Elmhurst Hosts CIC Liberal Arts and Business Symposium

Ten CIC member presidents and ten business executives met at Elmhurst College (IL) on November 20 to explore how leaders in both the corporate community and at independent institutions of higher education can benefit from a better understanding of the connections between the liberal arts and business.

A grant from the James S. Kemper Foundation supported the symposium. CIC will publish a summary and recommendations from the symposium. Thomas Hellie, executive director of the James S. Kemper Foundation attended the meeting, which was co-moderated by Harry L. Davis of the University of Chicago Graduate School of Business and CIC Senior Advisor Thomas F. Flynn, who directs the project.

The goals of the symposium, said CIC President Richard Ekman, “were to focus on the benefits of a liberal arts education, those problems that hamper a more effective relationship between the liberal arts and business, and those action steps that can make a difference.” Ekman noted the connection between education in the liberal arts and the quality of American civic life, adding that “the success of American institutions, particularly those in the

2004 Presidents Institute to Focus on Leadership in a Changing World

Registrations for this year’s Presidents Institute, scheduled for January 4-7 in San Diego, are very strong. Though some of that interest can be attributed to the lure of the historic, oceanfront Hotel del Coronado, the program, “Successful Institutions in a Changing World,” features a plethora of topical and timely sessions, and a post-Institute workshop on developing new sources of revenue. Sessions include:

- Presentations on changes in the economy and in students
- Forum on the presidential role in public discourse
- Discussion with representatives of major media organizations
- Session on institutional brand management
- Discussion about tuition pricing
- Report on an ongoing national research project on “good work”
- Preview of the NCAA decisions about the role of athletics in education
- Explanations of two national savings plans expressly for private higher education
- Ideas about cost-savings strategies for physical plants

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The venerable and related concepts of “liberal arts” and “liberal arts colleges” were given fresh attention in two recent conferences, and in the process several important points were made about independent colleges and universities. The first conference, November 13-15 at Williams College on “Liberal Arts Colleges in American Higher Education: Challenges and Opportunities,” was organized by the American Council of Learned Societies (ACLS). The origins of the conference lie with Frank Oakley, the former president of Williams who served for a period as interim president of ACLS following the untimely death of John D’Arms. Oakley understands from his experience leading a small college how important it is for the learned societies to pay attention to their members who serve on the faculties of all kinds of colleges and universities, not only research universities. He also understands how important it is for faculty members at small colleges to have both a clear dedication to teaching and a connection with larger intellectual communities. In conceiving the conference, Oakley understood that, thanks to the vagaries of the academic job market over 20 years, superbly trained individuals now teach at all kinds of institutions, to the great benefit of students.

While some of the eternal verities about liberal arts colleges surfaced during the conference, much of what was said was new to many of those present. Lucie Lapovsky, president of Mercy College (NY), explained the dangers of escalating tuition discount rates to an audience that included few who had heard her speak on this subject previously. Roger T. Kaufman, professor of economics at Smith College, presented his startling analysis of subsidy-per-student from endowment and expenditure-per-student for several dozen colleges.

Christina Sorum, academic vice president of Union College, outlined the history of the liberal arts curriculum with a fresh perspective on the often stale “liberal arts” versus “preprofessional” debates, and George Kuh, director of the National Survey of Student Engagement, in which so many CIC members already take part, presented cogent evidence of the reasons why all colleges should participate in NSSE.

Long-time CIC member, Anne Ponder, president of Colby-Sawyer College (NH), and I also had “speaking parts.”

Some probing questions were posed. What must we do to ensure that faculty members understand their responsibilities to one another, to fulfill the ideal of the liberal arts college as an integrated community in which faculty members get to know individuals and subject matters beyond their own departments, and volunteer to have their newest courses, classroom teaching, and scholarly efforts critiqued by colleagues? How can we maintain the kind of intellectual community that makes a college an environment for students in which learning pervades everything both inside and outside the classroom? It was noted that it is comparatively easy to begin an interdisciplinary program at a liberal arts college, but an easy launch doesn’t guarantee that faculty members will be as integrative in their own work as they sometimes expect students to be. And deans and presidents, Oakley argued forcefully, need to work harder to create the conditions in which integrative thinking will thrive—through such devices as seminars for faculty members to share work or centers for interdisciplinary study by students and faculty members working together.
CAOs Meet in Savannah for 31st Annual Meeting

Near record-breaking attendance, two “sold-out” budget workshops, a pre-conference fiscal workshop, and well-received speakers and sessions marked a highly successful 31st annual Institute for Chief Academic Officers. The CIC meeting was held November 1-4 in Savannah, GA.

Throughout the conference, panelists explored the theme of “Leadership Challenges: Competition, Resources, and Excellence” with a focus on their changing leadership roles, and steps they are taking to provide students an excellent educational experience with limited resources in a competitive environment. The emphasis on financial issues was of intense interest to chief academic officers—a second budget workshop had to be added due to high demand for the first. In addition, a pre-conference workshop for teams of chief financial officers and chief academic officers lay the groundwork for the 2004 conference (to be held October 30 – November 2, 2004 in San Francisco, CA), which will include CFOs as well as CAOs.

Key Speakers

Key speakers included David W. Breneman, an authority on the finance and economics of higher education, who delivered the keynote address (see story, page 4), and Kent John Chabotar, president and professor of political science at Guilford College (NC), whose address on “Strategic Budgeting” emphasized the role of academic officers in budget decisions and the involvement of faculty members in the budget process (see story, page 5). In addition, Chatham College (PA) President Esther L. Barazzone and Susan Resneck Pierce, president emerita of the University of Puget Sound (WA), closed the conference with a plenary session on how they led institutional “turnarounds” based primarily on strengthening academic quality (see story, page 5).

Budget and Fiscal Workshops

More than 100 CAOs attended the two budget workshops, which were designed to help participants gain a greater understanding of the budget process as well as financial statements and reports. Topics included the essential elements and timeline for the budget process, key financial terms and indicators of fiscal health, difficulties CAOs and CFOs encounter in preparing the budget, and providing effective oversight of the budget process. Workshop participants also learned more about the annual balance sheet and the operating budget of the institution.

Because fiscal issues are playing a larger role in the work of the CAO, a pre-conference workshop for a limited number of teams of chief financial officers and chief academic officers assisted each officer in exploring significant issues for independent institutions,

(cont’d on next page)
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understanding the key issues and perspectives of the other role, examining the problem-solving approaches each uses, and learning about effective means of working together to strengthen the institution. They used case studies to examine issues such as planning for an unexpected major expense in a time of budget constraints, becoming a turnaround institution, forecasting revenues and the tuition discount rate, and budgeting in an enrollment constraint mode as well as in a growth mode.

According to one CFO, participating in the workshop helped him see the “value of a close working relationship with the chief academic officer.” Another said it was good to “learn from one another about actual experiences and systems for resolving problems.” Several indicated that they learned a lot from informal conversations over lunch about new strategic plans on several campuses, and one participant said, “We need to talk about what small colleges are doing to survive for the next 20 years, as we did in this workshop.”

Breneman Offers CAOs Steps for Effective Management
In his keynote address, “Beyond Survival—Tips for Managing in Turbulent Times,” David Breneman discussed the changing nature of competition in higher education and its impact on public and private institutions, and offered a series of action steps that private campus officials can take to improve their success in the marketplace.

“Recent turbulent economic times are having a tremendous impact on public institutions, as states rethink the economics of public higher education,” he said, noting that this is the first time in his memory that the national conversation about higher education policy has completely left out private colleges and universities. “You’re simply not a part of the conversation,” he told the chief academic officers. “Policymakers are obsessing about the public sector; many are concerned about leaving behind low-income students…. People are obsessing about this new generation of young people coming along and the lack of space or financing for them—and private institutions aren’t being talked about as a solution. We need to get private colleges and universities back into the public conversation,” Breneman said.

He noted that “a key piece of the competition is positional, or an institution’s ‘relative standing.’ “The U.S. News & World Report rankings have forced us into a pecking order and the game is to not lose relative standing. This has produced an arms race—there seems to be no limit to what you need to spend to remain competitive,” Breneman said. “The public sector is now committed to the market approach, driving out other forms of allocation methods. There is a wider range of prices in that sector, as well as strong emphasis on entrepreneurial leadership; less reliance on formula funding; a focus on state and regional needs; increased contracting for educational services; and experimentation with performance funding, among other changes,” Breneman explained, adding that for-profit institutions have entered the field and are competing ever more effectively. “These changes give you an opportunity to focus on outcomes rather than inputs—the data on outcomes will show up much better for private colleges and universities, and you need to exploit that.”
Chabotar Outlines Strategic Budgeting Process

Kent Chabotar, who served as vice president for finance and administration and treasurer at Bowdoin College for a decade before being named president of Guilford College (NC) in 2002, discussed how a strategic budgeting plan can be tethered to reality by improved long-range financial planning and a more program-and-outcomes-based budget.

Crafting a strategic budget, he explained, requires seven major steps: assessment, establishing process parameters, strategic planning, budget programs and tasks, careful budget review, sensitivity analysis, and evaluation and feedback. The first step is to “identify status quo financial assumptions in current strategic plans, policy statements, budgets, financial analysis and plans, accreditation reports, capital campaign statements, and related documents.” When outlining the process parameters, Chabotar said college officials need to look at “alternate models, including top-down, information, consultative, or participative; include the president, internal and external constituencies, and the board in the process; identify constraints, including resources and time; and continually communicate with major stakeholders.”

Chabotar stressed that “strategic plans must contain the institution’s mission and goals (vision and core values), objectives and performance indicators, programs and tasks, resource requirements, and competitive analyses.” In addition, the plan must be linked with action and measurable via strategic indicators, such as number of students, cost per student, annual giving/gifts, fundraising cost per dollar raised, number of employees, endowment, and net operating profit and loss, among others.

In setting budget programs and tasks, he cautioned the CAOs to “start at the lowest possible level. Most expenses will be personnel; assign percentages of salary and fringe benefits to programs; include non-personnel-related expenses; allocate overhead expenses; separate capital and operating costs; and identify sources of funds.” When reviewing the budget, Chabotar advised keeping the following questions in mind: Do future budgets make sense in terms of current performance? Does the budget represent the best way to carry out activities and achieve mission? Does it meet institutional and legal requirements? Do you have the skills and capabilities to implement the proposed programs and activities? and Where are the reserve funds?

The sensitivity analysis should include “an examination of the prior plan and budget to determine how closely they approximated actual results.” In addition, he stressed that officials should not underestimate benefits and maintenance expenses, overestimate revenues from operations, or misclassify capital and operating expenses. The analysis should contain “what if” contingencies, and a second opinion should be sought, he said.

Finally, Chabotar said a process of evaluation and feedback is crucial. Officials should “be sure that the budget contains a control system to monitor the plan’s progress and make corrections when necessary. Comparing the monthly budget versus actuals, budgeted to date versus actuals, current year versus prior years, manager assessment, and strategic indicators” are key elements of an effective evaluation.

Strengthening Academic Quality Can Turn Institutions Around, Panelists Say

In the face of competing budgeting claims on campus, it is essential that officials keep academic goals in the forefront, said Susan Resneck Pierce, president emerita of the University of Puget Sound (WA), during the closing session of the Institute for Chief Academic Officers. She and Chatham College (PA) President Esther L. Barazzone described how they led institutional “turnarounds” based primarily on strengthening academic quality.

Pierce and Barazzone, both of whom served previously as chief academic officers, described their experiences and offered suggestions for CAOs about their role in institutional transformation.

After becoming president of the University of Puget Sound in 1992, Pierce said it was clear that the institution needed to clarify its identity, reconfigure its business major which lacked academic rigor, deal with significant deferred maintenance, and establish better communication across campus, among other issues. She spent a great deal of time listening to campus and community constituents and conducting analyses, then setting out several institutional goals and priorities, communicating them widely, and seeking cooperation among all groups. The CAO, who was appointed chair of the budget task force, made recommendations on the operating budget and was key in the planning and implementation process, she said.

In their efforts to strengthen academic quality, Pierce urged CAOs to:

• Focus on teaching, learning, and the quality of campus life, and ignore fads and gimmicks.
• Gain a clear sense of institutional direction and use the operating budget and long-range budget as key planning documents.
• Conduct a careful cost-benefit analysis before making decisions about adding programs, and keep in mind that across-the-board cuts are always more damaging than strategic ones.

Barazzone also described the massive changes that Chatham underwent over ten years from 1992 to 2002, increasing enrollment from 470 to 1,250; the endowment from $9 million to $60 million; the operating budget from $12 million (with a $3 million deficit and three years until it was clear Chatham would have to close) to $24 million; and fundraising from less than $2 million annually to $8 to $10 million annually. In addition, the college had undertaken no construction or renovation for 30 years;
The closing plenary session of the 2003 Institute for Chief Academic Officers featured two CIC presidents: Susan Resneck Pierce, president emerita of the University of Puget Sound (WA) and Esther Barazzone, president of Chatham College (PA). They discussed how they led institutional “turnarounds” based primarily on strengthening academic quality.

CAO, cont’d from page 5)

today they are spending $50 million on construction projects. Among the most important steps campus officials took to turn around Chatham—which ten years ago had low enrollment, a small endowment, an operating deficit, and a lot of deferred maintenance—was to “reinterpret the mission of the college,” Barazzone said. This led to a “back to the future” plan, whereby future changes were anchored in past experiences, she added. “We combined the liberal arts with applied programs such as communications and human services administration; brought in high-quality graduate programs; created a stronger curricular emphasis on women and a greater focus on athletics; formed a stronger link to the community with the creation of a center for women in public policy to engage Pennsylvanian women in civic engagement; and focused on improving the quality of Chatham’s programs,” among other steps, she said.

But the key to success in such turnarounds, Barazzone maintained, is a good relationship between the CAO and the president. “It is essential for the CAO to understand the pressures on presidents. The CAO’s guiding concerns should be fiscal solvency, mission, and quality. The president should not have to teach deans that finances are important.”

Five Essentials Will Sustain a College Financially and Academically, Say Panelists

Five essential lessons will help sustain an institution both academically and financially, said two panelists who also discussed how to turn around colleges and what can be learned from an institution that closed. Donna Dalton, provost and vice president for academic affairs at Gannon University (PA) examined her experiences as part of a management team that closed a private college (Trinity College in Vermont). She and management and financial consultant Granetta Blevins, a member of the Georgetown College (KY) board of trustees and former interim CFO of the college, outlined the five essential lessons.

**Clear Mission.** Dalton said that there was no one single factor that caused Trinity’s closing, but one of the key factors was an unclear mission, she said.

Blevins agreed that a crisp, clear mission that reflects the core business of the institution, and an exciting, forward-looking vision are crucial to generating buy-in and ensuring that people understand the reason for a college’s existence.

**Cohesive Management Team.** The president and chief academic officer need to provide leadership of the senior management team that includes trust, open discussion, commitment, accountability, and team results versus individual success, Blevins said.

**Understanding the Institution’s External and Internal Situations.** “As institutional leaders, you should understand external issues, such as the market environment, your institution’s strengths and weaknesses, and profiles of current and future students. You should also be aware of the internal situation, such as the effectiveness of programs, enrollment trends, endowment, cash flow, short-term financial stability, and long-term financial sustainability,” Blevins stressed.

**Make the Tough Decisions.** “Don’t delay making hard decisions or postpone decision making while you gather more data in an attempt to reach consensus,” Dalton said. “Failing to take action is an action that reduces degrees of freedom—you’ve made a decision by your inaction. You need to make the hard decisions that should be made, and this is where having a cohesive management team is essential. It is important that the team understands why things are being done and what the implications are; and all members of the team must be communicating the same message.”

**Communication.** Communicate frequently to internal and external constituents, Blevins said. “Your message should be clear and crisp and communicated often.”

Granetta Blevins (left), a member of the Georgetown College (KY) board of trustees and management and financial consultant, and Donna Dalton (right), provost and vice president for academic affairs at Gannon University (PA), related lessons of sustaining the academic and financial strengths of private colleges and universities, based upon their personal experiences.
New Student Learning Outcomes Survey Focuses on Liberal Arts

Results from a feasibility study of the Collegiate Learning Assessment (CLA) project by the RAND Corporation’s Council for Aid to Education (CAE), unveiled during an Institute session, showed that the CLA is a viable and useful assessment approach for colleges and universities. The CLA assesses and helps institutions to demonstrate the “value added” contributions to student learning through the liberal arts. Roger Benjamin, president of RAND’s CAE, reviewed the purpose, methods, initial results, and future plans of the project, which include offering the CLA instruments to higher education institutions nationwide.

The feasibility study conducted in 2002 with more than 1,300 students at 14 colleges and universities across the country assessed student-learning growth from the freshman year to the senior year in critical thinking skills in the humanities, sciences, and social sciences. Benjamin said the study showed that “upperclass students (juniors and seniors) tended to earn higher scores on our measures than did underclass students—showing higher levels of cognitive complexity. This suggests that the measures capture institutional effects (recognizing that learning occurs both in and out of the classroom). The correlation between years in school and test scores was statistically significant. A school’s average score on the CLA measures also correlated highly with the school’s SAT score, yet we found statistically significant institutional effects after controlling on SAT,” he noted. “The measures showed a high degree of reliability and validity in scores and correlations, which encourages me to say we have a sound instrument to offer colleges.”

In explaining the process, Benjamin said “the CLA uses direct measures of student learning rather than proxies for it…. It focuses not on discipline-specific content but, instead, on general education skills—critical thinking, analytic reasoning, and written communication. The measures are all open-ended rather than multiple-choice…and use a ‘matrix-sampling’ approach to assessment, which involves administering separate components of the full set to different (but randomly selected) sub-samples of students, thereby minimizing the time required per student yet still allowing complete coverage of the range of instruments and content areas.” In addition, the project measures the institutional contribution to student learning by “measuring how well an institution’s students perform relative to similarly situated students, and by measuring how much students’ skills improve during their tenure at the institution through a pre-test/post-test model,” he said.

In offering this approach to colleges and universities beginning in 2003-04, Benjamin noted that “the assessment can be done in a cost-effective manner and within a relatively short time frame. In the future, we plan to administer the measures over the Internet, which will substantially reduce costs and increase the number of institutions that can participate in the assessment activities.” Institutions interested in participating should contact Roger Benjamin at (212) 661-5800.

Updates on CIC Projects

- **Historic Architecture and Design.** CAOs attending the conference heard preliminary results of a survey of historic architecture and design on the nation’s independent colleges and universities. CIC, with funds provided by the Getty Grant Program of the J. Paul Getty Trust, has received surveys from more than 350 campuses. Senior Advisor and Project Director Barbara Christen discussed with the deans how other institutions are thinking about the preservation of the physical plants of their campuses, both architecture and landscape, as institutions plan for the future.

- **Woodrow Wilson Visiting Fellows Program.** Participants also heard from Hadass Sheffer, director of fellowship programs at the Woodrow Wilson National Fellowship Foundation, about how institutions can benefit from the Visiting Fellows Program. This program brings business, government, and nonprofit leaders to the campuses of independent colleges and universities around the country for week-long residencies, providing a window to the outside world to students and faculty, and a glimpse into current campus life for the visitors.

- **Project Pericles.** Two chief academic officers discussed their institutions’ involvement in Project Pericles, in which ten independent institutions have garnered the commitment of their boards to prepare students for responsible citizenship as part of their educational mission through curricular and co-curricular programs. Judith Levy, CAO at Ursinus College (PA) and Lloyd Michaels, professor of English and dean emeritus of Allegheny College (PA), shared effective campus practices to foster civic engagement. Karen Holt, executive director of Project Pericles, responded to their comments and gave an overview of the project from a national perspective.
CIC Offers Seminar on Teaching About Islam and Middle Eastern Culture

In collaboration with the Council of American Overseas Research Centers (CAORC) and with support from the U.S. Department of State, CIC is offering a three-week-long seminar for faculty members at CIC colleges and universities on “Teaching About Islam and Middle Eastern Culture.” This seminar, which will take place January 3-24, 2004 at the American Center of Oriental Research in Amman, Jordan, will provide the opportunity for 12 faculty members in various fields to learn more about the Middle East. Seminar participants will also visit archaeological sites such as Petra and Jerash. While in Jordan, they will live at the American Center of Oriental Research (ACOR).

“Over the past few years, we all have gained renewed awareness of the importance of teaching about cultures in other parts of the world, but have sometimes found ourselves without the relevant expertise on campus,” said CIC President Richard Ekman in announcing the seminar. “We are therefore delighted to be able to offer this seminar. It is not intended for Middle East specialists, but rather for full-time faculty members in other fields who are developing courses or adapting existing courses—or wish to do so—in order to give more attention to the Middle East and/or Islam,” Ekman noted.

The seminar will be directed by Pierre Bikai, director of ACOR, and will include specialists on the Middle East, Jordan, Islam, and other relevant topics. ACOR is dedicated to promoting research and publication in the fields of archaeology, anthropology, history, languages, biblical studies, Arabic, Islamic studies, and other aspects of Middle Eastern studies. Founded in 1968, ACOR provides advice, coordination, research facilities, and living and meeting space for scholars, and serves as a liaison between both academic and private Jordanian institutions and international scholars interested in working in the Arab world.

Twelve CIC faculty members were selected from 135 nominations from all fields, and from institutions associated with many religious denominations (or none; see box). Participation expenses—including travel to and from the U.S.—will be covered by the U.S. Department of State.

“The tremendous response received from CIC CAOs who nominated amazingly talented faculty members indicates that this seminar does, indeed, fill a need for information about the Middle East and Islam. CIC hopes to work with CAORC and the State Department to offer additional such opportunities in the near future,” Ekman said.

Teaching about Islam and Middle Eastern Culture Seminar Participants

B. Barnett Cochran
Mount Vernon Nazarene University (OH), Associate Professor, History

Timothy R. Dzierba
Medaille College (NY), Professor, History

Catherine Cymone Fourshey
Susquehanna University (PA), Assistant Professor, History

Mary Hendrickson
Wilson College (PA), Associate Professor, Political Science

Charles Herman
University of Sioux Falls (SD), Professor, History

Katherine Hoffman
Saint Anselm College (NH), Professor, Art History

Susanne Ursula Hofstra
Rhodes College (TN), Assistant Professor, Greek and Roman Studies

Ernest M. Limbo
Tougaloo College (MS), Assistant Professor, History

Edward Macierowski
Benedictine College (KS), Associate Professor, Philosophy

Nathan B. Rein
Ursinus College (PA), Assistant Professor, Religion

Sanford R. Silverburg
Catawba College (NC), Professor, Political Science

Craig S. Wansink
Virginia Wesleyan College (VA), Professor, Religious Studies
Advantages of Teaching Careers at Small Colleges is Focus of CIC Seminars

CIC organized sessions for advanced graduate students at two research universities on the advantages of teaching careers at small colleges. On September 25, approximately 40 advanced graduate students and post-doctoral fellows at Yale University participated in the seminar, led by Presidents Douglas C. Bennett of Earlham College (IN), Julia McNamara of Albertus Magnus College (CT), Gregory Prince of Hampshire College (MA), and CIC President Richard Ekman. Roughly half the students had completed their own undergraduate work at small colleges.

“This is one way in which CIC is addressing the point made by many presidents and deans during our year-long strategic planning process that we need to pay more attention to the future of the faculties at our kind of institution,” said Ekman. “The response to this seminar was very positive, and many students commented that their graduate mentors have not been able to give them much information about faculty careers at small colleges.”

This marks the second such seminar CIC has offered. In November 2002, President Stanton Hales of the College of Wooster (OH) and Ekman led a similar session at Harvard University for about 50 advanced graduate students. In this group, very few students had been undergraduates at small colleges.

“Again, the response was enthusiastic about the depiction of a typical faculty member's life in a small college,” Ekman noted, adding that “the graduate career planning office at Harvard reported that many students subsequently came to the office to request additional information.”

CIC is planning additional seminars along the same lines for 2004.

Presidents Institute, cont’d from page 1)

• Discussion of denominational relationships for faith-based institutions
• Exploration of fundraising strategies for the current economic climate
• Tips for involving board members in development
• Advice on building senior leadership teams
• Update on changes in corporate governance
• Discussion of several new sources of data on the effectiveness of private higher education

Traditional features, including a workshop for new presidents and a professionally-oriented spouses program, are also included. Complete program and registration information is available on CIC's website, www.cic.edu.

Using Data for Decision-making on Campus

CIC co-sponsored, with the Association for Institutional Research (AIR), two workshops this fall on the use of comparative data in institutional decision-making. The Data and Decisions Workshops, held September 25-27 in Denver, CO and October 9-11 in St. Charles, IL (near Chicago), included 50 two- and three-person institutional teams. The workshops were subsidized by a grant AIR received from the National Center for Education Statistics.

The workshops assisted college and university leaders in making strategic decisions based on targeted information about their own institutions and up-to-date information about peer institutions. As with the pilot workshop on this topic held in December 2002, these workshops were filled to capacity. CIC and AIR expect to hold one such workshop each year for the next several years.

Participants at the September 25-27 workshop included Assumption College (MA), Azusa Pacific University (CA), Bellarmine University (KY), Central Methodist College (MO), Chaminade University (HI), Charleston Southern University (SC), Dana College (NE), Drury University (MO), Elms College (MA), Fresno Pacific University (CA), Friends University (KS), Goshen College (IN), Gwynedd-Mercy College (PA), Heritage College (WA), Huston-Tillotson College (TX), Illinois Wesleyan University, Loras College (IA), Philadelphia University (PA), Robert Morris University (PA), Saint Leo University (FL), Saint Martin’s College (WA), Schreiner University (TX), Southwestern University (TX), University of St. Thomas (TX), and University of the Incarnate Word (TX).

October 9-11 workshop participants included Adelphi University (NY), Bethel College (MN), Bluffton College (OH), Campbellsville University (KY), Capital University (OH), Columbia College (SC), Huntington University (IN), Judson College (IL), King College (TN), Lewis University (IL), Manchester College (IN), Medaille College (NY), Millikin University (IL), Mount St. Mary's College and Seminary (MD), Saint Xavier University (IL), St. Ambrose University (IA), Tennessee Wesleyan College, Tri-State University (IN), Unity College (ME), University of Charleston (WV), University of St. Francis (IL), Wesley College (DE), William Woods University (MO), and Wilson College (PA).
CIC Offers Faculty Training Workshop

For the second year, CIC sponsored an exclusive opportunity for faculty members to participate in a training workshop to develop online tools and instructional methods that can help students enhance their skills of causal and statistical reasoning.

The workshop was held August 18-20, in Pittsburgh. As part of a larger funded project led by Professor Richard Scheines of Carnegie Mellon University, all workshop expenses were covered and each participant received a $2,000 stipend. In return, participants are using and evaluating the tools and methods learned in the workshop. Sixty-five applications were received from CIC faculty members for the ten spaces available.

Participants included faculty members from Allegheny College (PA), Bethel College (TN), Chaminade University (HI), Dominican University (IL), Duquesne University (PA), Marymount University (VA), Regis College (MA), Rocky Mountain College (MT), Ursinus College (PA), and Washington and Jefferson College (PA).

College Teams Apply for 2004 Library Workshops

CIC will be offering three workshops in 2004 on the Transformation of the College Library, cosponsored by the Council on Library and Information Resources, based on the successful pilot workshop held September 2002.

More than 200 institutions applied to participate in one of three regional workshops: San Francisco, CA, February 26-28; Pittsburgh, PA, April 15-17; and Minneapolis/St. Paul, MN, June 3-5. The workshops are designed for institutional teams; each workshop can accommodate 15 colleges and universities. The deadline for applications was November 17, 2003. Each team accepted as a participant will receive a travel stipend of up to $1,500.

“The hope is to create opportunities for provosts, directors of academic technology, library directors, faculty leaders, and the faculty development directors at independent colleges and universities to stay in step with the rapid change occurring in the world of academic libraries,” said CIC Senior Advisor Rita Gulstad, dean of extended studies and learning resources and director of computing at Central Methodist College (MO). She co-directs the program with Scott Bennett, university librarian emeritus of Yale University and Tom Kirk, library director and coordinator of information services at Earlham College (IN).

The workshops will focus on the dramatic changes now occurring in college libraries, and will address such critical issues as advancing information literacy as an element of liberal education; the role of the library in teaching and learning through collaboration between librarians and faculty members; the changing use and conception of the physical space of the library; the challenges of using technology in improving students’ learning; setting institutional priorities for library-related costs when they increasingly exceed standard budget guidelines; implementing institutional change; and assessing the institution-wide impact of changes in library services.

The workshops are funded by the William and Flora Hewlett Foundation, the Carl and Lily Pforzheimer Foundation, the Gladys Krieble Delmas Foundation, and the Association of College and Research Libraries.

2004 Department Chairs Workshops Being Planned

CIC is offering its third annual series of spring workshops for department/division chairs to assist independent colleges and universities in strengthening the leadership at the department level. These workshops are designed to serve both experienced as well as new chairs, and will focus on the distinctive challenges of department leadership in small and mid-sized, private colleges and universities. They will address issues such as:

- Increasing enrollment
- Retaining students
- Having difficult conversations about personnel issues
- Legal issues
- Working effectively with the chief academic officer

Who Should Attend? Campuses are encouraged to send several department chairs to the workshop so they may support one another in instituting change upon return to their college or university. Chief academic officers, deans, and associate deans who work closely with chairs would also find the program beneficial and are welcome to attend.

Mark your calendars for the 2004 dates:

- Portland, Oregon
  April 2-3
- Richmond, Virginia
  May 25-27
- Kansas City, Missouri
  June 1-3
- Cincinnati, Ohio
  June 8-10
corporate sector, depends heavily on more effective performance by colleges and universities. And we believe that the liberal arts have a singular role in this relationship and that private colleges and universities are especially well positioned to be leaders in this effort.”

During the day-long symposium, participants spent time focusing on the barriers to appreciation of the liberal arts, and discussed specific steps that business and educational leaders could take to work together more effectively to prepare tomorrow’s leaders, especially in business, and recommended ways to advocate more effectively for the value of liberal arts education.

**Historical Perspective.** The prospectus announcing the symposium noted that “for at least two generations, American colleges and universities have argued that the study of the liberal arts provides the best preparation for life, equipping students with transferable ideas, analytical and communication skills, and global perspectives, as well as the ability to make informed value judgments. Business leaders have been equally vocal about the importance of a liberal arts education as preparation for career advancement and for the exercise of leadership in the corporate community. However, recent developments have clouded this idealized view of the relationship between business and the liberal arts. On campus, for example, faculty members in the liberal arts often do not promote business careers to their students. In the business community, corporations that once hired liberal arts majors now prefer new employees with college majors in professional and technical fields because there is less time and money available for specialized training within the corporation.”

**Personal and Shared Perspectives.** The strong connections between business and liberal arts noted by participants included the “creativity and the ability to think outside the box” (Rasmussen), “understanding human nature and perspectives” (DeFelice), “being able to look at the question of ‘why not’ and being able to change the status quo” (Travis), “the ability to communicate well” (Payne), “investing in human capital—bringing together and managing staff effectively” (Hutton), and “vision, strategic decision making” (Dashe), among others.

**Barriers to Appreciation of Liberal Arts.** Some of the barriers that prevent understanding of the benefits of liberal arts education to future leaders, including those in business are:

- **Failure to articulate “value added.”** A sufficient case for the value of a liberal arts education is not being made.

- **Narrow careerism.** An increasingly narrow “careerism” attitude in the U.S. today is putting more pressure on students to think short term and to choose career paths and colleges early; students fail to understand that earning power is related to the level of education they achieve. And parents don’t understand that the liberal arts aren’t about the first job.

- **Increasing specialization.** An increasing specialization of both faculty members and businesses over time has become a barrier to the liberal arts.

- **Faulty perceptions and assumptions.** Many people perceive the liberal arts as elitist; the province of the wealthy; not as prestigious as a professional degree; and that liberal arts education is only for those students between the ages of 18 and 22. They assume that a liberal arts education equates to majoring in liberal arts, or that it is removed from professional education.

(continues on next page)
Recommendations and Action. The business and educational leaders at the symposium discussed specific short-term and long-term steps that business and the academy can take “to bring the two worlds closer together.”

- **Short-term steps.** Immediate steps that can be taken, participants said, include holding additional meetings of campus and business leaders; encouraging major business groups such as the U.S. Chamber of Commerce to sponsor a similar discussion; including this subject on the agenda of CIC’s major annual conferences; and publishing opinion pieces jointly authored by a president and a local business leader.

- **Long-term steps.** Ideas included forming an advocacy group or alliance of appropriate higher education, business, and public policy leaders to create clearer definitions and messages about the liberal arts and its benefits; examining existing research and collecting data to document the relationship of the liberal arts to business; and launching a national public education campaign, including both testimony and data.

During a discussion of long-term steps that CIC and college presidents could take to bring the liberal arts and business closer together, John W. Bachmann, managing partner of the international financial services firm, Edward Jones (MO), suggested that not only business leaders, but also doctors, lawyers, and other professionals should engage in similar discussions.

Somehow we have failed miserably in communicating to students and parents the importance of a well-rounded education in the business world. Today, perhaps more than ever, we need the depth of perspective that a liberal arts education can bring to decision-making, product development, leadership, and other dimensions of business.

—Marvin Suomi, President and CEO, Kajima Corporation
CIC is beginning an examination of the successes that independent colleges and universities are achieving in educating “at-risk” students. This interest was sparked by the presidential essays on low-income students submitted for a CIC book to be published next year by the Lumina Foundation for Education.

To frame a potentially larger initiative, CIC invited nine presidents to Washington, DC for a day-long planning meeting on September 30 to discuss this issue. There was consensus about an important starting point—that private colleges and universities play a substantial role not only in providing access to college for at-risk students but also in ensuring their educational success. Though conventional wisdom has long held that community colleges and state universities are the first-line institutions in serving these students, participants agreed that over the past few decades, many private institutions have become the nation’s “colleges of opportunity” and “colleges of the community.”

They also discussed factors beyond family financial constraints that can pose challenges for students seeking higher education. Other characteristics include poor academic preparation, coming from inner-city or rural settings, having a learning disability, being a member of a minority population, and being a non-native English speaker.

Presidents attending the meeting included James Barnes, Indiana Wesleyan University; JoAnne W. Boyle, Seton Hill University (PA); Algeania W. Freeman, Livingstone College (NC); Todd S. Hutson, Utica College (NY); Antoinette Iadarola, Cabrini College (PA); James N. Loughran, St. Peter’s College (NJ); John B. Muller, Bellevue University (NE); Barbara P. Sirvis, Southern Vermont College; and Harold H. Smith, Pikeville College (KY).

Ways to assist institutions in this work emerged from the conversation, and over the next few months CIC will develop proposals for specific activities through which institutions can share their own and learn of others’ successes.

Data Initiative to Document Case for CIC Colleges

A new, several-year initiative to document the case for independent higher education is enabling CIC to collect data about independent colleges and universities and develop a capacity to analyze that data. The goals of the effort include providing relevant, sector-level data—reports, studies, and technical assistance—that will help presidents and other campus leaders make the case for their institution and increase their decision-making capacity.

Current projects include a national report on key indicators that provides comparative information in the areas of enrollment and retention, faculty, and finance. Each CIC member will receive a personalized report, enabling the institution to benchmark itself against similar institutions. A national summary will be distributed at the Presidents Institute in San Diego. Additional project reports based on the National Survey of Student Engagement (NSSE) and Alumni Outcome Comparisons by Hardwick-Day will also be presented at the Presidents Institute.

The project is funded by the Andrew W. Mellon Foundation and William Randolph Hearst Foundations.

CIC Announces Winners of First-Year Programs Initiative

CIC and the Policy Center on the First Year of College at Brevard College (NC) announced the 12 CIC institutions (out of 54 applicants) selected to participate in the “Foundations for Excellence in First-Year Programs.”

Participating institutions include Augsburg College (MN), Aurora University (IL), Columbia College (SC), Endicott College (MA), Franklin Pierce College (NH), Indiana Wesleyan University, Madonna University (MI), Maryville College (TN), Marywood University (PA), Nazareth College of Rochester (NY), Saint Edward’s University (TX), and University of Charleston (WV).

The project focuses on the quality of experiences that institutions provide to first-year students. (For a fuller description of the project, see www.cic.edu/projects_services/coops/first-year.asp.) These 12 institutions will comprise a consortium that is testing standards of excellence in institutions that genuinely help first-year students to learn and succeed. “The project will produce, for the first time, a sector-specific, aspirational model for the first year of college and a method to evaluate campus achievement of these foundations,” said project director John Gardner, a nationally recognized expert on first-year experience programs. Participating institutions will assess and make improvements in their own programs, and will receive campus visits by national experts on first-year programs and in instructional strategies.

The project is funded by the Atlantic Philanthropies and Lumina Foundation for Education.
Recent Books of Note

A number of recently published books will be of interest to presidents and other administrative and academic leaders of small to mid-sized private colleges and universities. The books tackle issues such as the athletic-academic divide, effective leadership styles and how to lead through change, how to prepare students for responsible citizenship, and the marketing of higher education. In addition, Arcadia University (PA) has just issued an attractive hardbound book about its 150-year history, Public Agenda has recently published a useful online guide to higher education issues, and a new book from the Council for Advancement and Support of Education offers successful strategies for fundraising from alumni of historically black colleges and universities.

**Leading People From the Middle:**

*From the Middle: The Universal Mission of Heart and Mind*

William P. Robinson
© 2002

Robinson, president of Whitworth College (WA) and former president of Manchester College (IN), presents a new perspective on leadership in this book, guiding the reader through past theories, studies, and beliefs on leadership, identifying leadership styles, and describing the six qualities of today's successful leaders. His concept of “leading from the middle” refers to “influencing from among, rather than from above, below, or in front of one’s group... [It] refers to positioning ourselves alongside those whom we’ve empowered...[and] to living in the center of a mission, rather than simply lifting it up.” He offers practical strategies for effective leadership that one reviewer said “allows leaders to be at once optimally adaptable, open to opportunities, and above all, connected to their stakeholders.”

Copies of this book are available for $22.95 from Executive Excellence Publishing (www.eep.com).

**Reclaiming the Game:**

*College Sports and Educational Values*

William G. Bowen and Sarah A. Levin
© 2003

Over the last four decades, the athletic-academic divide on elite campuses has widened substantially. This book examines the forces that have been driving this process and presents concrete proposals for reform. Authors Bowen and Levin disentangle the admissions and academic experiences of recruited athletes, walk-on athletes, and other students, and argue for the reestablishment of athletics as a means of fulfilling, not undermining, the educational missions of colleges and universities. Their analysis of the backgrounds, academic qualifications, and college outcomes of athletes shows that recruited athletes are as much as four times more likely to gain admission than are other applicants with similar academic credentials. They also found that recruited athletes are substantially more likely to end up in the bottom third of the college class than students who do not play sports. Bowen is going to be speaking at the Presidents Institute in San Diego. He is president of the Andrew W. Mellon Foundation and president emeritus of Princeton University.

This publication from Princeton University Press is available for $22.50 for CIC members, a discount of 20 percent, valid until February 24, 2004. Call (800) 777-4726.

**Legitimacy in the Academic Presidency:**

*From Entrance to Exit*

Rita Bornstein
© 2003

At last year's CIC Presidents Institute, Rita Bornstein, president of Rollins College (FL), offered a teaser for her about-to-be-published book on presidential legitimacy. “Legitimacy is essential to a successful academic presidency. Higher education history is littered with presidential failures from a loss of legitimacy. These failures are costly both to the individuals and institutions involved; many of them could be avoided,” said Bornstein.

Bornstein was elected president of Rollins College 14 years ago, at a time when the national economic climate was bleak and college and university enrollments were down around the nation. She identified strengthening Rollins’ quality, reputation, and financial health as her priorities, and all have flourished under her leadership. This book focuses on the impetus for leading change, and draws on numerous sources for a theoretical perspective on the factors associated with the president’s role in creating legitimate change.

Copies of this book are $42.95 and can be ordered from Greenwood Publishing Group at (800) 225-5800.
This book shows how institutions can equip students with the understanding, motivation, and skills of responsible and effective citizenship. It includes examples from in-depth studies at 12 institutions and from a wide range of effective programs on other campuses. It is “essential reading for all who believe that higher education can play a critical role in the health of American democracy by helping students become responsible citizens.” The authors explain the educational and developmental goals involved in educating citizens, and they examine the challenges institutions face when they dedicate themselves to this task.

Published by Jossey-Bass, the book is available for $28.00 through bookstores nationwide.

This book, published by Harvard University Press, is available for $29.95 through bookstores nationwide.

Shakespeare, Einstein and the Bottom Line: The Marketing of Higher Education
David L. Kirp © 2003
How do you grade students if they are “customers” you must please? What happens when the life of the mind meets the bottom line? In his book, Kirp, who is currently professor of public policy at the University of California at Berkeley, examines these and other questions, and argues there’s a place for the market—but the market must be kept in its place. In particular, he describes how universities “brand” themselves for greater appeal in the competition for top students; how academic super-stars are wooed at outsized salaries to boost an institution’s visibility and prestige; and how the liberal arts shrink under the pressure to be self-supporting.

This book, published by Harvard University Press, is available for $29.95 through bookstores nationwide.

A 150-Year History of Beaver College and Arcadia University
Samuel M. Cameron, Mark P. Curchack, and Michael L. Berger © 2002
This first-edition hardbound (9x12) “coffee-table” book details the history of Arcadia University (PA), from its founding as Beaver College, a small female seminary on the banks of the Ohio, to its emergence as a mid-sized university outside of Philadelphia. Filled with accounts of key historical events and interesting essays, it is heavily illustrated with photographs from 1853 to today. All three authors have deep connections to Arcadia: Cameron taught psychology for 38 years and is now a professor emeritus; Curchack came to the university in 1977 as an assistant professor of anthropology and is currently the dean of graduate and professional studies; and Berger was appointed vice president for academic affairs in 1993 and has been provost for the last two years.

Copies of this book are $49.95 and can be ordered from Arcadia University Bookstore at (215) 572-2971.

The guide will provide frequently updated analysis of public attitudes captured in surveys conducted on higher education issues. Sections include “Overview”—higher education issues at a glance; “Notable & Newsworthy”—a digest of recent stories; “Fact File”—facts, trends, graphs, tables, and charts on topics such as enrollment, salaries, and institutional size; “Framing the Debate”—three perspectives on how to approach higher education policy; “Sources and Resources”—a listing of the major players, and “People’s Chief Concerns”—how the public defines the issues.

For more information, visit www.publicagenda.com or call (212) 686-6610.

Fund Raising from Black-College Alumni: Successful Strategies for Supporting Alma Mater
Marybeth Gasman and Sibby Anderson-Thompkins © 2003
The economic downturn has increased pressures on all colleges to generate more donations from private sources. Small colleges and HBCUs often lack the sizable fundraising and alumni staffs that are needed to sustain higher levels of private support. This book provides an overview of the history and traditions of black philanthropy, outlines the challenges that HBCU fundraisers and alumni staff face, and offers practical advice for turning goodwill into generosity. Alumni and staff from about 30 colleges and universities participated in the institutional study, representing private, public, four-year, and two-year HBCUs in different regions of the country.

This new online resource from Public Agenda provides policy makers, educators, journalists, and consumers with easy access to the latest facts and figures on higher education and analysis of major issues, including rising costs and affirmative action.
Two CIC Faculty Members Named Professors of the Year

Two CIC faculty members—Thomas Goodwin, professor of history at Hendrix College (AR) and Patty Hale, professor of nursing at Lynchburg College (VA)—were among four selected as winners of the U.S. Professors of the Year Awards, sponsored by the Council for Advancement and Support of Education and the Carnegie Foundation for the Advancement of Teaching and supported by CIC. The four national winners and 43 state-level winners were announced during a lunch at the National Press Club in Washington, DC on Thursday, November 13.

Hale received the award for Outstanding Master’s University and College Professor (the first nursing professor in the 22-year history of the awards program to earn the honor) and Goodwin was named the Outstanding Baccalaureate College Professor. Paris Svoronos, professor of chemistry at the City University of New York Queensborough Community College received the Outstanding Community College Professor award, and Edward Ayers, professor of history and dean of the College of Arts and Sciences at the University of Virginia was named Outstanding Doctoral and Research University Professor. During the awards ceremony, students introduced their professors in a moving tribute to the tremendous impact they have on their students.

Thirteen CIC faculty members were named 2003 state winners: Teresa Keller, professor of mass communications at Emory and Henry College (VA); Lloyd Hunter, professor of history at Franklin College (IN); Sarah T. Dangelantonio, professor of English at Franklin Pierce College (NH); Narendra K. Jaggi, professor of physics at Illinois Wesleyan University; Andrew W. Belser, associate professor of theatre arts at Juniata College (PA); Robert G. Gregerson, associate professor of biology at Lyon College (AR); Andrew Silver, assistant professor of English at Mercer University (GA); Greg Miller, professor of English at Millsaps College (MS); Kelly Elizabeth Eaton, assistant professor of political science at Nebraska Wesleyan University; Robert Greenlee Hudson, professor of biology at Presbyterian College (SC); Patricia D. Siplon, associate professor of political science at Saint Michael’s College (VT); Elizabeth Mansfield, associate professor of art history at University of the South (TN); and Suresht Renjen Bald, professor politics at Willamette University (OR).

U.S. Professors of the Year were selected from a pool of nearly 400 nominees. Since 1981, the U.S. Professors of the Year Awards have been the only national honors designed to recognize excellence in undergraduate teaching and mentoring. Nominations are now being accepted for the 2004 U.S. Professors of the Year awards. To view the “Call for Entries” or submit a nomination online, go to www.case.org and type in CASE code “poy.” For more information, please contact Cheryl Wesley, senior communications program coordinator, at wesley@case.or or (202) 478-5646.

Learned Societies Focus on Liberal Arts Colleges

The American Council of Learned Societies (ACLS) and Williams College hosted a recent conference on "Liberal Arts Colleges in American Higher Education: Challenges and Opportunities," during which speakers emphasized the importance of liberal arts colleges to the future of the disciplines and of American higher education. CIC President Richard Ekman addressed the topic of "Educational Goals and Student Achievement in a Collegiate Setting" at the November 15 conference. Also speaking were Lucie Lapovsky, president of Mercy College (NY), on tuition discounting and Anne Ponder, president of Colby-Sawyer College (NH) on "Mission and Achievement in Historical Perspective." George Kuh, director of the National Survey of Student Engagement and professor of higher education at Indiana University at Bloomington and Frederik Ohles of Wabash College's (IN) Center for Inquiry in the Liberal Arts, also attended. This conference marks the first time that the ACLS, which is the national federation of the learned societies, has focused on liberal arts colleges. The educational effectiveness of small colleges, their economic pressures, their role in facilitating interdisciplinary and integrative studies, and the scholarly productivity of their faculties were all explored. A volume of proceedings will be prepared and distributed to CIC members. (See related column, page 2.)
Winning Fulbright Awards

The number of Fulbright scholars from CIC institutions has increased dramatically over the years. From 1992-93 through 1998-99, CIC colleges and universities produced an average of 19 Fulbright scholars each year, while in the past five years, from 1998-99 through 2003-04, the number nearly tripled to an average of 48, with an all-time high of 58 faculty scholars in 2001-02. This year, Fulbright awards went to 46 CIC faculty members.

Teaching and Learning

Outside the Classrooms

A biology professor at Drury University (MO) and his students are tracking the water quality of Missouri and Arkansas rivers. The project will help establish benchmarks for drainageways and data-driven strategies for protecting them, while offering undergraduate students a chance to work with field protocols at a level usually not available until graduate school. Working with the James River Basin Partnership, Stephen Jones and his students have already measured the health of several creeks, rivers, and lakes—and found an increasing impact of development along these areas. Also at Drury, students have been given the opportunity to conduct research aboard a NASA jet known as the “Weight-less Wonder.” The experiments, carried out during four separate flights since 1998, attempted to model orbital motion using a force other than gravity. NASA was so impressed by the students’ research that they allowed a fourth flight (overlooking the “three flights only” clause of the Weight-less Wonder program).

M.B.A. students at Xavier University (OH) have been traveling on buses to the men’s correctional section of the Federal Medical Center in Lexington, Kentucky, to see first-hand the consequences of bad judgment. Xavier’s director of the Center for Business Ethics and Social Responsibility, Jeff Scheeler, first put forth the idea of prison visits while serving as a Supreme Court Fellow in 1999. This year, he and 31 students made the trip to Lexington where, over the course of the day, they spent time talking with inmates and participated in discussion groups on various topics. Scheeler’s goal is to open students’ eyes to white-collar crime, in an era scarred by business scandals like those at Enron, WorldCom, and Tyco International.

Faculty members and administrators at Warner Southern College (FL) are rising to the challenge to meet a need for more qualified teachers in Florida (due to a state-mandated smaller class size). The college has developed new teacher education scholarships and focused on training high-quality teachers for their communities. Their efforts have especially paid off over the past five years, as 100 percent of teacher education graduates have passed the Florida Teachers Certification Exam (FTCE) and received placement. Mercy College (NY) is also playing an important role in training teachers—specifically, teaching individuals who switch careers to teach in some of New York City’s most troubled public schools. Under a new program called Teaching for Results, Mercy has expanded its “teaching fellows” to nearly 700 students from 150 last year. The effort was recognized by First Lady Laura Bush, who visited Mercy in September to applaud the successful program.

Recognizing Success

After 35 years as president of Alverno College (WI), Sister Joel Read has stepped down from her presidential post. She leaves behind a legacy of success at Alverno that goes beyond her roles as president, professor, education leader, and role model. She succeeded in strengthening academic programs focused on improving the personal and professional development of women, and she led Alverno to the completion of a $45.5 million capital campaign. In 1986, Sister Joel was named one of a handful of college presidents who have broken new educational ground in the past 100 years in the book, The Many Lives of Academic Presidents; and in 1988...
she received CIC’s Allen P. Splete Award for Outstanding Service.

CIC president Rita Bornstein of Rollins College (FL) was one of two recipients of the Center on Philanthropy at Indiana University’s most prestigious award, the Henry A. Rosso Medal, for lifetime achievement in ethical fundraising. The medal is presented annually to individuals who have shown a dedication to emphasizing the ethics and values of philanthropy, and Bornstein was chosen for her “exceptional leadership during her years of service in higher education administration.” Congratulations are due as well to a Susquehanna University (PA) professor of English, Gary Fincke, who recently won the Flannery O’Connor Prize for fiction writing.

Several other awards were presented to CIC members this fall: Saint Michael’s College (VT) became the 270th college in the U.S. to be invited to establish a Phi Beta Kappa chapter on its campus. Phi Beta Kappa is regarded as the preeminent American honor society dedicated to promoting excellence in the liberal arts. To be considered, an institution must have a faculty with at least 10 percent Phi Beta Kappa members. The communications department at Elizabethtown College (PA) was one of two in the nation to be honored as a program of excellence by the National Communication Association (NCA); and Dominican University (IL) received the 2003 American Dietetic Association Diversity Action Award for significantly increasing its enrollment of minority students and by implementing a high school student visitation center.

Congratulations to Michael Miller, president of University of St. Thomas (TX), who was recently appointed as Archbishop and Secretary of the Congregation for Catholic Education in Rome.

Another important global partnership has been formed between Bluffton College (OH) and Vietnam’s An Giang University. The “Bending Bamboo” project helps Vietnamese and American students learn from each other, while bridging the gap between a rich nation and a developing country. Students from both institutions discuss mutually agreed upon questions about development and confront the legacy of the Vietnam War. “Bending Bamboo” got international recognition recently when Bluffton representatives were selected as one of the 12 panels at a conference in Thailand. Bluffton’s panel was the only one with student participants.

Another noteworthy partnership to report: Thailand’s Ministry of Education has chosen Edgewood College (WI) as an educational partner to help Thai students prepare for the global economy.

A new “Gemcar” has been driving around Houghton College (NY) this fall, the latest addition to a fleet of campus vehicles. The Gemcar is a totally electric, zero-emission, four-seat vehicle donated to the college by Daimler-Chrysler Corporation. The car can be legally driven on roads with speed limits of 35 miles per hour or less.

Students, faculty, and staff from Charleston Southern University (SC) gathered to mark the groundbreaking of an $11.3 million, 54,000 square-foot science building. The facility will greatly enhance the University’s science facilities for current students and provide a recruitment incentive for potential students.
A new Center for Ethics, Science, and Technology recently opened at Viterbo University (WI) and was dedicated in October. The $11 million building houses new state-of-the-art equipment and facilities for all of Viterbo’s science classes, as well as additional space for distance-learning classrooms.

(Campus Update, cont’d from page 18)

It plugs into a standard 110-volt wall outlet for charging. Houghton was selected to receive the car due to its membership in the Clean Cities Coalition.

Turning Around

Bellevue University (NE); Chatham College (PA); Muskingum College (OH); Rocky Mountain College (MT); and University of the Ozarks (AR) were featured in the August 1 issue of the Chronicle of Higher Education for surviving economic hard times by seeking community support and creating new programs. The lead article on Rocky Mountain highlighted an endowment increase from $309,579 to nearly $20 million, enrollment doubled to 800 students, the renovation of several historic buildings, the completion of a new student center and state-of-the-art library, and the removal of a structural deficit in 1994. The college also added new programs designed to meet community needs, such as aviation, equestrian studies, and a physician assistant degree.

Increasing National Security

Shenandoah University (VA) has received one of 12 grants from the U.S. Department of Health and Human Services to support curricular development in bioterrorism—part of $4.4 billion in federal spending on bioterrorism preparedness. Shenandoah won over other universities across the country for the $309,579 grant, which will help further what the university has already done to improve response training to terrorist or other disasters—namely, the creation of the First Responder Training Center in Loudoun County (VA).

In another federal effort to increase national security, the U.S. Department of Defense has awarded $4.67 million in grants to 17 Hispanic-serving colleges and universities. Three of the grants, which will be used for equipment to enhance science programs, were awarded to CIC institutions: Barry University (FL) for “Implementation of an Integrated Laboratory System in the Microbial Sciences;” Mercy College (NY) for “Facilitating and Enhancing the Biotechnological Learning Experience;” and Our Lady of the Lake University (TX) for “Enhancing Undergraduate Interdisciplinary Science Education and Research for Chemistry.”

Getting Grants

The biology department at Elizabethtown College (PA) has received $100,000 from the Whitaker Foundation to strengthen student/faculty research and provide 13 student research stipends for summer 2004. The college has already used a portion of the grant to purchase an ultracentrifuge to separate biological molecules, and an ultraviolet microscope digital camera. In addition, the grant will provide funds to develop and implement a program designed to build excitement campus-wide and regionally for the sciences—through speakers, interdisciplinary research, and the creation of a publication of student research endeavors.

A number of other impressive grants have been awarded to CIC members this fall: The National Science Foundation (NSF) awarded Cedar Crest College (PA) $281,000 to develop the Science Majors Actively Recruited for Teaching (SMART) program, with the goal of providing exceptional teaching experiences to future mathematicians and science educators. Merrimack College (MA) and five community partners received a $295,000 grant from the Corporation for National and Community Service to develop an after-school program to assist 180 middle school students with homework and provide hands-on enrichment in science and math. California Lutheran University was awarded $1.1 million from Campus EAI (Cleveland) for assessment and planning services.

(Cont’d on next page)
on-site training for system administrators, and future upgrades to help keep CLU on the cutting edge of information technology. The U.S. Department of Education’s Undergraduate International Studies and Foreign Language Program has granted $139,000 to Mount Mary College (WI) to help globalize the college’s curriculum and train faculty members to broaden the perspective of their respective courses. In addition, The Kern Family Foundation of Waukesha, WI has awarded $299,937 to Ohio Northern University’s College of Engineering to help raise public awareness of the importance of engineering as well as encourage students to choose and stay with engineering as a career choice; Utica College’s (NY) Institute of Gerontology has received $449,697 from the U.S. Department of Health and Human Services to support an interdisciplinary training program for faculty members from HBCUs to increase the number of allied health professionals sensitive to cross-cultural aging issues; a Tri-State University (IN) alumnus, Clifford Sponsel of Santa Barbara, CA, recently contributed $1 million toward the renovation of Sniff Hall, an administrative building that will house the new “Sponsel Administration Center,” and Saint Mary-of-the-Woods College (IN) announced the success of its $21 million campaign, “Taking the Lead for Women, the Woods, and the World.” And, Tiffin University’s (OH) “Invest in What Matters” campaign raised over $11 million, making it the largest in the university’s history.

**Dedicating New Facilities**

Several CIC members have announced new facilities on their campuses: Messiah College (PA) dedicated its newest and largest academic building, Boyer Hall, a 95,000 square foot facility that will house the School of Education and Social Sciences, as well as the School of the Humanities; Mount Mercy College (IA) dedicated a new business and science center, Basile Hall; Hoehl Welcome Center was unveiled this fall at Saint Michael’s College (VT)—designed to welcome prospective students and their parents, and more commonly known as the “living room” on campus; and Carroll College (MT) has dedicated its new Civil Engineering Laboratory—a 39,000 square foot facility that will provide more materials, hydraulics, machinery, and structures-testing capabilities to students and faculty. The dedication of Juniata College’s (PA) new Shuster Hall, a multi-purpose research and residential building, marks the first step in creating a lakeside residential research station where students will “live and breathe” science for an entire semester in a natural environment; Saint Leo University (FL) recently dedicated two new residence halls on its campus, to offer apartment-style living for 180 students; and Mount Saint Mary College (NY) also dedicated a new $14 million residence hall on its campus, Sakac Hall.

**Announcing New Programs**

Utah has one of the lowest percentages of minority students enrolled in graduate

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**Completing Campaigns**

Bay Path College’s (MA) “Seize the Day, Seize the Dream” campaign surpassed its $9 million goal this fall, fulfilling the college’s first comprehensive fundraising campaign in its 100-year history. As a result, Bay Path has built and dedicated the new Blake Student Commons; renovated its business, communications, and technology center; created the Sullivan Career Development Center; and added new bachelor’s degree programs in information technology, forensic science, and biotechnology. Converse College (SC) completed the most successful capital campaign in its history: $82.5 million in private gifts for college academic programs, facilities, and endowment. Saint Mary-of-the-Woods College (IN) announced the success of its $21 million campaign, “Taking the Lead for Women, the Woods, and the World.” And, Tiffin University’s (OH) “Invest in What Matters” campaign raised over $11 million, making it the largest in the university’s history.
school, and Westminster College (UT) is working to change that statistic. The U.S. Department of Education recently awarded the college a $1.1 million grant to support a new program, the Ronald E. McNair Post-Baccalaureate Achievement Program, aimed at helping low-income, first-generation, and underrepresented students earn doctorate degrees and become better represented in graduate school.

A new interdisciplinary Holocaust Studies program is underway at Albright College (PA). The degree will provide critical lessons on the history of the Holocaust, investigation of universal human behavior, and an examination of what it means to be a responsible citizen. Back in 1993, Albright established a Holocaust Resource Center that consists of more than 2,000 volumes and 150 videos, as well as dozens of taped interviews with survivors and liberators. Loras College (IA) is offering a new major in integrated visual arts, a program that combines studio-based art, graphic design, digital skills, and interactive multimedia. It will provide the groundwork for careers in animation, graphic design, print production, and web design. College of Santa Fe (NM) unveiled a new bachelor's degree in documentary studies. The program will draw upon the expertise of the college's arts and sciences faculty, and appeal to students looking for a way to be more actively involved in current issues. Courses will emphasize international fieldwork and artistic expression. Utica College (NY) is now offering a master of science in liberal studies. The degree will serve the diverse needs of the adult learner seeking intellectual development, personal enrichment, and career advancement. Quincy University (IL) is offering a new graduate degree in counseling in response to the need for continuing and advanced education for area human services professionals. Sweet Briar College (VA) will offer its first two graduate degrees this year—a master of arts in teaching (MAT) and a master of education in differentiated curriculum and instruction (MEd). And finally, Caldwell College (NJ) has launched a master of business administration (MBA) degree this fall. The program will incorporate intensive business courses in all disciplines as well as other courses reflective of today's business environment, emphasizing information technology.

Changing Identities

Point Park College attained university status this fall and is now Point Park University (PA). Immaculata University (PA), after 83 years as a women's institution, has begun admitting men and will become fully coeducational.

### New Institutional Members
- Anderson College, SC
- Brigham Young University Hawaii
- Clark Atlanta University, GA
- Eastern Nazarene College, MA
- Goucher College, MD
- Kalamazoo College, MI
- Naropa University, CO
- Southern Adventist University, TN
- Voorhees College, SC

### New Associate Members
- Ancilla College, IN
- Dean College, MA
- Hiwassee College, TN
- Louisburg College, NC
- Manor College, PA
- St. Augustine College, IL

### New International Member
- Forman Christian College, Pakistan

### The Board and Staff of CIC Extend a Warm Welcome to the Following New Members Since Summer 2003

(Campus Update, cont’d from page 20)
Two-year Colleges to Join CIC

The CIC Board of Directors recently approved a plan to invite private, two-year, liberal arts colleges to become members of CIC. For a two-year trial period, these institutions will be invited to become Associate Members. Eligible institutions must meet all CIC membership requirements, except for the granting of baccalaureate degrees. The number of these institutions, once around 300, has declined significantly over the past few decades. One reason is that a number of them have become four-year institutions—and CIC members.

CIC has been approached by the presidents of a number of private, two-year colleges with programs in the liberal arts about the possibility of joining CIC. "These presidents note that the membership associations for community colleges are overwhelmingly concerned with issues that face large, public institutions. They believe that they have much more in common with the presidents of four-year, private liberal arts colleges than with the larger community colleges," CIC President Richard Ekman said. Nationally, there are perhaps 40 institutions that would meet all CIC membership criteria except the BA degree requirement.

Wesley College (DE) President Scott Miller, chair of the membership committee of the CIC Board of Directors, said the Board would assess this initiative at the end of the two-year trial period and decide whether to recommend appropriate changes in CIC’s Bylaws to the CIC membership.

Staff News and Notes

CIC President Richard Ekman spoke at the Cedar Crest College (PA) Trustees’ Retreat about trends and issues in higher education on October 15, and addressed the opening conferences for faculty and staff at both Tougaloo College (MS) on August 14 and Philadelphia University (PA) on August 22.

Michelle Gilliard, vice president for planning and evaluation and executive director of CAPHE, was invited by the Appalachian College Association to evaluate its sixth annual summit, “Connecting Teaching and Learning, the ACA Summit 2003” (November 13-15, Johnson City, TN). ACA received a $3.9 million grant from the Andrew W. Mellon Foundation to help faculty members incorporate technology into their teaching. As a part of that grant, ACA has sponsored five Technology Summits for all ACA faculty members. This year’s summit included computer workshops on how to use software as a tool to engage students and improve learning, as well as opportunities for faculty members to discuss other kinds of active learning strategies they have found to be useful. For each summit, ACA engages an outside evaluator to attend the summit, assess the event, and provide a written report on the summit’s strengths and opportunities for improvement.

Gilliard also accepted an invitation from the Association for Institutional Research (AIR) to serve on the review panel for the 2004 AIR Grant Program. The grant program supports research and dissertations under two programs: Improving Institutional Research in Postsecondary Educational Institutions and AIR/National Postsecondary Education Cooperative Focused Grants. The first program assists researchers with the acquisition, analysis, and reporting of data from datasets maintained by the National Center for Education Statistics and National Science Foundation. The second supports projects on student success at all levels of postsecondary education.

Mary Ann Rehnke, vice president for annual programs, participated in a two-day meeting at Messiah College (PA) in September in her role as a member of the External Advisory Board of the Messiah College Christian Vocation Program, funded by the Lilly Endowment.
From CIC’s vantage point, the conference was particularly important because it gave welcome recognition by the national federation of disciplinary societies in the humanities and social sciences that all of us are part of the same professional world and share many of the same concerns—whether our principal perspective is that of a learned society, a research university, or one of the 637 liberal arts colleges in the U.S. The commonalities among all small, private institutions are much greater than the differences, and the differences that do exist are more often of degree, not kind.

The second conference, which was organized by CIC and held at Elmhurst College (IL) on November 20 with the support of the James S. Kemper Foundation, brought together equal numbers of college presidents and corporate leaders to address the connections and the gaps between the expectations of liberal arts colleges and those of businesses regarding the usefulness of a liberal arts education for business careers. This is hardly the first such conference on this subject. Indeed, two in particular—one organized by the National Endowment for the Humanities and the Association of American Colleges in 1983, and another organized by the Woodrow Wilson National Fellowship Foundation (on alternate careers for PhDs in the humanities) in the 1990s—shed light on the topic. At Elmhurst, most of the truisms were not repeated; rather, the two dozen participants spent much of their time articulating specific ways both business and higher education can do better to help one another. Study of the liberal arts offers no inoculation against unethical behavior or bad judgment in aesthetic matters—all agreed—but these fields of study do provide the breadth of perspective, cultural understanding, and analytical and language skills that are needed for success in work after graduation. The liberal arts bring the accumulated wisdom of the past into a student’s mind in a way that should help him or her function with greater imagination and insight when dealing with issues of the present. (See article, page 1.)

It is now clear that any follow-up to the Elmhurst conference by CIC will require research, not mere rhetoric. For example, we need updated information on patterns of career mobility for graduates of particular institutions, in particular fields of study, and in particular companies. Nothing has been written that displaces Robert Beck’s 1981 longitudinal study of AT&T’s management employees, which suggested that those who studied the liberal arts advanced further over their careers than those who had studied other fields and—even more telling—those who studied other fields (such as engineering) in liberal arts college settings went further in the company than those who had studied the same fields in more narrowly focused institutions. The Wabash College Center for Inquiry in the Liberal Arts is fostering potentially useful research on several aspects of these questions.

But rhetoric has its place, too. The connections between the liberal arts and business, conference agreed, need to be articulated more loudly and more often by both business leaders and college presidents, restoring the previous public confidence that we are partners in pursuit of a better society, not opposing cultural forces with largely incompatible views of a desirable social order. CIC, we came to recognize during the conference, working alone and with such groups as the U.S. Chamber of Commerce, may be able to do more to advance the discussion than we initially thought possible.

ACLS will eventually publish the papers from the conference at Williams, and CIC plans to publish a summary of the Elmhurst conference. For now, we owe many people outside liberal arts colleges—especially the ACLS and the business leaders who met at Elmhurst—our gratitude for bringing new and stimulating perspectives to our enterprise.

(Continued on page 4)
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<td>2004 New Presidents Workshop</td>
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<td>2004 Presidents Institute</td>
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<td>October 30, 2004</td>
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<td>October 30-November 2, 2004</td>
<td>32nd Annual Institute for Chief Academic Officers (CFOs invited)</td>
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