5, 2004.

During one session, panelists provided an overview of 21st century skills and explored how higher education, K-12, business, and government can work together to provide learners the competencies to succeed. Nicole Melander, Microsoft’s Senior Director of Worldwide Higher Education Strategy and Programs discussed approaches to developing 21st century skills in lifelong learners. Panelists Gaylen Byker, president of **Calvin College** (MI) and Kathleen A. Ross, snjm, president of **Heritage University** (WA) offered perspectives on the competencies that college graduates should possess and the implications for colleges and universities.

Participants also spent time planning how CIC, its members, and Microsoft may collaborate on mutually beneficial areas of interest. A group of presidents will work with CIC’s and Microsoft’s leadership over the coming weeks to develop proposals for participants’ review.

Attendees included presidents from **Alaska Pacific University**, **Allegheny**



Nicole Melander, Senior Director, Worldwide Higher Education Strategy, Microsoft Corporation, discussed skills needed for the 21st Century during the CIC/Microsoft Leadership Summit.

College (PA), **Benedictine University** (IL), **Blackburn College** (IL), **Cabrini College** (PA), **Calvin College** (MI), **Centenary College** (NJ), **Chatham College** (PA), **College of Mount St. Joseph** (OH), **Dana College** (NE), **Ferrum College** (VA), **Gannon University** (PA), **Grand View College** (IA), **Heritage University** (WA), **Holy Names University** (CA), **Johnson C. Smith University** (NC), **Pace University** (NY), **Sacred Heart University** (CT), **Southwestern University** (TX), **Stephens College** (MO), **St. Thomas University** (FL), **The Sage Colleges** (NY), **University of Indianapolis - University of the New West** (IN), **University of Mary** (ND), **Villa Julie College** (MD), **Wesley College** (DE), and **Westminster College** (UT). 

Winners of CIC's 2004 Heuer Awards Announced


The Council of Independent Colleges recently announced that two independent colleges and universities have been selected to receive the Council's fourth annual Heuer Awards for Outstanding Achievement in Undergraduate Science Education. **Allegheny College (PA)** and **Columbia College Chicago (IL)** were chosen out of 38 nominations for demonstrating noteworthy recent achievement in undergraduate science education.

The CIC/Heuer Awards program, funded by The Russell Pearce and Elizabeth Crimian Heuer Foundation, builds on the documented achievements

of independent colleges and universities in undergraduate science education. Each institution received a \$10,000 prize that may be used for further enhancement of its science programs.

In announcing the winners of the competition, CIC President Richard Ekman said the exemplary programs in the science departments at these institutions "give further evidence of the view that science education in independent colleges and universities is a resource of major importance to the nation's future." These two programs were selected, Ekman said, for "demonstrating that creativity and rigor in science program design can indeed increase student

interest and success in the sciences, as well as strengthen programs in K-12 schools."

A panel of science educators, knowledgeable about science and mathematics education in private colleges and universities, chose the winners of the Heuer Awards. Panelists included (chair) W. H. Bearce, CIC senior advisor and a retired professor of chemistry and dean of the college at **Central College (IA)**; Lee Anne Chaney, associate professor of biology at **Whitworth College (WA)**; Richard Rolleigh, professor of physics at **Hendrix College (AR)**; and Gail Steehler, professor of chemistry at **Roanoke College (VA)**. 

The 2004 Heuer Awards For Outstanding Achievement In Undergraduate Science Education

Allegheny College (PA)–Neuroscience major. The biology and psychology departments have cooperated to create a major in neuroscience. Established in 1996, the major has grown from one graduate in 1997 to 35 in 2003, while the numbers of majors in biology and psychology have also remained strong. Undergraduates are actively involved in collaborative research, both on and off campus, and have given an impressive number of presentations of their work. Graduates have gone on to graduate programs in neuroscience and health-related fields and most of the recent graduates are employed in related fields. The interdisciplinary program also allows non-science majors the opportunity for research experiences in neuroscience, while making it possible for neuroscience majors to find new ways of understanding their

own discipline. For the past five years, faculty members from the neuroscience program have conducted a two-week neuroscience summer camp for high school juniors, and have participated in a program that allows gifted high school students to visit the campus every other week during the school year. Neuroscience faculty members and students additionally participate in "Brain Awareness Week," visiting middle schools and high schools to give presentations and demonstrations.

Columbia College Chicago (IL)–Science Institute. The Institute for Science Education and Science Communication ("Science Institute") introduces science to undergraduate non-science majors. A significant number of students at Columbia College are majoring in the fields of communications, media, and the arts, and an important feature of the

program is the incorporation of the student's interests and skills into unconventional modes of communication for assessment, such as using multimedia tools and group evaluation to create and evaluate lab reports. By making science understandable, accessible, and enjoyable to students who otherwise may not have taken science classes, these non-majors increasingly combine science with their chosen professional fields, such as journalism, in ways they would never have considered if not for Science Institute courses taken. The Institute has also conducted a range of outreach efforts, including the creation of Math, Science, and Technology Academies at local high schools and the holding of weekly science labs for K-12 students on campus. The Institute was recently selected by the Chicago Board of Education to conduct workshops for all Chicago high school science and mathematics teachers.

CIC/New York Times Partnership Launches Programs

A number of key decisions for the CIC/*New York Times* Partnership were made during a Presidents Council meeting in New York in April. David Caputo of **Pace University** (NY) agreed to serve for one year as chair of the Presidents Council and Richard Guarasci of **Wagner College** (NY) will serve as project director, taking the lead in working with other Partnership members to develop projects.

The Partnership is being organized around a general theme to be announced, which will be featured in many activities.


Members of the Presidents Council also approved a series of programs or projects to be launched in the coming academic year:

- **Student Essay Contest.** A student essay contest will be launched in the fall on a topic that is related to the chosen theme; the *Times* will publish the top-five winners on the *New York Times* college website (www.nytimes.com/college) and award prizes to the winners. An e-mail announcement and flyers will be sent to Partnership members in September describing the contest.
- **Student News Editors Workshop.** The *Times* will host a full-day workshop for student news editors at Partnership institutions on a Friday next spring in New York City. Entitled "Inside the *Times*," the workshop will feature discussions with a number of *Times* reporters and editors. The students will also participate in an editing workshop, and will discuss what a student newspaper should be, how to meet the goals of the paper, and how to bring in advertising.
- **Speaker Series.** The *Times* will offer speakers (editors, reporters, and authors from the *Times*) to visit Partnership campuses during the 2004-05 academic year, and will arrange a webcast each semester for Partnership campuses with speakers from the *Times* and other panelists on issues such as the Iraq war or the presidential campaign.
- **Publicity.** The *Times* will announce the Partnership on the *Times* college website (www.nytimes.com/college) this fall, with a listing of the member campuses.

More than 40 CIC members have now joined the Partnership and are taking advantage of the benefits. The **University of Charleston** (WV) used the *Times* in classrooms and had correspondent Adam Clymer as a speaker; **Bethany College** (WV) professors are also using the newspaper in coursework, and the campus is scheduling speakers from the *Times* in the fall; **Wagner College** (NY) has begun a speaker series with *Times* staff, has advertised in "Education Life," and is using the paper in the College's first-year program; **Juniata College** (PA) hosted *Times* sportswriter Gerald Eskenazi for a speech in the spring; **Pace University** (NY) has had speakers on campus and initiated a series of student polls on young-adult voting habits; **Heritage University** (WA) student groups are raising funds to bring papers to newsstands around the campus; **St. Andrews Presbyterian College** (NC) is exploring a consortial arrangement for greater access and reasonable cost for the digital vault; and **Allegheny College** (PA) is developing a website for faculty members to exchange ideas on how to use the *Times* in the classroom.

Also, as a result of the Partnership with CIC, the *Times* extended an offer to all CIC member institutions for free daily newspapers during the summer months. Twenty-three institutions responded to the offer and received the newspapers.

While most of these activities are limited to members of the CIC/NTYT Partnership, all CIC institutions are eligible to join. The minimum obligation for a college to be considered a Partner is to purchase subscriptions to the newspaper (discounted to 35 or 40 cents per paper, depending on the number of copies purchased by the institution). Presidents of institutions that join the Partnership are invited to serve on the Presidents Council. Campuses interested in joining the Partnership should contact Laura Wilcox at lwilcox@cic.nche.edu.

Participants in the April 2 Presidents Council Meeting included: David Caputo, *Chair*, President, **Pace University** (NY); John Deegan, Jr., President, **St. Andrews Presbyterian College** (NC); Maurice Eldridge, Vice President for College and Community Relations, **Swarthmore College** (PA); Richard Guarasci, *Project Director*, President, **Wagner College** (NY); Thomas Kepple, Jr., President, **Juniata College** (PA); George E. Martin, President, **St. Edward's University** (TX); Patricia Lewis Poteat, President, **Bethany College** (WV); Kathleen A. Ross, snjm, President, **Heritage University** (WA); Robert Scott, President, **Adelphi University** (NY); Barb Steadman, Public Affairs Director, **Allegheny College** (PA); and Edwin H. Welch, President, **University of Charleston** (WV). 

CIC Develops Historic Architecture Database

More than 1,900 places of historical significance on private college and university campuses have been identified by the *CIC Survey of Historic Architecture and Design*, and 3,600 images relating to sites of architectural, landscape, and planning interest and significance have been collected. The survey was completed by 362 institutions last fall, representing a return of more than 50 percent of the original list of schools that were invited to participate. This project, funded by a \$151,000 grant from The Getty Grant Program to study campus heritage, has been underway at CIC for the past two years.


Project staff have begun to evaluate the survey data, and a database is being developed that will ultimately be turned

into a web-based image archive tool and gallery. The website will make these collected data widely available and provide an interpretive framework for it. CIC is also planning a series of guidebook-type catalogs, according to geographic boundaries suggested by the data.

Project Director Barbara Christen delivered a presentation on the status of the project at the Society of Architectural Historians annual meeting in April 2004, and is scheduled to speak at other professional meetings during the coming year.

“We continue to be surprised at the depth and breadth of places that are deemed to be significant by independent colleges and universities,” Christen said.

“Many campuses across the country have buildings and sites that are designed by accomplished architects and landscape designers. Some campuses also have significant places that suggest further study because of the high quality of their design. Other campuses can boast of historically important vernacular buildings that are integral to the missions of their schools. And still others have identified works important in the history of modernism, as well as the histories of education and architectural planning.”

Institutions that have not yet submitted a survey but are interested in taking part in the project should contact Christen at: bchristen@cic.nche.edu or (202) 466-7230. 

(Making the Case, cont'd from page 1)

private colleges) were conducted by telephone among individuals graduating from four-year institutions during 1970-1998.


The results of these studies suggest that private college students tend to be more engaged in the learning process and alumni tend to have more favorable experiences than students and alumni of public institutions (see “CIC Previews Early Findings on Effectiveness of Private Higher Education” in the Winter/Spring 2004 issue of the *Independent*).

As a next step, CIC is drawing on these studies as well as other existing data and recent research from a variety of national and state-based sources to craft—and document—key messages about the character and benefits of attending independent colleges. The messages are organized under five key issue areas:

- **Accessibility and Affordability**—availability of grants and loans, differing graduation rates, presence and success of first-generation students, and minorities.
- **Student Learning and Life**—faculty-student interaction, rigor and engagement in class, prevalence of extra- and co-curricular learning, communities that support learning and emphasize values and ethics.
- **Student Success**—degree completion, acquisition of broad life and career skills, acquisition of values and ethics, completion of graduate degrees, income.
- **Satisfaction with Education**—satisfaction with education and preparation for life after college, financial and volunteer support for undergraduate institution, belief that private education was a worthwhile investment.
- **Contribution to the Public Good by Private Colleges, Their Students,**

and Graduates—volunteering and community service, personal values and priorities, employment in and/or financial support for nonprofit and educational organizations; financial and personal involvement with religious organizations.

The documentation is now being converted into materials that will serve as resources to CIC member presidents as they communicate with a wide range of audiences; provide tools that can help CIC to advocate on behalf of private colleges and universities with audiences such as philanthropic leaders, the business community, and governmental policymakers; and establish CIC as a trusted source of information about higher education in general and private colleges in particular.

A printed document as well as a comprehensive and expandable website is being developed and will be officially launched at the 2005 Presidents Institute in Florida in January. 

Presidential Services Update

Several CIC services to presidents, funded by the Henry Luce Foundation and the H.J. Heinz Company Foundation that were launched by CIC in 2003, have enabled presidents to meet in order to advise one another, brought together presidents and trustees, and provided consultants on such issues as financial management and president-board relations.

Presidential Forums. Since 2002, 77 presidents have signed up for one of eight regional Forums. Each Forum convenes an ongoing group of presidents for three to four meetings each year to discuss professional concerns “off the record.” Each meeting involves five to seven presidents who came to the presidency from different backgrounds and who usually lead non-competing schools. Among the topics that have been discussed at the Forums:

Governance—the governance system and how to improve it; trustee recruitment; board leadership; how best to involve board members in meaningful discussion; building board leadership; and how to select the chair and work with a chair who is a micro manager.

The Presidency—presidential life cycles (seasons in the life of a president); how to carve out a personal life in the midst of the many demands on a president; how to make the office of the president more efficient; keys to more effective use of time; the president’s role in a successful financial campaign; and succession planning.

Finances—collaboration and outsourcing; how and when to invest in your institution; how to balance the need to balance the operating budget with the need to invest in the future; health insurance in an era of rising costs; funding financial aid; and how to create new sources of revenue.

Mission—what it means to be a church-related college in the 21st century; under what circumstances is it appropriate to cancel a student performance

of questionable taste; and how to build diversity on campus.

The Presidential Forums program is directed by George Houston, president emeritus of **Mount St. Mary’s University** (MD). “The key to a successful Forum is a commitment to attend the three or four meetings a year regardless of what other demands on the president’s time may be,” Houston said. “These Forums offer presidents an opportunity to discuss some of their most pressing issues and to benefit from the collective experience of the other presidents present.” Houston can be reached at (202) 466-7230 or via e-mail at ghouston@cic.nche.edu.

President-Trustee Dialogues. Nearly 100 presidents and trustees from 44 institutions have participated in one of six President-Trustee Dialogues sponsored by CIC over the past year. These regional meetings bring together presidents and one or two trustee leaders to examine board governance, president-board relations, and institutional strategy. Besides familiar topics such as trustees’ responsibilities and the board’s role in planning, participants have considered “best practices” for board meetings, the emerging role of the “committee on trustees,” and the “curriculum” necessary to develop a strategic board.

Response to the program has been overwhelmingly positive. Bill Crouch, president of **Georgetown College** (KY), said “the dialogue was a wonderful time for me and my chair to collaborate. We brought back several ideas that we plan to implement.” James W. Coghlin, Sr., a trustee of **Nichols College** (MA), said he is “totally confident” that participants “garnered several new ideas that will help them in their roles as presidents and trustees within their own colleges’ environments.”


The Dialogues have been hosted by **Xavier University** (OH); **Johnson C. Smith University** (NC); **St. Edward’s University** (TX); **Northwestern**

College (MN); **The Sage Colleges** (NY); and **Albright College** (PA). Additional meetings are envisioned for the coming year in locations such as Chicago, Los Angeles, and Atlanta. Information will be mailed to all presidents in late summer. The program was launched in July 2003 and is directed by Tom Flynn, former president of **Millikin University** (IL), who serves as CIC senior advisor. He can be reached at (202) 466-7230 or via e-mail at tflynn@cic.nche.edu.

Presidents Consulting Service. Retired presidents who comprise the Presidents Consulting Service conducted nine consultancies during the 2003-04 academic year. The consultants advise (via phone or a campus visit) sitting presidents on issues including crisis management, financial management, president-board relations, and administrative reorganization.

Presidents who have used the service have found it helpful. “As a new president, the Presidents Consulting Service enabled me to gain an independent perspective on the college’s finances, alternative methods of viewing those finances, and insights regarding personnel. Our consultant quickly became a mentor to me and the recommendations enabled our administration to establish priorities and create a plan of action in working with the college finances,” said William Johnson, president of **Iowa Wesleyan College**.

CIC Senior Advisor Allen Splete, who arranges the consultancies, said inquiries regarding use of the Presidents Consulting Service increased significantly in 2003-04. “New presidents, in particular, have found this opportunity for assistance very worthwhile. We anticipate a strong level of activity in 2004-05.”

For questions about the Presidents Consulting Service, Allen Splete can be reached at (202) 466-7230 or via e-mail at asplete@cic.nche.edu. 

CIC Issues Three New Publications

Two recent publications from CIC—*Information Technology Benchmarks: A Practical Guide for College and University Presidents* and *Report of a Symposium on the Liberal Arts and Business* held last fall—are generating substantial interest from member presidents, many of whom have requested additional copies for campus officials and trustees. A third web-based publication launched in August caps a decade of work on off-campus student learning and community engagement and is expected to be a useful tool for better understanding of successful practices in these areas.



Information Technology Benchmarks: A Practical Guide for College and University Presidents. This paper, mailed to member presidents in June,

was prepared by David Smallen, vice president for information technology, and Karen Leach, vice president for administration and finance at **Hamilton College** (NY). The booklet is a handy reference guide for presidents who must make decisions about expensive technology purchases, often without an adequate framework for judging the appropriateness of an expenditure.

Using recently available data from the Costs of Supporting Technology Services (COSTS) project, Smallen and Leach have highlighted six benchmarks that each institution can immediately begin to use in comparing its own efforts with those of other institutions in its Carnegie Classification.

With the support of the Verizon Foundation, CIC has been working to provide presidents and other institutional leaders with access to information, usually data-based and comparative, that

can contribute to decisions about the purchase, lease, and use of information technologies.



Report of a Symposium on the Liberal Arts and Business.

Distributed to members in July, the report highlights a national symposium held at **Elmhurst**

College (IL) in November 2003. With the support of the James S. Kemper Foundation, CIC sponsored the event to address the connections between liberal arts education and professional leadership, particularly in business. The gathering was unusual in that it brought together equal numbers of college and university presidents and corporate leaders for an intensive, day-long meeting to explore how the leadership in both the corporate community and at independent institutions of higher education can learn from each other and benefit from a better understanding of the relevance of the liberal arts to careers in business.

During the meeting, participants emphasized that more current data on the benefits of the liberal arts are essential, including research studies on the attributes claimed for a liberal arts education. Participants also identified specific initiatives that educational and business leaders could undertake both to strengthen liberal arts education and to advocate more effectively for its value.

The report includes a summary of the day's discussion as well as a collection of individual statements, either submitted prior to the meeting to prompt discussion or inspired by the conversation.

Additional copies of both publications can be ordered free of charge from CIC. Contact Laura Wilcox at (202) 466-7230. The publications will also be posted on the web in the fall.



Effective Practices Exchange on Engaging Communities and Campuses.

CIC launched in August a web-based “publication” that consists of a collection of successful practices at CIC institutions that promote off-campus student learning and community engagement. This web-based collection—the first of its kind for CIC—caps a decade of CIC work on these issues. It has been developed as a part of CIC’s *Engaging Communities and Campuses* program, with support from The Atlantic Philanthropies.

“This is very exciting,” says Russell Garth, CIC’s Executive Vice President. “We’ve spent ten years collecting information on the effective practices of private colleges and universities—now we are finally able to share what we have learned. We expect the Effective Practices Exchange to be used as an information resource on the practices themselves, but we also hope that campuses find it to be a useful tool for better understanding student learning and community engagement.” To serve this purpose, a distinctive feature of the Exchange is its focus on discrete aspects of institutional initiatives and capacity building, rather than general descriptions of entire programs.

The Effective Practices Exchange includes descriptions of 54 practices from 47 private institutions nationwide. Types of practices include service-learning programs, internships, community-based research, and other forms of off-campus experiential learning, as well as partnerships with community organizations or businesses that support student learning. The Effective Practices Exchange is available on CIC’s website at www.cic.edu/projects_services/epe/index.asp.

Campus Update

*A compendium of relevant news
from CIC member institutions*



Photo courtesy of Flagler College

Flagler College's (FL) student team celebrated a national championship win for their work on community educational outreach projects at the 2004 Students in Free Enterprise (SIFE) USA National Exposition. The Exposition was held last May in Kansas City, during which more than 190 schools competed for the SIFE USA national title. Flagler's championship win advances the team to the SIFE World Cup 2004 in Barcelona, Spain.

Celebrating Achievements

An alumnus of **Oberlin College** (OH), Franz Wright, class of '77, recently won the 2004 Pulitzer Prize for poetry for his book *Walking to Martha's Vineyard*, a collection of poems that explore life and death. It is the fifth Pulitzer award in Oberlin's history.

Cedarville University (OH) has laid claim to the rarest of titles: world champion. A team of recent Cedarville engineering graduates won the 2004 Solar Splash, the world championship of solar/electric boating. The competition took place over five days and included 27 teams from schools across America.

Georgian Court University's (NJ) Robert Smyth, an associate professor of

mathematics, received national attention as one of 100 finalists in Invent Now America, an invention contest sponsored by the National Inventors Hall of Fame and the U.S. Patent and Trademark Office. Smyth submitted an invention called the S03 Input Device, which allows for full rotational viewing of three-dimensional computer models. He was chosen as a finalist out of more than 2,500 entrants.

Presidents of three CIC schools—Mary Reap of **Marywood University** (PA), James Doti of **Chapman University** (CA), and Donna Carroll of **Dominican University** (IL)—have been selected by the Council for Advancement and Support of Education (CASE) to receive Chief Executive

Officer Leadership Awards. The awards recognize leaders of CASE-member institutions that demonstrate exceptional initiative to promote and support education.

In addition to her CASE award, Dominican President Carroll was also named one of Chicago's "top ten most powerful women in education" in a series published last April by the *Chicago Sun-Times*.

New Home for National Organization

Huntington College (IN) has become the new home for a national organization, the Conference on Faith and History (CFH). In June, the organization relocated its national office to the campus, and several Huntington faculty members have accepted joint roles on the CFH staff. The new office will be jointly supported by the CFH and Huntington College under terms of an agreement that will run through 2010.

Alumnus to Run for Iraq Presidency

An alumnus of **Barry University** (FL), Rasool Sharif, has been recruited as a candidate for the 2005 Iraq presidential election, the first democratic election in the country's history. Sharif, a native of Iraq and graduate of Barry University's School of Graduate Medical Sciences, was recruited for the upcoming elections by the National Alliance of a United Iraq, a nonpolitical group of Iraqi citizens composed mostly of doctors, ministers, lawyers, and business people. Until recently, Sharif ran a podiatry clinic in Naples, Florida. He has recently closed his surgical practice so that he can relocate to Iraq to prepare for the elections.

Announcing New Programs

Numerous CIC schools have expanded their academic offerings with new degree programs. **Chowan College** (NC)

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has added two new degrees, a Bachelor of Applied Science in Innovative Ministry Leadership and a Bachelor of Applied Science in Innovative Music Ministry; the **College of Notre Dame of Maryland** has announced a new Ph.D. program in Instructional Leadership for Changing Populations; **Robert Morris University** (PA) will offer a Bachelor of Science and Bachelor of Arts in Environmental Science; **Bethel College** (IN) will offer a new Bachelor of Arts in Economics; **George Fox University** (OR) will begin a Bachelor of Science in Nursing; and **Rockhurst University** (MO) has begun its first doctoral degree program, a Doctor of Physical Therapy.

Rivier College (NH) has announced additions to its academic curriculum. The College will offer a bachelor's degree in criminal justice as well as a revised communications program that includes six concentrations—advertising/public relations, journalism, photojournalism, scriptwriting, video production, and web design/online publishing. **Otterbein College** (OH) has created a teaching exchange program with the University of Derby, England. The program allows for early childhood education students to fulfill their student teaching requirement through teaching in primary classrooms in Derby. Two institutions—**Morehouse College** (GA) and **Clark Atlanta University** (GA)—have entered into a new minority entrepreneurship program with Babson College (MA), Ford Motor Company, and other historically black colleges and universities. The program will feature case studies of successful black entrepreneurs, business education focusing on entrepreneurship, and a teaching exchange between participating black schools with Babson College. Overall, the program aims to encourage more successful business entrepreneurship by minorities.

Shenandoah University's (VA) School of Business has entered into a five-year financial and academic partnership with Tianjin Economic

Development Agency (TEDA) and the City of Tianjin, Peoples' Republic of China, to annually deliver several 12-week executive training sessions and an 11-month MBA degree program for selected executives of TEDA and the City of Tianjin. The program continues the efforts of Shenandoah to expand its role as a major player in educational outreach to China.

Finally, **Georgetown College** (KY) has just completed a successful first year of the First Tee Scholars program. The program awards scholarships to incoming first-year students and aims to build life skills and character through allowing these students to participate in golf tournaments with PGA professionals and business executives. It is an extension of The First Tee program, which organizes similar types of golf tournaments for high school students.

Opening New Campuses, Facilities

Franklin Pierce College (NH) announced its plan to open a new campus in Manchester, New Hampshire, for the fall 2004 term. The College will move into an 11,000-square-foot facility in early August and classes will be held at the new campus beginning in September. Franklin Pierce College currently has six satellite campuses in Concord, Keene, Lebanon, Nashua, Portsmouth, and Salem (NH).

Calvin College (MI) will unveil the Vincent and Helen Bunker Interpretive Center, a new visitor center for the College's Ecosystem Preserve, a property containing over 90 acres of trails, ponds, and wetlands. The Interpretive Center—featuring such environmentally friendly structures as recycled paneling and insulation, eco-friendly waste management, and a solar powering system that provides 60 percent of the Center's power—has already earned a prestigious Leadership in Energy and Environmental Design (LEED) Gold rating from the U.S. Green Building Council.

Lyon College (AR) unveiled the Derby Center for Science and

Mathematics—an \$11.8 million facility stretching over 60,854 square feet that serves all Lyon College students and houses the College's programs in anthropology, biology, chemistry, computer science, environmental studies, mathematics, physics, and psychology. And **Mount Aloysius College** (PA) opened its new telenursing research facility. Complete with telenursing department offices, labs, and classrooms—and combining partnerships with major science organizations such as the Office of Naval Research and the Henry M. Jackson Foundation for the Advancement of Military Medicine—the facility continues a research effort by the College to define and test leading-edge telehealth methods and technologies.

Other CIC members have announced plans for new campus facilities. **Goshen College** (IN) announced groundbreaking for the Merry Lea Environmental Center, an environment-friendly facility that will include a 20,000-square-foot academic building, constructed wetlands, and a wastewater treatment plant that will purify on-site water by using plants and microorganisms. Construction will take place in two phases over the next several years. **Rocky Mountain College** (MT) has made plans to build a

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Photo courtesy of Cabrini College

*Triassic research is being conducted at **Cabrini College** (PA) by David Dunbar, assistant professor of biology, and one of his students. The research involves the study of prehistoric microorganisms extracted from a 250 million-year-old salt crystal. By studying the metabolic pathways and genetic structures of the microorganisms, the research could help lead to breakthroughs in human treatments and cures for diseases.*



The first-ever underwater graduation ceremony in the nation drew hordes of local and national media to cover the event at **Texas Wesleyan University**. The new scuba diving degree program's first graduate, **Kyle Beck**, sunk to new lows to receive his degree in the University's self-contained scuba facility.

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new laboratory to house a 300-MHz Nuclear Magnetic Resonance (NMR) spectrometer, one of the most important spectroscopic techniques in the chemistry field today. Funded through a \$300,000 grant by the W.M. Keck Foundation of Los Angeles and a \$320,000 grant from the Rocky Mountain Technology Foundation, the spectrometer will be used in both advanced and introductory science courses, allowing Rocky Mountain students to gain a unique level of hands-on science experience. And **Rider University** (NJ) has launched a long-range, multimillion-dollar campus building project that will create various new and renovated facilities over the next several years. Initial projects include a new residence hall and a new student recreation center with a proposed completion date of August 2005.

Creating Partnerships

Many CIC campuses have enhanced their academic programs by creating new partnerships with other colleges or organizations. Five CIC institutions—**Alaska Pacific University**, **Antioch College** (OH), **Green Mountain College** (VT), **Northland College** (WI), and **Prescott College** (AZ)—along with the College of the Atlantic (ME), have

joined forces to create the Eco-League, a study exchange consortium of small, eco-friendly liberal arts schools. The consortium allows undergraduate students at any of the six institutions to study at one or more member institutions for up to two semesters during their programs.

Huntingdon College (AL) has initiated a partnership with Alfa Insurance Company, one of the most distinguished corporate leaders in insurance in Alabama and the Southeast region. The partnership, known as the Corporate Partnership Program, allows Alfa employees and their legal dependents to attend Huntingdon at reduced tuition, as well as provides guaranteed business internship opportunities at Alfa for Huntingdon students. Over time, Huntingdon plans to extend the Partnership Program to include other corporations.

California Lutheran University has forged an alliance with Flory Academy of Sciences and Technology (FAST), a local magnet school, to provide extended opportunities for CLU undergraduates to fulfill course requirements. CLU students will fulfill course requirements by observing FAST classrooms and providing instructional support to FAST teachers.

Utica College (NY) has partnered with Deltak Edu, Inc., a provider of online and “blended” education programs, to develop online courses in four undergraduate and graduate economic crime degree programs: Economic Crime Management, Fraud Management, Economic Crime Investigation, and Cybersecurity and Information Assurance. Deltak will help Utica develop these courses through a multi-leveled approach that includes investment capital and marketing, student recruitment, program development, and customer care support.

And **Rollins College** (FL) has formed a partnership with PCE Indexes, LLC, to create the PCE Florida Index, a market value index of small, Florida-headquartered public companies. The index—the first index to measure the performance of small publicly held companies in the state of Florida—provides business owners, CEOs, and CFOs with a performance measurement tool for companies containing individual market values of less than \$250 million and annual revenues greater than \$500,000. These public companies make up 54 percent of the total number of businesses headquartered in Florida.

Announcing Grants and Gifts

Eight CIC schools—**The College of Wooster** (OH), **Hiram College** (OH), **Kalamazoo College** (MI), **Kenyon College** (OH), **Mount Holyoke College** (MA), **Point Loma Nazarene University** (CA), **Spelman College** (GA), and **Swarthmore College** (PA)—received grants totaling \$9.4 million from the Howard Hughes Medical Institute. The schools were chosen from 42 institutions in 17 states and Puerto Rico. The Medical Institute awarded the grants to support improvements in undergraduate science programs.

Rollins College (FL) has received an impressive \$93.3 million bequest from the late philanthropist George Cornell, an alumnus of the College and Rollins trustee for more than 20 years. The gift

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(Campus Update, cont'd from page 16)

is the largest in the College's 119-year history, and will fund two \$10 million commitments—one for a scholarship fund in memory of Cornell's late wife, and one to endow the Rollins presidency—with the remaining \$73.3 million earmarked for faculty chairs, academic initiatives, and other scholarships.

John Carroll University (OH) received a \$10 million gift from alumnus Frank Schilling and his wife Helen Schilling to establish a scholarship fund at the University. The Frank and Helen Schilling Scholarship Fund serves as the capstone commitment in the University's "Choosing the Greater Good" campaign, which concluded earlier this year with more than \$135 million in gifts.

Five CIC schools—**Berea College** (KY), **Guilford College** (NC), **Mars Hill College** (NC), **Rhodes College** (TN), and **Waynesburg College** (PA)—were awarded a total of \$20.5 million in challenge endowment grants from the Corella and Bertram F. Bonner Foundation to support each school's Bonner Scholar Program, which provides scholarship assistance to students committed to community service.

Dominican University of California has been awarded \$3.25 million in foundation awards—\$2.25 million from the Wayne and Gladys Valley Foundation, and \$1 million from various other foundations—to provide for a new science and technology center; **Saint Michael's College** (VT) collected a \$1.1 million gift from alumnus Brian Lacey to endow The Henry G. Fairbanks Endowed Chair for the Humanities; **Loras College** (IA) received a \$1 million gift from alumnus Eldon Herrig and his wife to help fund construction of a new athletic and wellness facility; and **University of the Incarnate Word** (TX) earned a \$1 million grant from the City of San Antonio's Economic Development Incentive Fund for its new School of Pharmacy.

In addition, **Elizabethtown College** (PA) received grants totaling \$400,000

from Harrisburg's Josiah W. and Bessie H. Kline Foundation and The George I. Alden Trust to support the creation of a new science, math, and engineering center; and **University of Scranton** (PA) received a \$121,835 grant from the National Institutes of Health for Alzheimer's disease research. The grant was awarded to University of Scranton Assistant Professor of Chemistry Timothy Foley, who will head a three-year study on the disease.

Campaign Progress

Birmingham-Southern College (AL) completed its 21st Century Campaign, the largest fundraising effort in the institution's 148-year history. The campaign, which began in 1995 and ended in May 2004, finished with a record-giving year to reach its \$156 million goal. Contributions to the campaign have funded a variety of campus buildings—including a new science center, recreation center, softball park, and humanities center—as well as many academic programmatic needs, new scholarships, faculty professorships, and technology upgrades and additions.

Bluffton University (OH) completed its most recent fundraising campaign, the Students First Funding Initiative. The campaign, which began in 2002 and concluded in June 2004, surpassed its \$5.6 million goal by raising \$5.8 million from alumni, faculty, staff, parents,


and friends. The campaign has funded both renovations and new construction for student recreational and academic areas.

Changing Identities

Several CIC institutions have recently changed their status from college to university, including **Bluffton University** (OH); **Central Methodist University** (MO); **Holy Names University** (CA); **Heritage University** (WA); **Mount St. Mary's University** (MD); and **Bethel University** (MN).

Lesley University (MA) has become fully co-educational. Composed of five undergraduate colleges and graduate schools, the University's last remaining women's-only college officially begins admitting men next year, marking the end of nearly a century of single-sex education at the school.

Generous Donation

Manchester College (IN) donated an estimated 9,000 textbooks to help a fledgling Hispanic community college in Philadelphia build its library. The texts cover subjects ranging from science and education to computers, writing, languages, and mathematics. The donation of the collection—including cataloging the texts—is a project of the first graduating class of Manchester College's newest degree program, Master of Arts in Contemporary Leadership. 

THE BOARD AND STAFF OF CIC EXTEND A WARM WELCOME TO THE FOLLOWING NEW MEMBERS SINCE SPRING 2004:

New Institutional Members

Centre College, KY
Delaware Valley College, PA
Florida Memorial College
Ouachita Baptist University, AR
Ripon College, WI
Saint Joseph College, CT
Transylvania University, KY

Waldorf College, IA
Wisconsin Lutheran College

New Associate Members

Cottey College, MO
Hesston College, KS
Marymount College, CA

CIC News

International Media Activity

CIC had an unusual spate of international media coverage this spring. The *London Times* interviewed CIC President Richard Ekman and **Elmhurst College** (IL) Presidential Spouse Jeanette Cureton about compensation for spouses of college and university presidents. The article ran in the April 16 edition of the *London Times' Higher Education Supplement*.

In addition, the U.S. Department of State arranged to bring a television crew from Kosovo TV to interview Ekman (as well as numerous higher education officials and students around the country) for a multi-part series that looks at the American system of higher education, including a segment on how private colleges and universities are governed and funded. The series is scheduled to run on prime-time television in Kosovo in the fall.

TEAC Update

TEAC President Frank Murray reports that, following its success last year in gaining recognition from the Department of Education, "TEAC is now devoted to a time-consuming, but equally important, replay of the federal issues at each state level. Most states do not require accreditation, but all states require state program review and approval in teacher education, and many states use the NCATE standards for this purpose. The difference between TEAC and NCATE is not in the wording of their respective standards, but in the accreditation process itself," Murray said. He noted that despite NCATE's and the NEA's continuing determination to maintain an accreditation monopoly, TEAC is now a formal option for either program review and/or accreditation in New York, New Jersey,

Colorado, Ohio, and North Carolina, although "the conditions of reliance on TEAC vary considerably among these states. Progress in other states awaits the willingness of at least one program in the state to pursue TEAC accreditation so that TEAC can enter into pragmatic negotiations with the state about how the state will regard TEAC accreditation once it is awarded. Promising protocol discussions have been held with the directors of certification and licensure in Pennsylvania, Iowa, Utah, Georgia, Virginia, Washington, Missouri, Texas, Oklahoma, Michigan, West Virginia, and Kansas and no substantive obstacles

are expected in the negotiation and conclusion of agreements with these states."

In other TEAC news, during the March 31, 2004, meeting of the Secretariat of the National Association of Independent Colleges and Universities, Richard Ekman was presented with a framed Letter of Appreciation for CIC's work in the development of the Teacher Education Accreditation Council. The letter states, in part, "When [teacher education] programs were threatened by an aggressive one-size-fits-all approach by the only

(cont'd on next page)



Staff Spotlight - People Who Make CIC Work

Elizabeth Bishop is CIC's vice president for operations. Having begun her career at the Council in 1995 as the conference coordinator, her responsibilities have grown as CIC has evolved and she is now responsible for the operational functions of CIC, including all institute and workshop arrangements, personnel functions, and office administration.

A native of New York who did her undergraduate work at Skidmore College, Elizabeth came to DC to pursue graduate studies in nonprofit management at American University and began a career in nonprofit administration. Prior to coming to CIC, Bishop's management positions included director of the conference center for the Howard Hughes Medical Institute and training manager of the American Symphony Orchestra League.

In her life outside CIC, Elizabeth sings with the National Philharmonic Chorale, serves as the president of the board of the Court Appointed Special Advocate Program of Montgomery County, MD, and is active as a presenter and trainer on contract negotiation and event planning. Elizabeth enjoys traveling the world, "channeling" Bob Vila when working on her "fixer-upper," and playing mediocre tennis (often with her CIC colleagues, which has led to entertaining in-office rivalries and demonstrations of serving and volleying techniques).

(CIC News, cont'd from page 18)

federally recognized accreditor in the field, your predecessor, Allen Splete, with the support of the CIC Board, took on the daunting task of creating an alternative accrediting agency for teacher education.... You sustained CIC's leadership in this effort after you assumed the presidency of the Council, and saw it through to a successful conclusion.... Our institutions, and millions of young students who will be taught by their graduates, will benefit from your impressive accomplishment." The Secretariat is composed of executives of 30 national, regional, and other special-purpose associations of independent colleges and universities.

Staff News and Notes




Frederik Ohles joined CIC as vice president for advancement on June 1, having served at **Wabash College** (IN) as senior research fellow in the Center of

Inquiry in the Liberal Arts since 2002. Ohles is primarily responsible for planning and directing CIC's cultivation and solicitation of corporate and foundation grants. He has worked extensively with CIC and small independent colleges. From 1996 to 2002, Ohles served as vice president for academic affairs and dean of the College at **Illinois College**, and from 1990 to 1996 he was associate dean of Saint Olaf College (MN). Earlier in his career, Ohles worked with the Fulbright Scholar Program at the Council for International Exchange of Scholars in Washington, DC, and taught history at Upsala College (NJ), the University of Melbourne (Australia), and Boston College (MA). He has raised funds successfully for many large and small projects, including a science build-

ing, faculty development activities, high school outreach programs, and business/liberal arts internships.

CIC President **Richard Ekman** was the speaker at the commencement ceremonies of **Marywood University** (PA) on May 9 and **Otterbein College** (OH) on June 13. Marywood honored Ekman with an honorary doctorate of humane letters and Otterbein presented him with an honorary doctor of liberal arts degree. In addition, Ekman presented the keynote address at a planning retreat at **Hiram College** (OH) on May 6, and spoke at the summer workshop of the National Association of Independent College and University State Executives at Lake Geneva, WI, about CIC's Making the Case initiative on August 2.

Mary Ann Rehnke, vice president for annual programs, represented CIC at the Renewal and Transformation Program celebrating the presidency of Rodney Sawatsky and presidential spouse Lorna Sawatsky at **Messiah College** (PA) on Sunday, June 13. A number of CIC presidents and their spouses were in attendance.

Michelle Gilliard, vice president for planning and evaluation, spoke at the annual meeting of the National Association of Schools and Colleges of The United Methodist Church in Santa Fe, NM, on July 26. Her presentation on "CIC's Key Indicators Tool: Applying National Comparative Data to Institutional Decision-Making," provided an overview of CIC's Data Initiatives, including an in-depth review of CIC's new benchmarking service, the Key Indicators Tool. Gilliard also represented CIC at the 3rd Annual Center of Inquiry Assessment Conference, an invitational meeting sponsored by the Center of Inquiry in the Liberal Arts at **Wabash College** (IN). The meeting was held at the college on August 8-10. 

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

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

Website

CIC's website—www.cic.edu—is a rich resource of information. Visit the site for news about CIC conferences and programs, to download CIC publications, and for links to other sites in higher education.

Listservs

Through listservs, CIC links a national network of people who lead and staff private colleges and universities. The service is free, and all but one are restricted to CIC member institutions; the list for chief academic officers (cicdean-list), is open to deans from nonmember institutions as well.

To join the discussion groups, send your request for a specific list via e-mail to cic@cic.nche.edu. Make sure to include your name, title, and institution. If your request is approved, your name will be added to the appropriate listserv. You will receive an e-mail confirmation.

PRESIDENTS (cicpres-list@cic.edu): Open only to sitting presidents of CIC member institutions.

CHIEF ACADEMIC OFFICERS

(cicdean-list@cic.edu): Open to chief academic officers, provosts and those with similar rank from CIC member and member-eligible institutions.

STUDENT AFFAIRS

(cicstuaff-list@cic.edu): Open to student affairs officers and staff at CIC member institutions.

PUBLIC RELATIONS

(cicpr-list@cic.edu): Open to public relations officers and staff at CIC member institutions.

ADVANCEMENT

(cicadvance-list@cic.edu): Open to development officers and staff at CIC member institutions.

FINANCE (cicfinance-list@cic.edu): Open to business officers at CIC member institutions.

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

TECHNOLOGY

(cicspouse-list@cic.edu): Open to those at CIC campuses interested in discussing issues of information technology, especially campus networking.

DEPARTMENT CHAIR

(cicchair-list@cic.edu): Open to department and division chairs from CIC member and member-eligible institutions.

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Calendar of Events

Date	Conference	Location
September 20, 2004	Foundation Conversation	New York, New York
October 30, 2004	Workshop for New Chief Academic Officers	San Francisco, California
October 30-November 2, 2004	32nd Annual Institute for Chief Academic Officers <i>(CFOs invited)</i>	San Francisco, California
January 3-4, 2005	New Presidents Workshop	Marco Island, Florida
January 4-7, 2005	Presidents Institute	Marco Island, Florida



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