Cover photographs: Top (left to right): Sister J oel Read, president of Alverno College; Bryant L. Cureton, president of Elmhurst College; Paul Dovre, president (retired) of Concordia College at Moorhead
Middle (left to right): R. Thomas Williamson, president of Westminster College (PA); Wanda D. Bigham, president of Huntingdon College; Sister M ary Francilene Van De Vyver, president of Madonna University
Bottom (left to right): D. Duane Cummins, president of Bethany College (WV); Shirley H. Showalter, president of Goshen College; Douglas M . Orr J r., president of Warren Wilson College

Table of Contents photographs (top to bottom): Richard Pfau, president of Illinois College; M argaret A. M cKenna, president of Lesley College; J oseph R. Fink, president of Dominican College of San Rafael; George K. Brushaber, president of Bethel College and Seminary (M N)
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A Message from the Chairman

It is a pleasure to once again report that the Council of Independent Colleges has had an exceptional year in service to private higher education. The pages that follow summarize CIC’s specific accomplishments during 1998-1999.

The power of CIC is evident in the sharing of ideas, problem solving, and support that member institutions derive in myriad ways. These services come via presentations at meetings, through campus work in projects, from consultants suggested by CIC, from publications and CIC’s Web site, and through the Council’s other services.

CIC also offers a powerful intangible benefit, which is manifested in a network of personal contacts. As a college president, and earlier as a college dean, I have long turned to colleagues I know through CIC for ideas, inspiration, answers to problems, and more.

Our faculty, IT staff, and other administrators find similar benefits in CIC programming tailored to their campus roles. The relationships I have developed through CIC have played an important role in my own professional development, and in turn have had a very positive impact at the institutions I have served. Indeed, there is great power in our work together through CIC.

I have announced my retirement from the presidency effective June 1, 2000. During the coming year I will also complete my term as chairman of the CIC Board of Directors. It has been a privilege for me to serve on CIC’s board, and an honor to serve most recently as chair. Thanks to the good work of volunteers throughout CIC and that of Allen Splete and his staff, I can look back with satisfaction at what we have accomplished. I can also look forward confidently, knowing that the organization is stronger today than at any other point in its 45-year history. CIC is more than ready to help private colleges and universities in the years ahead.

Thank you all for this opportunity to be of service. With CIC’s continued assistance, I know that our sector will continue to sustain its major contributions to high quality education.

Harold M. Kolenbrander
President, Mount Union College
Chairman, CIC Board of Directors
As Harold Kolenbrander, our board chair, states on the facing page, CIC had an outstanding year in 1998-1999. A few highlights of the year merit mention here:

- CIC once again reached a record level of membership—currently, 468 colleges and universities are part of CIC. Some 99% of our members renewed their participation in CIC for the year.

- Our financial position is strong overall, and we ended 1998-1999 with a modest surplus.

- Our annual conferences for presidents and chief academic officers this year were both superb; each meeting drew some of the best participant evaluations ever. We conducted a successful National Institute on cultures of learning, for campus teams. Our annual conversation between presidents and foundation officers, in its 11th year, was one of the best we’ve ever had. We experimented successfully with a new type of technology workshop—a campus-based, hands-on, “traveling workshop”—that was enthusiastically received by five campuses.

- We made grants totaling nearly $750,000 to 72 colleges and universities.

- Staff visited a total of 85 campuses.

- We saw good progress in several major projects, especially our programs on “Faculty Roles,” “Implementing Urban Missions,” “Engaging Communities and Campuses,” and “Enabling Leadership in Information Technologies.”

We owe our record of achievement during 1998-1999 to many friends of CIC. Specifically, I want to thank our Board of Directors, for their thoughtful guidance; our sponsors, for both grant support and programming ideas; the volunteers and speakers who add value to our meetings; and the CIC staff, for their dedication and hard work in advancing our goals. I especially thank Harold Kolenbrander for his good counsel and encouragement.

I am privileged to serve the nation’s private liberal arts colleges and universities. They are precious national assets that enrich our society. Thank you for your continued support.

Allen P. Splete
President
Council of Independent Colleges
The Council of Independent Colleges is an association of independent colleges and universities working together to:

- support college leadership,
- advance institutional excellence, and
- enhance private higher education's contributions to society.

To fulfill its mission, CIC provides ideas, resources, and services that assist institutions in improving leadership expertise, educational programs, administrative and financial performance, and institutional visibility.
Serving College Leaders


CIC serves the leaders of independent, liberal arts colleges and universities—and by extension, the institutions themselves—with a full complement of services. Much of CIC’s work takes place through conferences and national projects. We will report here first on those two areas. Subsequent pages detail additional CIC initiatives, communications, award recipients, resource development, membership, our budget, and volunteers who assist our work.

Annual Programs

CIC’s annual conferences and workshops provide professional development, opportunities to discuss critical issues, and time for personal renewal for college leaders, administrative staff, and faculty.

Presidents Institute. CIC’s premier event, the largest annual meeting solely of private college presidents in the country, provides college and university leaders with ideas, personal support and networking, and recreation and relaxation. This year’s conference, held January 4-7, 1999 at Marco Island, Florida, explored “Seasons of the Presidency.”

Three plenary sessions explored related aspects of leadership. Consultant Donald Norris suggested that society is riding the cresting tidal wave of the knowledge age. Institutions know they have to adapt to meet the evolving needs of learners, Norris said, but find change difficult. To expedite change, Norris argued for “planning from the future backward.” He also suggested that college leaders not get bogged down in wholesale efforts to change institutional culture, but focus instead on incremental changes—expeditionary forays from departments or programs. “That doesn’t mean you have to have all the answers,” Norris told the presidents. “It means serving as a coach, mentor, and convener to help your campus move into the future.”

Conference keynoter Frances Hesselbein, from the Peter F. Drucker Foundation for Nonprofit Management, observed that leadership is more about “how to be” than about “how to do it.” She said successful leaders have four core capacities: they focus on mission, communicate vision, have integrity, and engage the institution in moving forward. Effective leaders are also comfortable with “planned abandonment,” she said—they have the skills, judgment and wisdom to help us abandon old ideas and habits as we move on to new opportunities.

Another plenary speaker, Robert Kelley, suggested that presidents seek many perspectives in decision-making. Staff people down the ranks within an organization can offer many good perspectives to guide change, Kelley said. Especially when times are uncertain, he said, leaders should call on leadership skills...
down into the organization, and to develop “followership” skills.

While snowstorms across the country foiled the expected record turnout, nearly half the member presidents of CIC still managed to attend. End-of-meeting evaluations show that participating presidents drew much value from the conference.

A highly respected two-day workshop for new presidents and substantive programming for presidential spouses were also part of the conference. Sponsors provided a record amount of funding for the 1999 institute.

**Deans Institute.** In early November 1998, CIC’s chief academic officers had their first international meeting, in Toronto, Canada. The theme for the 26th annual Deans Institute was The Changing Role of the Academic Vice President. Forty-six percent of our member institutions were represented. The meeting drew some of the most positive participant evaluations ever recorded.

Institute keynoter Peter Ewell told the deans that higher education is in the midst of a “defining decade” as significant as the boom years after World War II. Ewell, senior associate at the National Center for Higher Education Management, said that private colleges and universities today face developments that are “both threatening and liberating.” How well liberal arts institutions will survive and thrive, Ewell believes, depends a lot on how creative they are willing to be. Ewell structured his remarks around four “diverse and powerful” trends in higher education—today’s “revolution” in teaching and learning; “new demands for higher order skills”; the impact of technology, and the public call for “sound and certified credentials.” These forces, he believes, “have the potential to break down virtually all that we find familiar.”

A plethora of break-out sessions gave CAOs some new ideas and additional background on legal issues, technology, budgeting, fund raising, working with trustees, teacher education accreditation, evaluation of department chairs, and many other topics.

The closing plenary session, a highly interactive investigation of personal “ways of knowing” with Harvard’s Robert Kegan, rated near the highest ever among Deans Institute sessions.

In addition to forums for sharing expertise, the meeting also featured a number of ways in which CAOs worked together to develop ideas to improve the way they do business. For example, six “working groups” of deans met three times during the institute for focused dialogues on faculty workload, technology in the classroom, student learning, and other topics.

An ancillary program provided professional development for new deans, with seasoned chief academic officers as faculty. As has been the case for many years, the New Deans Workshop drew rave reviews.

During the course of the meeting, another track offered sessions for spouses of deans. More than 50 deans’ spouses took part in programming geared toward their unique role.

**Conversation Between Foundation Officers and College and University Presidents.** In 1988, CIC invited foundation officers and institutional presidents to a meeting to discuss issues important to private colleges and universities. The meeting was designed not as an opportunity for grant solicitation, but rather for open, frank dialogue. The con-
cept proved so popular that the meeting has been held every year since then.

This year's Conversation was titled Lessons Learned, Opportunities Missed and took place October 6, 1998, in New York City. Nearly 80 CIC member-institution presidents and more than a dozen leaders of major foundations got together to talk about a range of issues. The meeting was designed to both identify areas where foundations and colleges might have worked more productively in the past, and to find common ground for future-focused discussions. The dialogue that resulted was honest and instructive.

The conversation began with discussions led by foundation officers. John Mason, then head of the Monsanto Fund, and Anita Pampusch from the Bush Foundation, chaired two conversations on diversity. Philanthropist Eugene Lang and Hildy Simmons, managing director of The Booth Ferris Foundation, collaborated to lead sessions on civic education. Technology and institutional collaboration were two other major themes, featuring officers from BellSouth, The Andrew Mellon Foundation, The Pew Charitable Trusts, and SCT Corporation.

In the afternoon, four CIC presidents synthesized what they had heard in the break-out meetings. Out of the dialogues on civic education, for example, there rose a sense that colleges need to integrate citizenship into the core curriculum, not just add it on. There was a general call for foundations and colleges to develop more programs collaboratively.

Representatives of both campuses and philanthropies said that each group needs to better understand the other's motivations. Presidents urged foundations to fund creative new responses to problems, not just tried and tested programs, and to have a longer-term commitment to problems. Several presidents urged foundation officers to look beyond the "usual candidates" to consider lesser-known institutions for grants.

National Institute. Every four or so years, CIC brings together campus teams to address and discuss a topic of emerging importance for private colleges and universities. Our latest national institute took part in June in St. Louis, around the theme Creating Cultures of Learning (see page 8).

Information Technologies Workshop. Another popular CIC offering, the annual Information Technology workshop, provides information and ideas about improving learning and institutional management through the use of information technologies.

Participants at the 1999 program, the tenth annual workshop, explored a theme of The Evolving Web: How Private Colleges Are Making It Work. The workshop, held March 25-27 in Pittsburgh, was co-sponsored by EDUCAUSE. Major speakers included Richard Katz of EDUCAUSE, CIC Senior Associate Edward Barboni, and Michael Zastrocky from The Gartner Group.

Traveling Workshops. We tried a new concept for program delivery this year—hands-on sessions held on individual campuses to assist faculty to begin to use the Web in courses. Five institutions brought the workshop to their campus, where experts led large groups of faculty through a program entitled Planning, Building, and Maintaining Web Sites That Enhance Student Learning.
CIC conferences usually focus on a campus role—that of the president, for example, or of the chief academic officer. Experience tells us, though, that good ideas and the stimulus for productive institutional change can also come from conferences that engage a cross-section of campus roles and responsibilities. Working together at CIC institutes, campus teams develop ideas and plans that result in meaningful institutional changes. CIC institutes earlier this decade focused on values in education (1991) and service-learning (1995).

In June 1999, another national institute brought some 420 people from 109 institutions to St. Louis to share ideas on creating campus cultures of learning. Campus teams examined their own institutional learning cultures, identified ideas for improvement, and shared ideas with similar institutions. Tracks of sessions explored campus decision-making; rewards systems; the roles of faculty, staff, administrators, and trustees; technology; assessment; learning beyond the classroom; mission; and other key elements of the higher education enterprise. Evaluations show that the meeting overall struck a very positive chord with participants; more than a handful, in fact, dubbed it the best conference they had ever attended.

Opening the meeting, Terrence Deal, from the University of Southern California’s Rossier School of Education, described cultures as an admixture of history, values, heroes, ritual, celebration, stories, and networks. A culture is “the way we do things around here,” Deal said, and “what keeps the herd moving west.”

Another plenary speaker pushed the understanding of culture closer to the heart of CIC institutions. George Kuh, from Indiana University-Bloomington, described the nature of an ideal learner-centered campus culture. Such a place, he suggested, has an “institutional ethos” that values talent development, achievement, effort, reflection, personal responsibility, and human differences. A good learning culture, he said, offers common intellectual experiences, instruction based on good practices, and the synthesis of formal education and a student’s experiences outside the classroom.

Sessions and informal conversations throughout the Institute uncovered many constructive and practicable ideas for building a learning culture. For example, among approaches that work to nurture better cross-campus links in support of student learning, many Institute participants cited team teaching, interdisciplinary courses, and common learning experiences (sometimes part of freshman or senior capstone courses). Faculty/student collaborations, both in teaching and research, were also mentioned. Chief academic officers lifted up a set of actions that would help better relations with their counterparts in student affairs. A group of presidents discussed the importance of campus ceremonies, rituals, story-telling, and regular get-
togethers as means to inculcate a sense of community and underscore campus values.

In scores of presentations throughout the meeting, administrators, faculty, and students of CIC institutions shared countless other good ideas for enriching cultures of learning.

Creating meaning

Capping the Institute, author Margaret Wheatley suggested that people fundamentally want to be engaged in “work that creates meaning,” and to work with colleagues who share their values. That’s certainly true in the academy, she said, where there is a natural affinity for learning itself and its effect on the human spirit. She said that a key to creating communities, on a campus or elsewhere, comes from individuals who are willing to work together to “explore what’s of shared significance.” Out of such a process, she argued, comes a highly productive dialogue in which “intelligence shifts from being the capacity to solve a problem to the capacity to enter into a shared world of significance.” Here, where we remember how it was that we came to work together, and remind ourselves of ways in which we can work together to realize our common goals, is a place where a college or university can begin to craft a culture of learning.

“All kinds of diversity—cultural, racial, ethnic, ideological, and religious—are essential to a vibrant educational experience.”

Victor Kazanjian, Wellesley College’s dean of religious and spiritual life, at CIC’s 1999 National Institute

Fund raising forum. For the first time, the Council for Advancement and Support of Education (CASE) and CIC co-sponsored a workshop for presidents and their chief development officers. The program took place March 17-19, 1999, in New Orleans. Participants found this to be a valuable learning experience, and it is likely that we will offer similar programs in the future.

Special Programs and Projects

CIC’s special projects provide opportunities for participating institutions to develop collectively programs and improvements in key areas. The CIC sectors benefits when ideas from projects are shared more broadly. We now have several programs funded at $1 million or more; each addresses issues of fundamental and long-range significance for independent institutions and society.

Connecting Colleges and Communities. Since 1994, in six separate externally funded projects, entailing 84 institutional grants totaling to $3.5 million, CIC has been working to assist colleges as they connect with local communities. In these efforts, institutions are seeking to enhance their own educational programs and to assist other organizations in improving community life. Two programs have dealt with service-learning, two with partnerships with local scholarship organizations to enhance access to higher education, and one with institutions implementing urban missions. The sixth program synthesizes and builds on the previous five. Current efforts include four major projects:

- Engaging Communities and Campuses. Under a $2.5 million grant, this program assists institutions in their myriad connections with local communities. Focusing particularly on various forms of experiential learning and community partnerships, the project will initially develop a range of resources
(working paper, resource directories, Web materials, consultants, and workshops) for institutions and then provide grants for 20 exemplar campuses. In part, this program ties together previous and ongoing CIC work in community partnerships, service-learning, and urban missions. The project advisory committee met for the first time in June 1999. The first project working paper will be released in the fall of 1999. We intend to select institutional grantees in the fall of 2000.

- **Implementing Urban Missions.** This program assists institutions in fulfilling their urban missions, particularly as they provide community development and educate diverse learners. A $1.5 million grant from the W.K. Kellogg Foundation supports the effort. The project got underway officially in January 1998, when CIC made grants of up to $150,000 to eight institutions to take part in the project (see opposite page). As campuses implement their plans of action, a program evaluator and CIC staff have conducted institutional site visits and will continue to provide technical assistance.

- **College/Community Partnership Program.** This CAPH E program supports partnerships between private colleges and community organizations. The partnerships provide academic and financial support to low-income pre-college students, thus enabling them to pursue a postsecondary education. The second phase, which concluded in the summer of 1999, helped 16 sites strengthen, professionalize and institutionalize their partnerships. A publication documenting successful principles and practices of college and community partnerships was released in October 1999. Co-sponsored by Citizens' Scholarship Foundation of America's Dollars for Scholars program, the College/Community Partnership Program has been supported by two grants of $1 million from the Dewitt Wallace-Reader's Digest Fund.

- **Serving to Learn, Learning to Serve.** This program, which promoted student success in K-12 schools through service-learning initiatives sponsored by teacher education programs in cooperation with schools, concluded in the summer of 1998. Ten participating institutions used $18,000 grants from CIC toward the broad goal of enabling undergraduate teacher education students to “learn about aspects of education other than classroom teaching that contribute to success in school.” The Corporation for National Service provided more than $300,000 to fund the project. Among other activities, students in the ten settings developed culturally appropriate curricular materials for Haitian, Nicaraguan, and Mexican elementary students; tutored at-risk students in after-school programs; worked with both parents and students to improve reading skills; identified and worked with troubled teenagers to help them learn skills in relationships; worked in teams with high school stu-

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**Connecting Colleges and Communities:**

**Six CIC Projects**

- College/Community Partnership, Phase I (1994-1996)
- College/Community Partnership, Phase II (1997-1999)
- Engaging Communities and Campuses (1998-2000)
Implementing Urban Missions
Project Abstracts

Bloomfield College
(Bloomfield, New Jersey)
Expanding its outreach services overall, Bloomfield plans to develop a project, Arts-As-Catalyst, and develop strategic partnerships to extend its capacity to meet its urban community’s need for accessible arts programming.

Columbia College Chicago
(Chicago, Illinois)
By creating a full-time office of Community Outreach, the college intends to formalize an infrastructure and system of communications to coordinate, strengthen and expand its community outreach programs.

Holy Family College
(Philadelphia, Pennsylvania)
To enhance the health and social well being of its community in Northeast Philadelphia, and to promote neighborhood revitalization, the college is extending efforts to create and maintain a nurse-managed community family center.

Johnson C. Smith University
(Charlotte, North Carolina)
Focusing on the JCSU Urban Research Group, whose purpose is to apply university resources to help its community, the project has twin goals of revitalizing local neighborhoods and integrating community service and learning within the university’s curriculum.

Lesley College
(Cambridge, Massachusetts)
Lesley College’s program is designed to assist the Lesley College School of Management in providing leadership education, fund raising training, and non-profit management workshops for community partners in the Greater Boston area.

Marygrove College
(Detroit, Michigan)
The college’s project is a program to increase the number of male African-American teachers working in the K-12 urban school system of Detroit, Michigan.

Mount Saint Mary’s College
(Los Angeles, California)
MSM C is centralizing its outreach activities and establishing a database of community resources under a Center for Urban Partnerships, and doing extensive planning to establish new partnerships to better serve the community.

Ohio Dominican College
(Columbus, Ohio)
The college has developed highly regarded intervention strategies for youth and families in the urban neighborhoods surrounding the college. The effort is called Village 219, after the college’s zip code. Their project seeks to involve more faculty and staff in the programs; strengthen the program’s infrastructure, and serve new populations.
The following is a list of colleges and community organizations involved in the second phase of the College/Community Partnership Program.

Augsburg College/
Larry Brown Youth Education Corporation

Beaver College/
Morris E. Leeds Middle School

Bellarmine College/
The Lincoln Foundation

Connecticut College/
Centro de la Comunidad

Fresno Pacific University/
Roosevelt High School Education Corporation

Heritage College/
Yakima Valley Farm Workers Clinic

Lesley College/
The Work Force Program

Marian College/
21st Century Scholars

Marymount Manhattan College/
Settlement College Readiness Program

Mount Holyoke and Hampshire Colleges/
Latino Scholarship Fund

Mount St. Mary’s College/
Garfield, Hamilton, and Van Nuys High Schools

Occidental College/
Eagle Rock High School

Presbyterian College/
Laurens County Chamber of Commerce

St. Peter’s College/
Monumental Baptist Church/
Dollars for Scholars of Northern New Jersey

Tuskegee University/
Wil-Low Housing Authority, Inc.

Utica College of Syracuse University/
Utica City School District

Students to create and manage after-school programs based on character education; engaged middle-school students in creating several distinctive learning venues outside the classroom; and communicated with fourth graders via e-mail in order to improve reading and writing skills through technology. Originally designed to assist 100 college students, the project ultimately engaged nearly 1600 over a two-year period.

The project also sought to help faculty integrate service in the curriculum. Faculty program directors of each project took part in three workshops to learn ways to integrate service activities in their own classes and to encourage other faculty to do likewise. The directors were also trained to coach other faculty about the value of service-learning.

During 1998-99, CIC continued work on the following projects, as well:

Faculty Roles, Faculty Rewards, and Institutional Priorities. Under a $1 million grant from The Pew Charitable Trusts, CAPH E engaged 22 colleges and universities in an intensive, two-year examination...
of their faculty roles and rewards systems. At its core, this was a project about learning. Campus participants focused on how they could enhance learning on their campuses. Many of the institutions looked in-depth at the implications of shifting from a teaching to a learning paradigm. The central focus on learning, as the report suggests, “cuts across the strata of each institution, affecting its programs, its policies, and the very definition of its... work.” In this context, colleges in the project examined a host of mission-critical questions: What happens at colleges and universities when learning is placed at the center of faculty work? How can institutions best support learning? What are appropriate new ways of thinking about the role of faculty, and faculty rewards, as institutional priorities change? What strategies effectively foster institutional transformation?

In the spring of 1999, project leaders and consultants released their findings in a final report, Reconsidering Faculty Roles and Rewards: Promising Practices for Institutional Transformation and Enhanced Learning. Writing in the report’s foreword, CAPHE Executive Director Michelle Gilliard said the report “documents a sea change in institutional climates regarding traditional notions of faculty work and reward structures. Carrying on the work of such noted higher education leaders as Boyer, Rice, and Guskin, we heard stories of faculties engaged in honest (sometimes difficult) dialogue about learning... and of [institutions] struggling to find ways to honor and reward the ever-expanding set of responsibilities that comprise faculty work today.”

Copies of the publication were sent to CIC presidents and chief academic officers. Additional copies are available from CIC and the full text of the report is available on CIC’s Web site.

Participants in the Faculty Roles, Faculty Rewards, and Institutional Priorities Program

Avila College
California Lutheran University
College of Notre Dame (CA)
College of St. Catherine
The College of St. Scholastica
Connecticut College
Eckerd College
Franklin & Marshall College
Hartwick College
Hamline University
Hampshire College
Heritage College
Illinois Wesleyan University
LeMoyne College
Madonna University
Millikin University
Mount Saint Mary’s College (CA)
Nebraska Wesleyan University
Rust College
Salem Academy and College
Stillman College
Whitworth College
Enabling Leadership in Information Technologies. Continuing many years of CIC interest in educational computing, this program assists institutions in making decisions about the purchase and use of information technologies. We are developing Web-based resources, publications, and design templates to make developing ideas available to a greater number of institutions nationally. The first of these, a spreadsheet for institutional planning around information technologies, was posted on CIC’s Web site this year. CIC’s various workshops on technology are also part of this initiative. Funding and in-kind support for this effort totals nearly $500,000, and comes from Citigroup Foundation, the Teagle Foundation, Compaq Corporation, and Microsoft Corporation.

Enhancing Black College Leadership. This program involves historically black institutions in two distinct ways. Leadership Services enable wider participation by Historically Black College and University leaders in CIC institutes and workshops. Interinstitutional Exchanges enable campuses to share resources through faculty, administrator, and student exchanges. Five current exchanges involving teacher education are currently concluding. To date, we have supported a total of 33 exchange relationships. An earlier project publication, Building Bridges Meeting Institutional Needs by Collaboration Through Interinstitutional Exchanges (the full text is available on the CIC Web site), has been recognized as an excellent resource for planning and implement interinstitutional exchanges. Project support from a number of foundations totals nearly $350,000.

Planning for Leadership. This CAPHE program enables presidents in the first few years of their tenure to pursue institutional planning activities. Original funding of $250,000, from the Christian A. Johnson Endeavor Foundation, supported grants to 13 new college leaders through the mid 1990s. A new grant was awarded in the spring of 1999; one additional award is planned. Building on these initial activities, we seek to build a fund as an ongoing resource of small, discretionary grants to enable presidents to re-position a college. A publication identifying strategies for the successful implementation of strategic plans is scheduled for release during 1999-2000.

Book of Presidential Essays. Under a grant from The USA Group Foundation, CIC is compiling a monograph of essays by presidents describing successful improvements and processes at their institution. Following an invitation to all CIC presidents, and letters of interest from nearly a quarter of the membership, a committee of retired CIC presidents selected 13 presidential abstracts to be developed
into full essays. In addition to essays that speak to “managing change,” guiding institutional transformation, and changing institutional cultures, the presidents have written on institutional collaborations, portfolios of student achievement, the power of campus centers, and planning. The collection will be published in the fall of 1999 by The USA Group Foundation.

**Communications**

CIC’s communications activities share information about CIC work as well as ideas emerging from single and joint campus efforts. In addition, they promote—and assist institutions to promote—the visibility and values of member institutions.

**Electronic communications.** CIC’s Web site and listservs provide important avenues for communicating information about CIC and among institutional leaders.

Like many organizations, we are turning to our Web site with increased frequency as a preferred (and effective) means to communicate with members—particularly details about meetings, projects, sponsorship opportunities, and such special programs as the Tuition Exchange Program. Over the coming year, we expect to begin the design and implementation of what might be called a Phase II of the CIC Web site. Building on the strengths of our current site, we want to develop new services, sections, and capabilities within the site that will further enhance our service to members.

CIC’s listserv discussion groups—for presidents, chief academic officers, other administrators, and faculty—continue to provide a well-received constituent benefit as a forum for discussion of a wide range of issues relevant to our sector. More than 700 administrators from CIC institutions are currently members of one of CIC’s eight constituent listservs.

**Publications.** Publications market CIC events and share information of use to institutional leaders. In addition to reports published in 1998-99, noted above, we expect to publish several important reports in the coming year:

- The Intentional Community, the final report in CAPHE’s College/Community Partnership Program;
- A report of findings from CAPHE’s program Planning for Leadership; and
- A book of presidential essays, to be published by The USA Group Foundation.

Additional reports, including a case statement about the independent college sector, are in developmental stages.

Dr. Wesley Willmer conducts a periodic survey of advancement practices at private liberal arts colleges and universities. Earlier results (1978, 1987, and 1993) were published by the Council for Advancement and Support of Education (CASE). CIC is co-sponsoring a new iteration of this study.

Our newsletter, The CIC Independent, shares CIC and campus news five times a year.

**Public relations.** Our public relations efforts promote CIC programs as well as the visibility of independent colleges and universities.

**Media relations.** During the year we fielded press inquiries from reporters from The Wall Street Journal, U.S. News and World Report, The New York Times, The Washington Post, The Pittsburgh Post-Gazette and other regional newspapers, on a variety of subjects. We continued to promote the winners of CIC awards through press releases, with regular success in media placements.
**Government relations.** CIC has a close working relationship with NAICU, and does not itself lobby. We do, however, monitor public policy issues and developments to assess their impact on CIC institutions.

**Additional Programs and Initiatives**

CIC conducts several additional ongoing or special programs that serve members.

**Tuition Exchange Program.** The CIC Tuition Exchange Program (CIC-TEP) consists of a network of member colleges and universities willing to accept—tuition free—students from families of full-time employees of other CIC institutions. Participation this year numbered more than 300 colleges and universities for the first time.

**Cooperative initiatives.** Increasingly, we find that cooperative efforts with other organizations can bring additional service to private colleges and universities. We participate in and contribute to an increasing number of such programs. CIC is a co-sponsor of the national Professors of the Year program and of ACE’s College is Possible campaign. We are working with NAICU and other associations to increase federal aid for students through the Alliance to Advance Student Aid. We assisted the National Association of College and University Business Officers (NACUBO) and Computer Data Systems, Inc. (CDSI) to recruit Philadelphia area institutions interested in exploring cooperative approaches to a range of technology and staff support services for financial operations.

CIC is participating in a prior-learning assessment program that is a part of the UAW-Ford University. The program enables institutions to recognize and reward out-of-class learning and thus increase opportunities for workers to participate in college degree programs. CIC and three other national associations are coordinating this effort of ten pilot institutions, including Madonna University and Lourdes College from the CIC membership.

CIC and NAICU are sponsoring organizations for the Teacher Preparation Accountability and Evaluation Commission (TPAEC), an effort to monitor legislation that will affect teacher education.

For the fourth consecutive year, we co-sponsored a national workshop for college public relations directors, “Communicating Your Faculty’s Ideas,” in conjunction with a highly regarded annual conference on how colleges can obtain publicity. The meeting takes place in June in Harrisburg, Pennsylvania, each year. CIC intends to co-sponsor this program again in 2000.

**Organizational Capacity**

Staffing levels at CIC’s central office in Washington are purposely kept lean, in the interest of economies overall and so that we stay flexible in service to our members. We augment our central staff regularly with staff associates—experts in the field who advise us as consultants.

Limitations of space do not permit us to report fully on internal activities that support constituent service. Suffice to say we are constantly looking for ways to improve service and upgrade our...
capacity to serve members. We do, however, want to note three aspects of capacity:

**CAPHE Advisory Panel.** In 1999, CIC reconstituted the Advisory Panel for the Consortium for the Advancement of Private Higher Education. Panel members include foundation and corporation program officers, researchers and policy experts in higher education, and experienced campus practitioners. (see list on page 23) Organized as a think tank, the Panel reports on issues and trends within higher education affecting independent colleges and universities, advises on grant-making programs, and provides an imprimatur for competitive grants programs conducted by CAPHE.

**Facilities.** CIC completed a full renovation and expansion of its office suite in 1998. In addition to providing expanded space for constituent services, our new office contains several configurations of meeting space. Fostering new dimensions in staff dialogue, our suite of conference rooms has also become a meeting site for numerous other organizations. The facilities are available to member institutions that need a site for a Washington meeting.

**Listening to members.** To improve our services, to add new ones, and to ensure that our work is as relevant as possible to our colleges and universities, we seek to learn of member interests in many ways. First, interaction at the various CIC events is one key listening post. A second critical place is campus visits—it is probably fair to state that few other national associations can cite CIC’s record of site visits to colleges and universities. In his 13-year tenure as CIC’s president, President Allen Splete alone has visited nearly 600 colleges. Third, surveys provide another means of getting feedback. Annual surveys include one for presidents in the early fall and another for chief academic officers in December. For last year’s CAO/Deans Institute, we tabulated a one-time survey of chief academic officers about their changing roles. We received 380 responses and reported on this at both the Deans and Presidents Institutes. We supplement these surveys with numerous telephone inquiries. Each spring, for example, Senior Consultant Marylouise Fennell conducts a confidential telephone survey of presidents. This year she spoke with 47 presidents. Finally, we gain invaluable counsel from regular conversations with CIC task forces.

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<table>
<thead>
<tr>
<th>Presidents: Areas of Greatest Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1998</strong></td>
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<tr>
<td>enrollment</td>
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<tr>
<td>fundraising</td>
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<td><strong>1999</strong></td>
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<tr>
<td>enrollment</td>
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<tr>
<td>salaries and benefits</td>
</tr>
<tr>
<td>fundraising</td>
</tr>
<tr>
<td>information technology</td>
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<tr>
<td>administrative costs</td>
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</table>

These were the five issues most on presidents’ minds, as reported in our two most recent annual surveys of presidents.
The Council of Independent Colleges awarded the Coalition for Christian Colleges and Universities the Award for Outstanding Service. The Coalition works with Christian colleges and universities to advance the cause of Christ-centered education and effectively integrate biblical faith, scholarship and service.

David W. Breneman, professor and dean of the Curry School of Education at the University of Virginia, was also awarded the Award for Outstanding Service. He was recognized for his outstanding contributions to the future of private higher education. His recent work includes developing new ways to look at the financial aspects of private colleges. He has been a visiting professor at several institutions and written numerous books, including Liberal Arts Colleges: Thriving, Surviving, or Endangered?

Irma Acosta de Fortin was awarded the 1999 Exemplar Award. She is one of the most significant leaders in Central American higher education. She is the president and founder of the Universidad Jose Cecilio Del Valle, the first private university in Honduras. She is also the founder and executive secretary of the Association of Private Universities of Central America. CIC honored Dr. Fortin for her pioneering work in uniting the private institutions of Latin America to develop a voluntary accreditation system.

The Buhl Foundation was awarded the 1999 Award for Philanthropy. The foundation has been a leader in grants to colleges and universities in the Pittsburgh area.

Millard and Linda Fuller, the founders of Habitat for Humanity International, received the Award for Personal Volunteerism and Philanthropy. Their organization has built over 65,000 houses for families in need and provided more than 300,000 people with safe and affordable shelter. More than 100 of the 500 campus Habitat for Humanity chapters are CIC members, and in making this award CIC honors this powerful presence at independent institutions.

The 1998 Deans Award was given to Carol L. Hinds, vice president and dean of the college at Mount Saint Mary’s College in Maryland. Dr. Hinds served as a four-year member of CIC’s Deans Task Force, provided leadership for three years in CIC’s New Deans Workshop, and contributed to the Deans Institute through the Open Mike and other sessions.
On October 18, 1999, I informed CIC’s Executive Committee of my decision to retire from the presidency of the Council of Independent Colleges, effective June 30, 2000. At that time I will have served as president for 14 years. While there are always more mountains to climb and opportunities to serve, I believe that the time is right for the next generation of leadership for CIC, and for me to start the next chapter in my life.

CIC today is stronger than ever before. We are a recognized national leader for the services we provide. Our membership is at a record level. Our fiscal position is strong. Our conferences and workshops are better than ever, with consistently record attendance. Our important national projects meet both institutional and national needs.

Many factors contribute to our current vitality. We keep our mission in focus, and it in turn keeps our work in focus. We are dedicated to providing practical, meaningful services directly to college leaders and their institutions. We care deeply and genuinely about our members. We have an energetic and effective board of directors. Our staff is dedicated, able, and creative. Our many friends in philanthropic circles are the source not just of funding but of valuable ideas. These are all strong pillars on which CIC can build an even stronger future.

During 1999-2000, CIC will build on past success to create new dimensions of CIC’s future. We will again sponsor major national institutes for college and university presidents and chief academic officers, and other conferences on topics germane to our constituency. Among several major national projects, we will continue two programs referred to earlier—Engaging Communities and Campuses and Implementing Urban Missions—that help institutions improve their connections with their communities. We will also extend our long-term interest in technology with sessions on that subject at our presidents and CAO institutes and a workshop on distributed learning. As always, we will continue the member benefits of our Tuition Exchange Program, newsletter, and other services.

We will experiment with new activities, including pilot discussion forums for small groups of presidents and a series of traveling and regional workshops that bring technology expertise to campuses. We will publish final reports from two major CAPHE projects, the College/Community Partnership Program and Planning For Leadership, and a collection of essays on leadership authored by CIC presidents. We have already started a new service, Communications Resources, a periodic mailing of information to help presidents and institutions share their stories, and have plans to update and enhance CIC’s Web site.

In other words, during this final year of my presidency, CIC’s work will continue apace even as we begin to create the next phase of this organization’s history. It will be an exciting and productive year.

I have cherished the nation’s independent liberal arts colleges and universities throughout my career. They are truly in my heart and soul. It has been a deeply rewarding honor to serve and be an advocate for these institutions as CIC president, and I will continue to hold this splendid sector of higher education near and dear to my heart.
CIC’s fund-raising efforts generate three types of revenue—restricted program grants for projects, restricted operating grants earmarked for particular programs (e.g., conference sponsorships), and unrestricted support for general operating support. CIC received financial support during 1998-99 from these Sponsoring Members:

A.T. Kearney, Inc.
Aerofoil Products, Inc.
Alcoa Foundation
Allied Irish Bank
AlliedSignal Foundation, Inc.
American Association of State Colleges & Universities (UAW-Ford)
ARAMARK Campus Services
Banc One Capital Markets, Inc.
Bayer Corporation
BellSouth Corporation
Bemis Company Foundation
BEST FOODS (CPC International)
Bon Appetit
The Buhl Foundation (Henry C. Frick Educational Fund)
Burt Hill Kosar Rittelmann
CARS Information Systems Corporation
Celli-Flynn and Associates, Architects and Planners
The Charitable Resources Group
Chrysler Corporation Fund
Citizens’ Scholarship Foundation of America
College Enterprises, Inc.
Collegenet, Inc.
Compass Group
The Common Fund
The ConAgra Foundation
Consolidated Natural Gas Company Foundation
Coordinated Financial Services, Ltd.
DeWitt Wallace-Reader’s Digest Fund
Education Strategies
Educational Management Network
Eugene M. Lang Foundation
Exxon Education Foundation
Ferrell Capital
Follett College Stores Corporation
Ford Motor Company Fund
George Gund Foundation
Higher Education Administrative Search, Inc.
Ice, Miller, Donadio and Ryan
IDEA Center, Kansas State University
Indus International, Inc.
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Jon McRae & Associates, Inc.
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Olive, LLP
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QUODATA
R.H. Perry & Associates, Registry for College & University Presidents
SAGE SCHOLARS, Inc.
Salomon Smith Barney
SCT Corporation
ServiceMaster Management Services Company
The Sextant Group, Inc.
Siemens Information & Communication Networks Inc.
Sodexho Marriott Services
Solomon, Cordwell & Buenz
Three Rivers Bank and Trust Company
TIAA-CREF
USAGroup Foundation
USA Group Noel-Levitz, Inc.
W.K. Kellogg Foundation
William Randolph Hearst Foundations, Inc.
## Financial Statement

### Statement of Unrestricted Funds 7/1/98-6/30/99

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<thead>
<tr>
<th></th>
<th>General Operations</th>
<th>Project Grants</th>
<th>Total Unrestricted</th>
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<td>Membership Dues</td>
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Change in Net Assets  
- 152,884

Net Assets at 7/1/98  
- 1,225,136

Net Assets at 6/30/99  
- 1,378,020
Board of Directors (September 1999)

Executive Committee

Chair
Harold M. Kolenbrander
President, Mount Union College

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President, Lesley College

Vice Chair/Resource Development Committee
Richard W. Kimball
President and CEO, The Teagle Foundation, Inc.

Vice Chair for Public Information and Promotion Committee
Richard Detweiler
President, Hartwick College

Treasurer
Sr. Catherine Dunn, BVM
President, Clarke College

Secretary and Chair of Membership Committee
Peter H. Armacost
President, Eckerd College

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John L. Henderson
President, Wilberforce University

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President, CIC

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Larry Kramer
President, Avila College

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Marilyn Chapin Massey
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Scott D. Miller
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Jerold Panas, Linzy & Partners
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  Chairman & Chief Executive Officer, ATC Corporation
Richard White
  Senior Executive Vice President, Bayer Corporation

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  President Emeritus, Salem-Teikyo University
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  Senior Vice President (retired), Kraft
Patricia L. Willis
  Director, Corporate and Education Affairs, Bell South Corporation

Board of Directors Committee Membership
1 Membership Committee
2 Programs Committee
3 Public Information and Promotion Committee
4 Resource Development Committee
5 Resource Development Nominating Subcommittee

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Walter Allen
  Professor, University of California-Los Angeles
Doreen E. Boyce
  President, The Buhl Foundation
Sally Davis
  Manager, U.S. Recruiting & Staffing, Eli Lilly and Company
Richard Ekman (vice chair)
  Vice President for Programs, The Atlantic Philanthropic Service Company
Gregory Fusco
  Educational Consultant, Fusco Associates
Antoine Garibaldi
  Provost and Chief Academic Officer, Howard University
David Haslam
  Compensation Analyst, BellSouth Corporation
Sally Johnstone
  Director, Western Cooperative for Educational Telecommunications
Ilene Mack
  Senior Program Officer, The William Randolph Hearst Foundations
Sherry Magill
  Executive Director, Jesse Ball duPont Fund
Colette Mahoney
  Consultant, Educational Consulting Associates, Ltd.
Shirley McBay
  President, QEM Network
Jamie P. Merisotis (chair)
  President, The Institute for Higher Education Policy
John Synodinos
  Consultant, Franklin Consulting Group
Patrick Terenzini
  Professor, Center for the Study of Higher Education, Pennsylvania State University

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John Synodinos
  Consultant, Franklin Consulting Group
Patrick Terenzini
  Professor, Center for the Study of Higher Education, Pennsylvania State University
Task Forces

1999 Presidents Institute Task Forces
Programs Committee of CIC Board of Directors
Margaret McKenna (chair)
President, Lesley College
Catherine Dunn, BVM (vice-chair)
President, Gordon College
R. Judson Carlberg
President, Gordon College
William Crothers
President, Roberts Wesleyan College
D. Dwayne Cummins
President, Bethany College (WV)
Bryant Cureton
President, Elmhurst College
Larry Kramer
President, Avila College
Marilyn Chapin Massey
President, Pitzer College
Peggy Stock
President, Westminster College of Salt Lake City

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President, Oakwood College
Wanda D. Bigham
President, Huntingdon College
Frederick W. Gilliard
President, University of Great Falls
Marianne Inman
President, Central Methodist College

Presidents Institute Spouses Task Force
Marlene Wise Shaw (chair)
Shaw University
Gemma Beckley
Rust College
Jan Carlberg
Gordon College
Lynne Pierson Doti
Chapman University
Judy Shields
Rockford College
Stuart W. Showalter
Goshen College

1998 Deans Institute Task Forces
Deans Task Force
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Provost and Vice President for Academic Affairs, Saint Michael's College
Wallace Campbell *
Dean of the Faculty, Alice Lloyd College
Carl H. Caldwell
Vice President of Academic Affairs and Dean, Anderson University
Thomas F. Flynn **
Provost and Vice President for Academic Affairs, Millikin University
Marie J. Harris, CSJ
Vice President and Dean for Academic Affairs, Avila College
Henry C. Lacey
Vice President for Academic Affairs, Dillard University
Patricia A. Matthews, IHM
Vice President for Academic Affairs, Marywood University
J. William Moncrief
Provost and Dean of the Faculty, Lyon College
Judith Wimmer
Academic Dean, Edgewood College

Deans Spouses Task Force
Scottie Trebon (chair)
St. Norbert College
Patricia A. Frey
The University of Charleston
Judy L. Gaede
Westmont College
Noreen Hendley
St. John's University & College of St. Benedict
Gail Lillis
Cornerstone College
Bette Rembert
Washington and E. Jefferson College
David E. Switzer
Manchester College

Engaging Communities and Campuses Project Advisory Committee
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Independent Consultant and former Program Officer, Ford Foundation
Nadine Cruz
Interim Director, Haas Center for Public Service, Stanford University
Maureen C. Grant
Special Assistant to the President, Marymount Manhattan College
Robert Rogers Korstad
Assistant Professor, Sanford Institute of Public Policy, Duke University
Mark Langseth
Executive Director, Minnesota Campus Compact
Dorothy I. MacConkey
President Emeritus, Davis and Elkins College
John Ott
Founder and Partner, Partners in Innovation
Edward Zlotkowski
Professor, Bentley College, and Senior Associate, American Association for Higher Education

* Currently Chief Academic Officer of Pikeville College
** Currently President of Millikin University

Council of Independent Colleges
(September 1999)
Continuing a decade-long trend of record membership, we now have 468 college and university members. Some 99% of our members renewed their participation. Thirteen retired presidents have joined a new membership category created for them.

CIC membership has reached record levels in each of the past 10 years.

Alabama
Birmingham-Southern College
Huntingdon College
Miles College
Oakwood College
Spring Hill College
Stillman College
Talladega College

Alaska
Alaska Pacific University

Arizona
Grand Canyon University
Prescott College

Arkansas
John Brown University
Lyon College
Philander Smith College
University of the Ozarks

California
Azusa Pacific University
California Baptist University
California Lutheran University
Chapman University
College of Notre Dame
Concordia University
Dominican College of San Rafael
Fresno Pacific University
Golden Gate University
Holy Names College
Mount St. Mary's College
Pitzer College
Point Loma Nazarene University
Saint Mary's College of California
Scripps College
Simpson College
Westmont College

Colorado
Colorado Christian University
Regis University

Connecticut
Albertus Magnus College
Sacred Heart University
Teikyo Post University

Delaware
Wesley College
Wilmington College

Florida
Barry University

Georgia
Berry College
Brenau University
LaGrange College
Mercer University
Morehouse College
Morris Brown College
Oglethorpe University
Paine College
Piedmont College
Shorter College
Spelman College
Wesleyan College

Hawaii
Chaminade University of Honolulu

### College and University Members of the Council of Independent Colleges

#### Illinois
- Aurora University
- Benedictine University
- Blackburn College
- Columbia College Chicago
- Dominican University
- Elmhurst College
- Eureka College
- Greenville College
- Illinois College
- Illinois Wesleyan University
- Kendall College
- Lewis University
- MacMurray College
- McKendree College
- Millikin University
- Monmouth College
- National-Louis University
- North Central College
- Olivet Nazarene University
- Principia College
- Quincy University
- Rockford College
- Saint Xavier University
- Trinity Christian College
- University of St. Francis
- Taylor University
- Tri-State University
- University of Indianapolis
- University of Saint Francis
- Wabash College

#### Iowa
- Briar Cliff College
- Buena Vista University
- Central College
- Clarke College
- Dordt College
- Graceland College
- Grand View College
- Iowa Wesleyan College
- Loras College
- Luther College
- Marycrest International University
- Morningside College
- Mount Mercy College
- St. Ambrose University
- Simpson College
- University of Dubuque
- Upper Iowa University
- Wartburg College

#### Kentucky
- Alice Lloyd College
- Bellarmine College
- Berea College
- Brescia University
- Campbellsville University
- Cumberland College
- Georgetown College
- Kentucky Wesleyan College
- Lindsey Wilson College
- Midway College
- Pikeville College
- Spalding University
- Thomas More College
- Union College

#### Louisiana
- Centenary College of Louisiana
- Dillard University

#### Massachusetts
- Anna Maria College
- Assumption College
- Bradford College
- College of Our Lady of the Elms
- Curry College
- Eastern Nazarene College
- Emmanuel College
- Gordon College
- Hampshire College
- Lesley College
- Merrimack College
- Mount Holyoke College
- Nichols College
- Regis College
- Springfield College
- Stonehill College

#### Maryland
- College of Notre Dame of Maryland
- Columbia Union College
College and University Members of the Council of Independent Colleges

Loyola College in Maryland
Mount St. Mary's College & Seminary
Western Maryland College

Maine
Saint Joseph's College
Unity College
University of New England

Michigan
Adrian College
Cornerstone University
Madonna University
Marygrove College
Olivet College
Siena Heights University
Spring Arbor College
William Tyndale College

Minnesota
Augsburg College
Bethel College and Seminary
College of Saint Benedict
College of St. Catherine
The College of St. Scholastica
Concordia College
Northwestern College
Saint John's University
Saint Mary's University of Minnesota

Missouri
Avila College
Central Methodist College
College of the Ozarks
Columbia College
Culver-Stockton College
Drury College
Fontbonne College
Lindenwood University
Maryville University of Saint Louis
Missouri Baptist College
Park College
Rockhurst University
Stephens College
Webster University
Westminster College
William Jewell College
William Woods University

Mississippi
Millsaps College
Rust College
Tougaloo College

Montana
Carroll College
Rocky Mountain College
University of Great Falls

Nebraska
Bellevue University
College of Saint Mary
Dana College
Doane College
Hastings College
Nebraska Wesleyan University

Nevada
Sierra Nevada College

New Hampshire
Colby-Sawyer College
Franklin Pierce College
Notre Dame College
Rivier College
Saint Anselm College

New Jersey
Bloomfield College
Caldwell College
Centenary College
College of Saint Elizabeth
Felician College
Georgian Court College
Saint Peter's College

New Mexico
College of Saint Vincent
College of Saint Rose, The
Concordia College
D'Youville College
Dominican College of Blauvelt
Elmira College
Hartwick College
Houghton College
Ithaca College
Keuka College
Manhattanville College
Marymount College Tarrytown
Marymount Manhattan College
Medaille College
Molloy College
Mount Saint Mary College
Nazareth College of Rochester
Nyack College
Roberts Wesleyan College
St. Bonaventure University
St. John Fisher College
St. Joseph's College
St. Lawrence University
St. Thomas Aquinas College
Utica College of Syracuse University
Wagner College
Wells College

North Carolina
Barber-Scotia College
Barton College
Belmont Abbey College

College and University Members of the Council of Independent Colleges

Catawba College
Chowan College
Elon College
Gardner-Webb University
Greensboro College
Johnson C. Smith University
Lees-McRae College
Lenoir-Rhyne College
Livingstone College
Montreat College
Pfeiffer University
Queens College
St. Andrews Presbyterian College
Saint Augustine’s College
Salem Academy and College
Shaw University
Warren Wilson College

North Dakota
University of Mary

Ohio
Ashland University
Bluffton College
Capital University
Cedarville College
College of Mount St. Joseph
Defiance College
Franciscan University of Steubenville
Franklin University
Heidelberg College
Hiram College
John Carroll University
Lake Erie College
Lourdes College
 Malone College
Marietta College
Mount Union College
Mount Vernon Nazarene College
Nightingale College
Notre Dame College of Ohio
Ohio Dominican College
Ohio Northern University
Otterbein College
University of Findlay, The
Urbana University
Ursuline College
Walsh University
Wilberforce University
Wilmington College

Oklahoma
Bartlesville Wesleyan College
Oklahoma City University

Oregon
George Fox University
Marylhurst University
Pacific University

Pennsylvania
Albright College
Allegheny College
Allentown College of Saint Francis DeSales
Alvernia College
Beaver College
Cabrini College
Carlow College
Cedar Crest College
Chatham College
Chestnut Hill College
College Misericordia
Duquesne University
Eastern College
Elizabethtown College
Franklin and Marshall College
Gannon University
Geneva College
Grove City College
Gwynedd-Mercy College
Holy Family College
Immaculata College
John Carroll University
King’s College
La Roche College
Lebanon Valley College
Lycoming College
Marywood University
Mercyhurst College
Messiah College
Moravian College
Muhlenberg College
Neumann College
Philadelphia University
Point Park College
Rosemont College
Saint Francis College
Saint Joseph’s University
Saint Vincent College
Seton Hill College
Susquehanna University
Thiel College
Ursinus College
Washington and Jefferson College
Wentz College
Widener University
Wilkes University
Wilson College
York College of Pennsylvania

Rhode Island
Roger Williams University

South Carolina
Benedict College
Charleston Southern University
Clemson University
Converse College
Coker College
Columbia College of South Carolina
Converse College
Erskine College

Council of Independent Colleges
<table>
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<tr>
<th>South Dakota</th>
<th>Tennessee</th>
<th>Virginia</th>
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<th>West Virginia</th>
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<td>Bluefield College</td>
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<td>Christian Brothers University</td>
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<td>Carroll College</td>
<td>Davis &amp; Elkins College</td>
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<td>Concordia University Wisconsin</td>
<td>Saint Michael's College</td>
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<td>Trinity College of Vermont</td>
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<td>University of Charleston</td>
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<td>Marymount University</td>
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<td>Randolph-Macon College</td>
<td>Mount Senario College</td>
<td>Wheeling Jesuit University</td>
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<td>Lee University</td>
<td>Randolph-Macon Woman's College</td>
<td>Roanoke College</td>
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E-mail: cic@cic.nche.edu

Tip: Always include name, address and phone number when sending e-mail to CIC’s general e-mail address.

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