CIC's 32nd annual Institute for Chief Academic Officers was one of the most well-attended, with 122 CFOs and 294 CAOs and other academic officers. This was CIC's first event to bring CAOs and CFOs together to discuss ways of addressing their institutions’ competitive challenges. The meeting, held on October 30-November 2 in San Francisco (CA), was co-sponsored by the National Association of College and University Business Officers (NACUBO).

Throughout the conference, speakers explored the theme of Collaborative Leadership: Meeting Competitive Challenges, focusing on critical aspects of the work of CAOs and CFOs that necessarily bring them together and occasionally into conflict.

Participants rated the conference highly, with many stating that CIC should host regular conferences for both CAOs and CFOs. In particular, participants said they appreciated opportunities to work intensively with colleagues for sustained periods on issues that are of particular concern to both CAOs and CFOs, such as information technology, enrollment management, facilities planning, using data for decisions, and prioritizing academic program costs. (See coverage of the 2004 Institute for Chief Academic Officers, pages 7 to 12.)

Martha Lamkin of the Lumina Foundation for Education spoke about the challenge of educating low-income students during her plenary address at the CAO/CFO Institute. Clark Hendley of Saint Joseph College (CT) moderated the session.

Foundations' Changing Priorities for Independent Colleges and Universities was the theme. Two recently appointed foundation presidents, Robert Connor of the Teagle Foundation and Michael Gilligan of the Henry R. Luce Foundation, addressed the hows and whys of changes in foundation priorities.

Even while its grant programs change, Gilligan emphasized that Luce “is not losing its interest in commitment to higher education.” He pointed to “60 percent of grants (about $35

(Cont’d on page 5)
As the federal government increases its involvement in our lives, the debate one might expect about this trend—between liberals who favor big government and conservatives who favor free enterprise—is not raging around us. The usual positions, it seems, have shifted.

The shift began long ago. When LBJ’s Great Society was being legislated, it was clear that the federal government was stepping in because other entities had failed to address certain problems. I remember feeling proud of “my” government’s boldness, little worried that the national government may have been exceeding its authority. The egregious lack of equal opportunity in jobs, schools, and housing for Americans in many states, and the disinclination of businesses or state governments to right these wrongs, seemed justification enough for federal intervention.

Since the 1960s, Americans have continued to believe that free enterprise and its philanthropic offshoots ought to be the mainstays of social institutions. Only when the private sector has demonstrated that it cannot meet a need do most people believe government should intervene. We prefer to rely on for-profit entities, NGOs, or local and state government agencies rather than the behemoth in Washington.

The Great Society sparked much idealism. Into the middle ranks of the federal civil service came large numbers of people who saw government service as a way to change their country rather than merely serve it. Today’s senior generation of activist, mid-level federal employees includes many who began work in the 1960s and 1970s and who are not reluctant to use the authority of government to address social issues.

Even Richard Nixon’s election, thought at the time to be a repudiation of much of the Great Society, was followed by a further expansion of the federal workforce and significant increases in appropriations in areas of “unnecessary” government such as education and the arts. Stereotypes of conservative and liberal views no more fit the partisan alignments of the 1960s and 1970s than they do the major party platforms of 2004.

Our views of the federal role in higher education have evolved as well. Until the mid-19th century, American higher education was almost completely non-governmental, a patchwork of colleges and universities founded by groups of private citizens for specific purposes or by religious denominations. As the institutions created by the Morrill Act grew, college-going by Americans also increased. The wave of veterans in college following the Second World War was financed by the federal government and, from 1945 to 2004, the rhetoric for government support of higher education gradually changed. We now talk about making college possible for all Americans and, in fact, an extraordinary two-thirds of all high school graduates do enter tertiary education. Private colleges and universities now devote enormous sums of privately raised financial aid to students from low-income backgrounds. State governments have created new campuses—especially since the 1960s.

One consequence of the view that college is for all people is that when a college does not perform well, it is not clear who ought to be most wrought up about it. With dismal graduation rates at many public universities and colleges, state legislators understandably ask about the effective use of state money. When college graduates lack the rudi-
ments of “cultural literacy,” parents and employers are equally dissatisfied.

Lately, federal officials have acted as though it is their job to fix these problems. Some in Congress wish to legislate the content of the college curriculum and the politics of the faculty. Some officials wish to deny federal aid to colleges based on low graduation rates. Some wish to impose price controls. Some federal officials even want to make the government’s National Center for Education Statistics (NCES) into a kind of super-registrar’s office, maintaining records on each and every college student.

There are many reasons why these proposals are worrisome. The first is that these are all incursions into an aspect of American life that for more than 200 years has functioned very well without direct federal regulation. Yet, the shortcomings of higher education today (our performance is hardly perfect) are not so severe as to justify federalization of higher education. This is not a situation analogous to the lack of civil rights in Mississippi in the 1960s.

Second, excellent devices to measure the performance of colleges already exist, and they are nongovernmental. Instruments such as the National Survey of Student Engagement and RAND’s Collegiate Learning Assessment are very useful to external observers and the colleges themselves. No one in Congress, as far as I know, has argued that the existing tools of assessment are inadequate, so it is not clear why anyone should want an additional, governmental regimen.

Third, the NCES proposal is based on the flawed view that a string of separate courses taken by individual students offers the best way to understand the results of college study. But the results of a college education are more than the sum of separate courses. General education, extracurricular activities, explicit values of the college’s founders that shape institutional ethos, and senior “capstone” courses, for example, all shape the skills and civic outlook of the new graduate. Federal proposals to force colleges to accept transfer credits for all courses offered elsewhere or to keep all American college student records in a central location fail to acknowledge some basic truths about what makes our colleges so successful.

Fourth, the sad fact is that when the federal government gets involved in an aspect of American life, the regulatory instruments usually prove to be heavy-handed and expensive. The record-keeping requirements, especially for small colleges, of an individual-student-level database would be prohibitively expensive. Indeed, the history of the U.S. Department of Education, begun with such idealism less than a generation ago, shows that it doesn’t take long for a federal program to become encrusted with extra requirements.

Fifth, once federalized, there is more risk that higher education will become politicized. Look at the federally-run universities in Europe or South America. Politicians often appoint rectors, who are then fired when ruling parties change. Even more extreme are cases where faculty members lose their jobs if they are out of favor with the government, as happens today in much of the Middle East and former Soviet countries. The occasional U.S. governor who appoints a political crony to head a state university is a trivial setback in comparison with the prospect of national political control of colleges.

A sixth worry is that a federal monolith will have only one viewpoint. The distinctive strength of American higher education is that it is diverse. Each state has, for good reasons, set somewhat different expectations for its public colleges, and the independent sector of higher education offers an array of options spanning many philosophies of education, values, beliefs, and curricular programs.

I do not doubt the sincerity of politicians who argue that the risks I have cited would never materialize, but I believe that such sincerity is not informed by the lessons of history. I can remember when all government officials said that a social security number would never be used for any other purpose, that the U.S. would never have a system of national identification numbers. But we are well on the way to just that. Any NCES database would soon become available to other parts of government, we can be certain.

An even more pertinent example exists in the recent history of education. Only four years ago, all the regional accrediting associations would, at the drop of a hat, defend the principle of preserving a completely independent, voluntary, nongovernmental system of institutional accreditation. Now some of these same organizations are championing a “blended” approach in which the regional organizations and the federal government would jointly accredit colleges. Our tendency to amnesia may also explain why some of the national higher education associations are supporting the NCES proposal, oblivious to the recent battles to preserve the twin bedrock principles of institutional autonomy and privacy of individual students’ records. NAICU deserves our support for opposing the NCES proposal.

It is also worth noting, but of little comfort, that the push for federalization is not limited to higher education, but extends to philanthropic foundations as well. The Senate Finance Committee is now discussing the regulation of foundations; the parallels to the proposals to regulate higher education are strong. It is mystifying why the federal government would want to discourage the largesse of wealthy individuals who have chosen to use their fortunes not for personal luxuries but to address important social needs that the government would otherwise need to use tax dollars to address.
2005 Presidents Institute
Theme is President’s Portfolio

The 2005 Presidents Institute, scheduled for January 4-7 in Marco Island (FL), will feature distinguished speakers, a confidential seminar with case studies on the issues that presidents face, and a hands-on workshop on how presidents and their staff can successfully convey messages about the effectiveness of the educational program at their institutions.


Sessions will focus on the difficult choices that college and university presidents must make—and the inevitability of institutional change—in today’s competitive higher education environment. Participants will explore effective approaches to strengthening educational quality; marketing and branding; pricing and student aid; facilities design and financing; and presidents as moral leaders. Other sessions will focus on:

- Approaches and principles of strategic planning
- The impact of enrollment management on financial performance
- Media perspectives on higher education
- Discovering the fit between presidential vocation and institutional mission
- Fundraising essentials for presidents and boards
- How presidents can be “active listeners” to hear relevant messages
- Decisions about the transformation of the campus library
- Student employees and the “work college” concept
- Emerging trends in the president-board relationship
- Using the CIC Key Indicators Tool in making decisions

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 at www.cic.edu/conferences_events/presidents/2005.asp.

Data and Decisions Workshop Filled to Capacity

A workshop this fall on the use of comparative data in institutional decision-making, co-sponsored by CIC and the Association for Institutional Research (AIR), brought together academic and business officers, institutional researchers, enrollment managers, and other administrators. The Data and Decisions Workshop, held September 16-18 in Charlotte (NC), 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. Twenty-five institutional teams (the maximum number possible) participated in this fourth such workshop. Two additional workshops will be held in the next two years.

The program draws on the strong interest of institutional leaders in the use of data in making decisions, but recognizes that many institutions can devote only modest resources to information gathering and analysis. Recent technological advances have made important national data sets more readily (and inexpensively) accessible, and AIR has developed templates and guidelines to assist institutions in working with such data.

Participants included teams from Albertson College of Idaho, American College of Greece, Benedictine College (KS), Cabrini College (PA), College of Mount St. Joseph (OH), College of Saint Benedict/Saint John’s University (MN), Converse College (SC), Dean College (MA), Dordt College (IA), Elmira College (NY), Flagler College (FL), Friends University (KS), Gannon University (PA), Lynchburg College (VA), Mount Aloysius College (PA), Pacific Lutheran University (WA), Paul Smith’s College (NY), Roger Williams University (RI), Saint Leo University (FL), Siena College (NY), Wesleyan College (GA), and Wilmington College (OH).

2005 Department Chairs Workshops Focus on Personnel Issues

The fourth annual Workshops for Department and Division Chairs will take place in four regions of the country in winter and spring, 2005. The workshops, designed to serve both experienced and new chairs, will focus on personnel issues such as conflict resolution, having difficult conversations, preventive law and legal issues of hiring and firing, non-renewal of contracts, and working with the chief academic officer.

Campuses are encouraged to send several department chairs as well as chief academic officers, deans, and associate deans who work closely with chairs, so that teams can work together on challenges of department leadership.

Mark your calendars for the 2005 Department Chairs Workshops:

San Francisco, California
February 25-26

Atlanta, Georgia
May 24-26

Pittsburgh, Pennsylvania
June 1-3

Chicago, Illinois
June 7-9
Both Gilligan and Connor discussed emerging initiatives at their foundations. The Luce Foundation is developing a program that will focus on strengthening Americans’ understanding of the rest of the world with opportunities for research and publication, international education, and student exchange. Connor said the Teagle Foundation’s future grant-making will expect more “systematic, quantitative analysis on outcomes,” especially “stronger efforts in value-added assessments” of what students take from their college studies. (See the related article on CIC’s new Teagle Foundation grant on page 22.)

Grabois identified higher education institutions as “central in effecting social change,” but regretted that they have “not been as effective in managing social change as they could be.” Colleges should think beyond teaching and research, he urged, and “be sensitive to community issues.”

A consistent theme of the Conversation was that colleges and universities should work in groups when they seek philanthropic support. Grabois and Connor both emphasized the importance of developing programs geared toward benefiting society at large rather than just individual institutions. Grabois called for “interinstitutional arrangements that focus on collective problems and best practices” and that incorporate measures of effectiveness or prove the worth of the investment in other ways.

The Foundation Conversation concluded with an analysis of the role of independent higher education in meeting human capital needs. The speaker was Jamie Merisotis, president of the Institute for Higher Education Policy. Merisotis said, “It is very clear that independent higher education produces results—students graduate at much higher rates than students at public institutions.” He urged foundations to “take chances on lesser known institutions,” do more than “stick with the standard bearers,” and “help make the case for independent higher education.”
CIC Offers Second Seminar on Teaching About Islam and Middle Eastern Culture

In response to the popularity and impact of the January 2004 Teaching About Islam and Middle Eastern Culture seminar, the U.S. Department of State has reallocated funds in order to make it possible to offer an additional seminar at the American Center of Oriental Research (ACOR) in Amman, Jordan. The three-week-long seminar, being held December 28, 2004 through January 18, 2005, is offered in collaboration with the Council of American Overseas Research Centers (CAORC).

The seminar will provide 12 faculty members in various fields the opportunity to learn more about the Middle East, think about how to develop courses or adapt existing courses in order to give more attention to the Middle East and/or Islam, and visit important archaeological sites such as Petra and Jerash.

“We were pleased with the tremendous positive response we received from nominations for and participants in the first seminar,” said CIC President Richard Ekman, “and are delighted that the State Department allotted the funding for a second. As was the case last year, the seminar is designed for faculty members not already experts on this subject with the expectation that they use the new insights and knowledge they gained at the seminar when they return to their home institutions.”

The seminar will again 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.

Participants were selected from the 135 nominations that were received for the first seminar. Participation expenses—including travel to and from the U.S.—will be covered by the U.S. Department of State.

Faculty members attending the seminar will include: Faith Childress, assistant professor of history, Rockhurst University (MO); Robert Dash, professor of politics, Willamette University (OR); David Davis, associate professor of history, Millsaps College (MS); Charles Guthrie, associate professor of history, University of Indianapolis (IN); Paul Hanson, professor of history, California Lutheran University; James Lazenby, assistant professor of philosophy, Gwynedd-Mercy College (PA); Michael Lodahl, professor of religion, Point Loma Nazarene University (CA); Julie Perry, assistant professor of English, Thomas More College (KY); Debra Picchi, professor of anthropology, Franklin Pierce College (NH); Darla Schumm, assistant professor of religion, Hollins University (VA); Gary Scudder, professor of history, Champlain College (VT); and Philip Wittman, professor of political science, Carroll College (MT).

Savvy Cyber Pre-service Teacher Initiative

Eleven CIC faculty members participated in a two-day meeting to develop plans for extending a proven method of preparing prospective K-12 teachers of math and science using “real world” data available via the Internet. CIC’s partner in this initiative and the host for the December 2-3 meeting is the Center for Innovation in Engineering and Science Education at the Stevens Institute of Technology, which received a grant from the National Science Foundation to support the conference.

The Center, through its Preparing Tomorrow’s Teachers to Use Technology grant from the U.S. Department of Education and earlier work, has created curricula for K-12 classrooms using Internet-based, real-world, real-time data in math and science; established an online library of technology-based learning tools; and documented improved K-12 learning resulting from the use of these materials. The Center also has designed a faculty development program for undergraduate students preparing to be K-12 teachers. Faculty members who have participated in workshops offered by the Center have suggested that access to these materials and online communities might be useful for a broad range of independent college and university teacher preparation programs.

The 11 participants were selected from more than 60 nominations of faculty members who have worked with pre-service teacher education in math and science and who have experience in the use of technology in instruction.

Participants: Marshall Brooks, professor, Department of Education, North Carolina Wesleyan College; Robert Cook, professor, Division of Natural Sciences and Mathematics, Keystone College (PA); Johnny Duke, associate professor, Department of Sciences and Mathematics, Shorter College (GA); Mary Hatton, assistant professor, School of Arts and Sciences, Endicott College (MA); Courtney Howard, assistant professor, School of Education, Claflin University (SC); Lynn Maelia, professor, Division of Natural Sciences, Mount Saint Mary College (NY); John Mascione, associate professor, Department of Education and Physical Education, Ohio Dominican University; Eileen Moore, professor, Division of Education, Birmingham-Southern College (AL); Cynthia Osterhus, assistant professor, School of Education, Catawba College (NC); Maryellen Schulz, associate professor and director of the Education Program, Department of Early Childhood Education, College of Saint Mary (NE); and Maureen Yoder, professor, Technology in Education Division, Lesley University (MA).
Chief academic officers (CAO) and chief financial officers (CFO) participating in CIC’s 2004 Institute attended a series of workshops and heard from speakers and panelists who addressed the immediate challenges facing independent colleges and universities, whose solutions especially call for close collaboration between CAOs and CFOs. Many of the presentations are available on CIC’s website at www.cic.edu/conferences_events/caos/2004_resources.asp.

**The Challenge of Educating Low-Income Students**

Martha Lamkin, president and chief executive officer of the Lumina Foundation for Education, spoke about the challenge of educating a new generation of college students—many of whom are from low-income families. Her presentation coincided with the release of a new publication, a joint project of CIC and the Lumina Foundation for Education, *Powerful Partnerships: Independent Colleges Share High-impact Strategies for Low-income Students’ Success*. Excerpts of Lamkin’s speech are included on page 8. See also page 13 for a report on the publication and the list of essay authors.

**The Challenge of Investing Wisely in Technology**

The presentation by EDUCAUSE President Brian L. Hawkins drew heavily on research that EDUCAUSE has conducted about ways to better utilize information technology. He listed six steps that campus administrators must keep in mind when making IT decisions:

1) **Align decision-making and structure.** “It takes the involvement of top leadership of an institution to invest wisely in information technology,” Hawkins said, noting that many campus executives have had the attitude that “information technology is not my job.” The fact is, he said, “coping with the transformational change resulting from the IT revolution is an institutional issue, not an individual responsibility; IT is the mutual responsibility of the entire executive team.”

2) **Define the strategy.** “What are the outcomes you desire? How can they be measured? What is the purpose of the investment—to save money? Increase competitiveness? Enhance core functions? Is there a strategic plan that places IT in the context of what the institution seeks to achieve? What is the cost of doing nothing?” Hawkins said administrators should be skeptical of “saving money” as the purpose of an IT investment. “Investing in IT without investing in process redesign rarely yields any savings.” Similarly, while “lagging behind in IT efforts can make a campus less competitive, being on the cutting edge is expensive and the competitive advantage is fleeting—you must make IT choices carefully,” Hawkins said, cautioning CAOs and CFOs to “know who your competitors are, what the options are for improving competitiveness, and the role of IT in helping close the gap.”

(cont’d on page 9)
“Any successful college or university must rely equally on its academicians AND its fiscal officers. We all know that the real answers to higher education’s most pressing questions are found—not atop the ivory tower, and not down on the bottom line—but somewhere between those two extremes....

Much of what I want to discuss today comes from a new publication that celebrates the cooperative spirit on your campuses... Powerful Partnerships: Independent Colleges Share High-impact Strategies for Low-income Students’ Success, Lumina Foundation’s latest report.... This volume is, in essence, a partnership venture for Lumina Foundation and CIC. It is a collection of essays in which the presidents of 15 CIC institutions share the strategies they use to improve access and success among low-income students. These essays speak eloquently and forcefully about what you and your colleagues are doing to encourage and support the educational aspirations of financially strapped students....

Your efforts on behalf of these students deserve the highest praise. Perhaps more importantly, they deserve emulation. It’s not just that the programs and strategies highlighted in this new volume represent ‘the right thing to do.’ More and more, the demographic trends show us that assisting under-represented students is ‘what we MUST do’....

The Western Interstate Commission for Higher Education...projects that, through 2012, more than 16 percent of public high school graduates will be from families earning $20,000 per year or less....

Demographers also tell us that so-called ‘minority’ populations are rapidly becoming the majority.... Hispanics are expected to be the nation’s fastest-growing group, representing more than one-fifth of the class of 2014.

This growing diversity, though a positive and exciting trend, clearly presents challenges. It is certain to swell the ranks of students who need extra financial, academic, and social support to succeed in college. All of this leads to an inescapable conclusion: Despite your hard-earned successes in assisting low-income students, this is no time to relax....

I’d like to suggest five steps that you and your institution can take as you make this important effort.

STEP ONE: MAKE THE BOTTOM LINE A TOP PRIORITY.

CAOs and CFOs can—and should—be partners in improving efficiency and controlling costs on their campuses.... Executives at virtually every college can take any or all of the following steps to benefit the bottom line:

a. Use joint purchasing agreements; look for ways to streamline processes; forge agreements with other institutions to share facilities and programs.

b. Set institutional priorities and... reallocate your resources in a disciplined way to meet those priorities.

c. Make a conscious decision to limit tuition hikes so that they cover justifiable increases in direct educational expenses....

d. Work with community colleges in your area to make it easier for students to transfer to your institution.

STEP TWO: TAKE A HOLISTIC AND PERSONAL APPROACH.

a. Engage students early, working with high schools, middle schools, and families to make sure students are ready for college....

b. Once students are enrolled, provide the academic and advisory support they need to succeed: tutoring, enrichment classes, mentoring programs....

c. Work proactively and continually with students and their families to address financial issues.

d. Foster programs and events that help students connect with, serve, and become part of a broader community.

STEP THREE: GET REAL!

Though a college education is about more than simply getting a job, institutions can’t—and shouldn’t—ignore their real-world responsibilities to students. That means colleges and universities need to:

a. Support work/study programs and paid internships....

b. Link liberal arts courses to career options through effective career counseling, job shadowing, and other types of experiential learning.

STEP FOUR: BE WHAT YOU ARE, JUST BE A MORE INTENSE VERSION.

Make sure that your actions are guided by your institutional mission—and recommit yourself and your college to the passionate pursuit of that mission.

a. If yours is a church-affiliated institution, rededicate yourself to your traditional service role.

b. If you’re an HBCU, renew your commitment to your core constituency.

c. If your institution’s purpose is rooted in the liberal arts tradition, play to that strength....

STEP FIVE: DON’T GO IT ALONE.

Reach out to cooperate with other entities that share your goals and can augment your efforts to assist low-income students....”

3) Understand the budget. “Know your operating and capital needs; establish replacement cycles for hardware, software, and the network, and build them into the base budget; assure that you have balance in funding between hardware and support personnel; and assure that all relevant senior officers understand and accept the premises.” Hawkins also urged CAOs and CFOs to push harder to find successful cost-containment and revenue-enhancement strategies. Consortia and shared purchases offer good cost containment strategies, but he cautioned against outsourcing “because it locks you in and you lose control.” In addition, “creating new revenue sources is difficult—most institutions find that they have to go back to cost cutting to find the necessary resources.”

4) Develop realistic options. “Be prepared to change processes as you design and implement an IT plan—if you don’t have the expertise in house, hire more experts. Redesign before starting the project. Don’t go it alone—depend on each other and create new organizations to gain more leverage and avoid mistakes,” Hawkins said, adding that administrators should “establish reserve capacity and budget for the unanticipated—viruses, worms, cyber security.”

5) Define the business case. IT business case components include an implementation budget, quality benefits, life cycle costs, funding strategy, potential cost savings, analysis of alternatives, and potential revenue. “There are IT investment decisions that defy arithmetic—most senior executives on campus are not technologically savvy; university IT budgets are fixed, while demand for IT services is growing; and ‘return on investment’ is impossible to reliably calculate, compare, or claim,” Hawkins said. “You need to have a functional partnership based on a common view of the project; full and early articulation of the project by forcing all major questions and issues early; and creation of a common IT lexicon for everyone involved.”

6) Develop an assessment plan. IT assessment utilizes satisfaction surveys, data collection, and self assessment. “People have the idea that the more we spend on IT, the better the system is. But we need to understand what we’re spending—and we need to measure outputs. The sustainability of IT investments should be planned for at inception; the IT funding model should be periodically reviewed; and IT commitments should be reallocated to reflect priorities,” Hawkins said.

The Challenge of the Marketplace in Academe

“American higher education is being transformed by the power and ethics of the marketplace,” said David Kirp, professor of public policy at the University of California, Berkeley, and author of Shakespeare, Einstein and the Bottom Line: The Marketing of Higher Education. He and Ellen Hall, vice president for academic affairs at Wells College (NY), closed the conference with a conversation about how market forces have reshaped so much of higher education—from the way faculty members are hired to the ways students are recruited, from ties with business and industry to the uses of the Internet.

Hall asked Kirp how CIC colleges could balance their desire to honor academic values but still compete for students and increase revenue. Kirp said, “CIC schools are competing with each other and with for-profit institutions. Their task is to know their product—who they are, what they’re good at, as well as their fundamental values and core competencies—and then figure out ways of getting their messages out to the market.”

To Hall’s question about leadership—can small colleges succeed without a strong leader who understands the marketplace—Kirp answered “No.” He cited Dickinson College as an example of an institution that brought in a new president who had worked in the for-profit sector, and turned the school around. “He was on-message, knew the life of Dickinson, redesigned the logo and entry gate, brought in the nation’s best enrollment manager and gave him power, and shared a set of core values. Although the faculty grumbled, his efforts worked because he had a sense of the academic life of the institution and of pastoral care of the students,” Kirp said. “A leader who can figure out particular opportunities at your school is important.”

“The question for CIC schools is how you trumpet your strengths. You have a message to sell—whether it’s your history, or the fact that you’re an HBCU, a women’s, or a religious college. It’s important to figure out who you want to be, and how much of your history you want to shed.” Kirp added that this sector of higher education and the large, regional public institutions are most at risk from for-profit institutions. “It’s important to learn from your competition. Learn from them about the convenience they provide, how they approach potential students, and their ethics of admitting students who are clearly not going to make it through…. For-profit institutions offer a limited number of programs and small classes; the students know what classes they need; and every course is available that...
is listed in the catalog. They are very good at the limited range of things they offer. Their emphasis is teaching, not research. But their strength is also their weakness. They are aiming at a finite market…. It’s important not to demonize the for-profit sector, because it’s here to stay.” However, small and mid-sized private colleges and universities, “offer the ideals of intellectual growth, public service, and caring for students…. Lots of students would benefit from what you have to offer, but so many don’t even think college is a possibility.”

During a discussion of the benefits of campuses collaborating with each other to compete in the marketplace, Kirp cited Rhodes College (TN) as an example of a school that has collaborated with other campuses in the Associated Colleges of the South to create a “virtual department of classics.” This was in 1999, during the dot-com era, he explained, and the colleges as a group capitalized on the potential of the Internet. “It was a tool that each of them could use to give their students the kind of first-rate education that none of these colleges could afford to offer on its own.” It’s a “nice model” and provides “a much livelier academic life than any single faculty member could offer,” he said, adding that “you could all benefit by collaborating with other institutions to offer such courses and better compete with the for-profit sector.”

The bottom line, he concluded: “Know your product; trumpet your strengths.”


**Challenge of Prioritizing Academic Programs**

More than 100 CAOs and CFOs stayed for a post-conference workshop to learn how to prioritize programs using criteria and processes that have proven effective. Robert Dickeson, vice president of the Lumina Foundation and author of Prioritizing Academic Programs and Services: Reallocation of Resources to Achieve Strategic Balance, said colleges and universities are facing “the four horsemen of the higher education apocalypse—increased demand, diminished capacity, economic and fiscal problems, and demands for accountability—that are forcing them to reallocate resources to achieve strategic balance.”

Thus, “campuses are simultaneously trying to increase revenues, decrease expenses, improve quality, and strengthen their reputation,” he explained, noting that most efforts have been to “focus on the non-academic side, defer physical plant maintenance, ignore academics as too politically volatile, and make cuts across-the-board.” But the “inescapable truth is that not all programs are equal,” and campuses have no choice but to set academic priorities. College leaders must review programs through a set of criteria, Dickeson said, including: history, development, and expectations of the program; external and internal demand for the program; quality of program inputs, processes, and outcomes; and size, scope, productivity, revenue, and costs of the program.
Challenge of the Faculty Makeover

The composition of the faculty is undergoing a rapid transformation, including perhaps the swiftest-ever redistribution of types of academic appointments, moving to greater reliance on non-tenure-track faculty members, said Jack Schuster, professor of education and public policy at Claremont Graduate University, during a concurrent session. “This is a radical departure from past practice, and has led to a ‘respecialization’ among faculty,” he said, adding that the phenomenon is especially relevant to CIC institutions because of the importance of faculty members in the teaching/learning process, which is emphasized at these institutions.

The consequences in terms of benefits and costs of this academic restructuring are many, Schuster said. Among the benefits and costs:

- For the institution: Benefits—Greater financial flexibility and responsiveness to students; increased ability to redeploy instructional staff; and increased competitiveness. Costs—Corporatization and de-emphasis of academic values.
- For the faculty: Benefits—More specialization and thus more efficient staffing. Costs—Increased workload for small core faculty; reduced influence of faculty members; and fewer “all positions” faculty members (teaching/research/campus service).
- For the students: Benefits—More of a student-centered than faculty-centered focus and more cost-efficient instruction (thus fewer cost increases for students). Costs—Academic standards are subject to market forces.
- For the academic profession: Benefits—None. Costs—Limited opportunities for traditional academic careers; stratification of fields by level of market demand (e.g., business over physics); a chronically depressed job market in the traditional arts and sciences; and increased difficulty in recruiting and retaining the “best and brightest.”
- For society: Benefits—Increased efficiency in achieving definable outcomes; increased responsiveness to societal needs; increased capacity to manage costs of higher education; and increased access to higher education. Costs—Increased polarization of higher education into elite/traditional/residential venues and the unknown costs to society of higher education’s diminished ability to attract/retain top talent as faculty.

Women in the Presidency

To provide a context for CAOs and CFOs, particularly women, contemplating a presidency, Jo Young Switzer, new president (then vice president and dean for academic affairs) of Manchester College (IN), described the results of her interviews with 15 women presidents that uncovered unexpected similarities and differences in how they became presidents, how they adapted to their responsibilities, and what advice they give to persons considering presidencies.

(Cont’d on page 12)
“Only one woman president knew for a long time that she wanted to be president—all the rest described their journey to the presidency as a meandering, crooked road,” Switzer said. “Mentors helped them develop confidence in their leadership abilities and most took advantage of professional development opportunities such as the ACE Fellows Program and the Bryn Mawr Institute.” When they began their tenure as presidents, “the women for the most part did not feel like outsiders. However, they received mixed messages. People often thought their husband was the president, and they asked whether the woman was tough enough to do the job.” Accessibility is more of an issue for women presidents than for men. “People think they can just walk into a woman president’s office, where they wouldn’t do so with a man.”

In terms of their leadership style, the responses of the women were varied: “I want to make a difference in the lives of students.” “I have a sense of calling to do good work.” “I’m a good listener,” “…a collaborative problem solver,” “…a story-teller.” “I feel less pressure to be right than to come up with solutions.” “If I’m good, I’m good—it doesn’t matter if I’m male or female.”

Switzer’s questions about how women presidents balance their job and family responsibilities revealed that only one of the 15 had a child still at home while she was president; one-third could not imagine combining a presidency with children still at home. Most of those who were married said their husbands were willing to negotiate “redistributions of labor,” including doing dishes, driving, and caring for aging parents. The women still handled the family gifts, cards, and laundry. Most of the presidents had college-owned homes and help with basic housekeeping, but there were real differences, Switzer said. “One had no housekeeping help, while others had house managers who handled everything. Those who had little or no help said they were wary of public perceptions: ‘It would ignite a furor!’ or ‘People would think I’m uppity.’”

Their most precious resource is “time” and most of their concerns about the presidency revolved around the scarcity of time: they did not have enough time for “renewal” or exercise, and felt they had to be deliberate about how they spend their time.

The advice they would give to other women thinking about the presidency ranged from “Be who you are/know who you are,” to “Don’t try to do everything at once; hire people you trust; and stay close to the board.”

All 15 answered Switzer’s last question, “Knowing what you know now, would you do it again?” with the same word: “Absolutely!”

**Legal Issues**

Overflow attendance of CAOs and CFOs participated in two sessions on legal issues led by Steve Hirschfeld, partner, Curiale Dellaverson Hirschfeld & Kraemer, LLP. In “Introduction to Legal Issues,” Hirschfeld examined issues such as organizing and planning an investigation, avoiding an environment of retaliation, and lessons learned from the trenches. For the session on “Legal Issues Involving Hiring and Firing,” he discussed topics such as advertising for the position, guidelines for applications, and interviews and tools for minimizing legal problems in hiring.
Two New Publications from CIC Share Effective Practices

CIC has produced two new publications that share examples of effective practices and what has been learned from colleges through several CIC projects. The publications describe successful strategies for educating low-income students, and the benefits of placing undergraduate science and mathematics majors in K-12 classrooms. (Earlier this year, CIC published a web-based “Effective Practice Exchange” that includes a collection of successful practices at independent colleges and universities that have been national leaders in working with community organizations to enhance student learning. The Exchange is accessible through the CIC website at www.cic.edu/projects_services/epe/index.asp.)

Powerful Partnerships: Independent Colleges Share High-impact Strategies for Low-income Students’ Success
Edited by Richard Ekman, Russell Garth, and John F. Noonan, 2004

This book of essays by independent college and university presidents describes institutional efforts to promote access to and success in college for individuals from low-income families. The range of institutional initiatives includes assistance in preparing prospective students, outreach to increase awareness of opportunities, student financial aid strategies, student advising and support systems, instructional support, and incentives for completion of educational programs. It has been published by the Lumina Foundation for Education in collaboration with CIC as part of Lumina’s New Agenda Series of publications.

Following Lumina’s publication in 2002 of a report, Unequal Opportunity, which concluded, “private four-year colleges generally are the least frequently affordable types of institutions,” CIC proposed this book and, together with the Lumina Foundation, invited college presidents to prepare essays describing their practices and successes in educating low-income students. The volume provides compelling narratives from 15 CIC presidents that deepens the understanding of how private colleges and universities can not only be affordable to low-income students but can also facilitate their educational achievement.

Essay authors include Dorothy Blaney, Cedar Crest College (PA); Jacqueline Doud, Mount St. Mary’s College (CA); Lorna Edmundson, Wilson College (PA); Betty Landman, then at Arcadia University (PA); Andrea Lee, IHM, College of St. Catherine (MN); Michael Lomax, then at Dillard University (LA); George Martin, St. Edward’s University (TX); Douglas North, Alaska Pacific University; Gregory Prince, Hampshire College (MA); Kathleen Ross, SNJM, Heritage University (WA); Richard Santagati, Merrimack College (MA); Mary Pat Seurkamp, College of Notre Dame of Maryland; Larry Shinn, Berea College (KY); Barbara Sirvis, Southern Vermont College; and Henry Tisdale, Claflin University (SC).

A limited number of print copies are available from CIC free of charge (shipping charges may apply to large orders). Copies can also be downloaded from Lumina’s website at www.luminafoundation.org/publications/CIC2004.pdf.

President and CEO of the Lumina Foundation, Martha Lamkin, discussed the book during her plenary address at the 2004 CAO Institute (see excerpts of her speech, page 8).

Teaching Scholar Partnerships: A Fresh Approach to College/School Collaborations
By W. Hutchinson Bearce, 2004

The Teaching Scholar Partnerships (TSP) program assisted colleges and universities in strengthening mathematics, science, and technology education in the nation’s elementary and secondary classrooms. The centerpiece of this program was the involvement of undergraduate math, science, and technology students in enhancing instruction in school classrooms. These students, with the guidance of both K-12 teachers and college math and science faculty members, were the Teaching Scholars and received annual stipends. With the support of the National Science Foundation, CIC awarded $30,000 each to ten institutions that were working in partnership with K-12 schools over a two-year period.

(cont’d on page 14)
A dozen CIC institutions have formed a consortium to work closely with the Policy Center on the First Year of College to develop “Foundations of Excellence” that can assist colleges and universities in evaluating and improving the first year of college. Representatives of these institutions convened in Asheville (NC) on October 22-23 to share the results of their efforts to assess the effectiveness of first-year programs on their campuses. These assessment efforts were based on standards—Foundations of Excellence established specifically for independent colleges and universities—and included campus task forces, a new analysis of the National Survey of Student Engagement, and faculty surveys. Each of the institutions has developed improvement plans that they are now beginning to implement.

Here are the Foundations of Excellence:

• Approach the first year in ways that are intentional and based on a philosophy/rationale of the first year that informs relevant institutional policies and practices.

• Create organizational structures and policies that provide a comprehensive, integrated, and coordinated approach to the first year.

• Begin a process by which students gain an understanding of what it means to be an educated person according to institutional mission and values.

• Facilitate appropriate recruitment, admissions, and student transitions through policies and practices that are intentional and aligned with institutional mission.

• Elevate the first college year to a high priority for the faculty.

• Serve all first-year students according to their varied needs.

• Build commitment of first-year students to the institution through a clear articulation of its identity and ethos.

• Engage students, both in and out of the classroom, in order to develop attitudes, behaviors, and skills consistent with the desired outcomes of higher education and the institution’s philosophy and mission.

• Ensure that all first-year students experience diverse ideas, worldviews, and peoples as a means of enhancing their learning and preparing them to become members of pluralistic communities.

• Involve all students in an exploration of life purpose through instructional content and reflections on life experiences.

• Conduct assessments and maintain associations with other institutions and relevant professional organizations in order to achieve ongoing first-year improvement.

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), St. Edward’s University (TX), and University of Charleston (WV).

More information about the Foundations of Excellence project can be found on the website of the Policy Center on the First Year of College at www.brevard.edu/fyfoundations/affiliates/cic/index.htm.

This report highlights a range of benefits discovered by the participating institutions. Most importantly, the strong math and science backgrounds of the Teaching Scholars did prove useful to K-12 teachers and in classrooms. In addition, the Scholars themselves gained insights not only into ways to apply their math and science training, but also into teaching as another career avenue. Indeed, as the paper reports, a number of the ten pilot institutions have continued the program without the NSF funds that provided the Teaching Scholar stipends.

Print copies of the report are available from CIC free of charge, or can be downloaded from the CIC website at www.cic.edu/publications/books_reports/index.asp.
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 a range of issues, from managing presidential transitions, to understanding faith-based scholarship and navigating the accreditation process. Several are historical in nature, on such topics as the origins and evolution of American higher education; how 19th century women science faculty members at a New England college contributed to the rise of American science; the significance of one institution’s remarkable turnaround in academic and financial success; and the history of the oldest degree-granting college in West Virginia.

Presidential Transition in Higher Education: Managing Leadership Change
James Martin, James E. Samels & Associates, © 2004

Presidential transitions at institutions of higher education occur at about one-quarter of the nation’s colleges and universities at any given time. In this theory-based and practitioner-oriented book, James Martin and James E. Samels bring together a distinguished group of higher education professionals to provide a comprehensive guide to managing change at the top. The text is divided into three parts: “Context,” “Action,” and “Key Issues.” Collectively, the chapters advocate a new model of “transition management,” which approaches the principal elements of the experience with a coordinated, constructive, and strategic intent. Presidents, administrators, trustees, faculty, and others involved in leadership change will benefit from the wide-ranging discussion combined with specific action plans. The volume’s contributors address topics such as proactive management, the transformation of challenges into opportunities, executive search firms, interim presidents, and the best practices for sudden transitions.

Scholarship & Christian Faith: Enlarging the Conversation
Douglas and Rhonda Hustedt Jacobsen, © 2004

Many scholars have debated how best to understand the role of faith in the academy at large and in the special arena of church-related Christian higher education. In particular, the authors, who are faculty members at Messiah College (PA), argue that Christian scholarship itself has generated remarkably little attention. They offer a new definition and analysis of Christian scholarship that respects the insights of different Christian traditions, and they contend that Christian scholarship can flourish in a variety of academic settings. Their goal is both to “map the complex terrain of Christian scholarship” and to help “foster better connections between Christian scholars of differing persuasions and between Christians and the academy as a whole.”

Hardcover copies of this book are $45 and may be ordered from Johns Hopkins University Press at (800) 537-5487 or www.press.jhu.edu.

Scholarship & Christian Faith
Douglas and Rhonda Hustedt Jacobsen

A History of American Higher Education
John R. Thelin, © 2004

Emphasizing the notion of saga—the proposition that institutions are heirs to various historical strands—John Thelin offers a wide-ranging account of the origins and evolution of America’s public and private colleges and universities. “Since American higher education today is a formidable modern enterprise,” writes Thelin, “academic leaders can easily overlook its past. However, …the discussion of timely higher-education topics starts—not stops—with history.” Thelin draws on both official institutional histories and informal memories to offer an interpretation of an institutional past that encompasses both well-known colleges and universities and such understudied institutions as community, women’s, and historically black colleges, proprietary schools, and freestanding professional colleges. Thelin’s history challenges conventional wisdom about how these institutions developed and functioned in the past.

Copies are $19.95 (hardcover, $55) and may be ordered from Johns Hopkins University Press at (800) 537-5487 or www.press.jhu.edu.

(Cont’d on page 16)
This soon-to-be released book by Miriam Levin examines the efforts of women science faculty at Mount Holyoke College (MA) to advance themselves and their institution from its founding as an evangelical Protestant seminary for women. Levin asserts that New England Protestant culture and the learning environment at Mount Holyoke during the institution’s first 100 years enabled women science faculty to establish a niche for themselves, develop new ways of teaching science, and ultimately to contribute to the development of American scientific enterprise. Levin’s reappraisal of the relationship of women and the scientific enterprise provides a case study of an alternative way of doing science—college-based, women-based, religion-based, teaching-based—that is far different from the research university model that has become the foundation for academic science in the United States.

Copies are $26 and may be ordered from University Press of New England at (800) 421-1561 or www.upne.com.

Transforming a College: The Story of a Little-Known College’s Strategic Climb to National Distinction
George Keller, © 2004

This rich history of Bethany College (WV)—the oldest degree-granting institution in West Virginia—traces the vision of founder Alexander Campbell, the inspiration of the Christian Church that supports Bethany’s mission, the beautiful historic architecture, the athletic moments that rallied school pride, and the great legacy of alumni and faculty members. Author Brent Carney includes vintage photographs, collected from the Archives and Special Collections of Bethany’s T.W. Phillips Memorial Library, to capture the vibrant history of Bethany College.

Copies of this book are $19.99 and may be ordered from Arcadia Publishing at (888) 313-2665 or www.arcadiapublishing.com.

A Handbook to Guide Educational Institutions Through the Accreditation Process: The ABCs of Accreditation
Kitty R. Coffey and Ellen M. Millsaps

This practical and scholarly guide to the entire accreditation process will help college administrators, faculty, and staff members to conduct a successful self-study from its inception to the final response to the regional or specialized accrediting body. The authors begin with a basic definition of accreditation, trace its beginnings, and lay out future challenges. The handbook includes best practices, which allow readers to choose the ones most useful for their own institutions.

Copies are $99.95 and may be pre-ordered from Edwin Mellen Press at (716) 754-2788 or cservice@mellenpress.com.

Bethany College
Brent Carney, © 2004

Four decades ago, Elon University (NC), then Elon College, was described as “a small, unattractive, parochial bottom-feeder,” and struggled to attract students and pay its bills. Yet today, Elon is a “beautiful, medium-size university attracting students from 48 states” that is listed “among the 300 finest undergraduate institutions in the land.” It has added many campus facilities, the number of applications has risen 40 percent since 1995, and average SAT scores of incoming students have improved by 98 points. George Keller examines Elon’s transformation, and identifies what other colleges and universities can learn from such a remarkable turnaround. He reviews the decisions made by Elon’s administration, trustees, and faculty that turned an institution with a limited endowment into a top regional university. Using Elon as a case study, Keller reveals the high-stakes capitalist competition among America’s colleges and universities—where losers face contraction or closure and winners gain money, talented students, and top faculty.

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Nobel Peace Prize

A Benedictine College (KS) alumnus has been awarded the 2004 Nobel Peace Prize. Wangari Maathai, a native of Kenya, received the award for her numerous contributions to sustainable development, democracy, and peace. Her accomplishments include currently serving as Kenya’s Assistant Minister of Environment, Natural Resources, and Wildlife; and founding the Green Belt Movement, a grassroots non-governmental organization (NGO) based in Kenya that focuses on environmental conservation, community development, and capacity building. Maathai was one of the first two women from Africa to graduate from Benedictine College—then Mount St. Scholastica College—and attributes her success partly to the school’s emphasis on service and personal development.

Presidential Election Involvement

CIC institutions actively encouraged student engagement in the 2004 presidential election in myriad ways, from voter registration drives to mock debates to working at the polls. The following is just a sampling of some of these activities. Leading up to the election, Elon University (NC) held a student/faculty debate on key voter issues such as the war on terror, national security, the economy, and same-sex marriage. Flagler College (FL) held a Forum on Government and Public Policy, in which prominent speakers discussed important election issues. The speakers included a USA Today columnist and the Washington bureau chief for Hearst News Service.

Other institutions—such as Wofford College (SC) and East Texas Baptist University—took steps to increase student voter turnout through holding voter registration drives and providing voter registration materials. Monmouth University (NJ) launched a “Stand Up and Be Counted” campaign, with the aim to register 100 percent of Monmouth students by 2008. Swarthmore College (PA) encouraged voter support and civic engagement by granting paid leave to Swarthmore staff who helped work the polls or assisted people in getting to the polls on November 2.

Celebrating Achievements

Eastern Mennonite University (VA) has been named the winner of a competition among U.S. universities to host the Fulbright Conflict Resolution Program for this year and the next two years. The program is designed to enhance non-governmental efforts to resolve political, social, and sectarian conflicts, and involves 14 Fulbright scholars from the Middle East and North Africa who will come to EMU to pursue a master’s in peace studies.

For a fifth consecutive year, a St. Bonaventure University (NY) student is one of the seven winners of the national Jim Murray Memorial Foundation journalism scholarship, awarded in memory of the Pulitzer Prize winning Los Angeles Times columnist Jim Murray. The award went to Kelly Zientek, a journalism/mass communication major from Freedom, New York. St. Bonaventure University is the only school to have a student win the award all five years since the scholarship was established.

Southwestern College’s (KS) student service organization, Leadership Southwestern, was named Organization of the Year by the Kansas Volunteer Commission, a grant-selecting organization established by the state’s governor in 1992. Award criteria include extraordinary ethic of service and dedication to volunteering. Some of Leadership Southwestern’s recent projects have been an elementary music exploration event for local 3rd-5th graders, a robotics building competition for area high school physics students, and the building of a local park playground.

(cont’d on page 18)
Recognition is owed to a long list of CIC member institutions selected for involvement in Project Kaleidoscope’s (PKAL) new leadership initiative, Investing in the Future: Building Institutional Leadership for Natural Science Communities. Project Kaleidoscope is one of the leading advocates in the country for building and sustaining strong undergraduate programs in the fields of science, technology, engineering, and mathematics; and the new PKAL initiative—funded by the National Science Foundation—is part of a national effort to further that goal. The list of CIC schools selected to participate includes: Augsburg College (MN), Augustana College (IL), Bethel College (KS), Catawba College (NC), Centre College (KY), Hendrix College (AR), Loyola University New Orleans (LA), Marygrove College (MI), McMurray University (TX), Monmouth College (IL), Mount St. Mary’s College (CA), Norwich University (VT), Saint Mary-of-the-Woods College (IN), Southwestern College (KS), St. Lawrence University (NY), Transylvania University (KY), University of Evansville (IN), Villa Julie College (MD), Washington & Jefferson College (PA), and William Jewell College (MO).

Creating Partnerships

Several CIC campuses have enhanced their academic effectiveness by creating new partnerships with other colleges or organizations. The University of the Incarnate Word (TX) has formed a sister school partnership with the Universidad Olmeca in Mexico, a prestigious regionally ranked institution with strong cultural and international exchange programs. The sister school agreement will allow UIW students to study abroad at Olmeca and expands a list of nearly 90 UIW sister school institutions available for study abroad across the globe.

At Birmingham-Southern College (AL), the Hess Center for Leadership
and Service recently became the 17th partner in the National Campaign for Civic and Political Engagement. Participation in the Campaign—established by Harvard University’s Institute of Politics to increase political engagement by college students—will create increased access for BSC to best practices, shared information, and interactive learning on student leadership theory and commitment to social responsibility.

Rosemont College’s (PA) School of Continuing Studies has partnered with the Children’s Hospital of Philadelphia (CHOP) to offer accelerated undergraduate and graduate business degrees to CHOP employees at a 15 percent discount. Dominican University (IL) has cooperated with the national Teach for America program to provide corps members the academic education necessary to teach this year in Chicago public schools. Mount Aloysius College (PA) has partnered with Salve Regina University in Rhode Island to offer students expanded study abroad opportunities. And Hastings College (NE) has partnered with an Omaha-based foundation, the Creigh Family Foundation, to create a merit-based scholarship for Hastings College students wishing to pursue graduate study. In addition to a monetary award up to $40,000, the scholarship provides the unique opportunity for each recipient to receive active mentoring from national leaders in business, government, and academia.

Announcing New Programs
Numerous CIC schools have expanded their academic offerings with new degree programs. Centenary College (NJ) has started its first fully online degree, an MA in learning and technology; Bethel College (IN) has begun an MS in nursing; Mount Mary College (WI) will offer a new MS in community counseling; Chatham College (PA) will launch both an MA and MS in interior architecture; University of Scranton (PA) has added a new major in business administration; Franklin Pierce College (NH) has introduced a new MBA in small business development; Calvin College (MI) has created a new minor in African and African diaspora studies; Rockhurst University (MO) has added a major in bioinformatics; Robert Morris University (PA) will offer several new programs—a PhD in engineering, an MS in information technology project management, and a BS and BA in environmental science; and Stephens College (MO) has added a long list of new majors, including a BS in digital filmmaking, BS in equestrian science, BS in fashion communication, BA in human development, BA in theatre arts, and BFA in theatre management.

Villa Julie College (MD) has launched a new master’s in forensic studies. The new degree program will include tracks in accounting, law, and information technology, and will require a core set of courses such as criminology and legal research/writing.

Moving beyond academics, LaGrange College (GA) plans to add a new program that will have college sports fans cheering. Starting in fall 2006, LaGrange will begin NCAA Division III football. The new football program will make LaGrange the only school in Georgia to offer football on the NCAA Division III level.

Campaign Completions
Several CIC schools have recently completed successful fundraising campaigns. King College (TN) raised $50 million in its Building Meaningful Lives campaign. The funds will be used to establish three new schools—the School of Business and Economics, the School of Christian Mission, and the School of Education—and to enhance two existing schools—the School of Arts and Sciences and the School of Nursing. Funds also will be used for constructing and renovating various campus facilities, increasing student scholarship support, and increasing endowment for faculty and academic programs.

College of Notre Dame of Maryland completed its five-year Legacy of Leadership campaign. The campaign exceeded an initial goal of $20 million by raising a total of $34 million. Funds will be used for continuing campus renewal, sparking growth in the school’s Annual Fund, and increasing endowments for student scholarships and faculty development.

Mount Mary College (WI) raised more than $28 million in its first-ever comprehensive capital campaign, MINDing the Future. The campaign began in 1999 and closed in June 2004. Funds will be used for constructing various campus facilities, creating the Mount Mary College Leadership Institute, increasing scholarship support and faculty development, and continuing renovation and technology upgrades.

And Wagner College’s (NY) endowment campaign surpassed its original $12 million goal by raising more than $20 million. This amount more than

(Cont’d on page 20)
Campus Update (cont’d from page 19)

The 2004 SIFE USA national title. At the World Cup, the team once again showcased their work on community educational outreach projects, competing against teams from 37 nations to win the second-place title.

Additionally, Campbellsville University (KY) received a $1 million challenge grant from the Kresge Foundation—the school’s first challenge grant from the Foundation—to be used for the construction of a new student center complex. In order to receive the challenge grant, the institution must secure $6.7 million in gifts before October 2005.

Opening New Facilities

CIC member institutions continue to build new facilities at a rapid pace. Ohio Northern University opened the James E. Dicke building, which will house the Ohio Northern College of Business. The state-of-the-art, 35,000-square-foot facility features the latest in classroom technology including “smart boards.” The complex also features breakout rooms and houses a Center for Entrepreneurship, Family Business, and Business Resource Center.

Saint Joseph’s College of Maine unveiled its new $10 million academic

Flagler College’s (FL) Students in Free Enterprise (SIFE) team celebrated another huge success—second place in the SIFE World Cup 2004. As mentioned in the previous issue of the Independent, Flagler’s team had advanced to the World Cup after winning the 2004 SIFE USA national title. At the World Cup, the team once again showcased their work on community educational outreach projects, competing against teams from 37 nations to win the second-place title.

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The Harold Alfond Hall. The 50,000-square-foot, four-story building is the first new academic building on campus in nearly 50 years. It contains 32 classrooms, including media, business, computer information systems, and academic computer labs, as well as a new auditorium. All of the classrooms utilize wireless technology and many have built-in DVD and overhead projection technology.

Palm Beach Atlantic University (FL) opened Gregory Hall, which will house the University’s School of Pharmacy. The $6.8 million structure—built in a contemporary Mediterranean style that matches the rest of the campus—contains three 75-seat lecture halls (combinable to seat 225), three large classrooms, a drug information center, computer lab, research and teaching labs, and various administrative offices.

Two CIC schools—Buena Vista University (IA) and Converse College (SC)—have built new science centers. Buena Vista University opened the Estelle Siebens Science Center—a $26.2 million, 70,000-square-foot facility that includes 24 offices, 18 laboratories, and seven classrooms. The facility will house classes in chemistry, biology, physics, mathematics, and computer science; many of the laboratory/classroom facilities have windows shared with public areas of the Center—part of a “putting science on display” design philosophy that allows visitors to see science in action. Converse College opened Phifer Science Hall, a $10.6 million, 36,000-square-foot technology-packed building that houses eight major lecture rooms that double as laboratories, smaller research labs and prep rooms, a custom-designed greenhouse, and a fully equipped computer lab.

Additionally, Doane College (NE) has renovated a historic landmark facility on its campus—the Whitcomb Conservatory and Lee Memorial Chapel. Built in 1906 and closed for the past 30 years, the building reopened in October after a $3.2 million restoration project. The facility boasts such original architecture as articulated piers, Roman pressed brick, and a 200-plus-capacity auditorium seated under a 10-sided pyramidal roof. It will be the new venue for Doane theatre, performance groups, and community functions.

New Institutional Members
Augustana College, IL
Bethany College, CA
Burlington College, VT
Connecticut College, CT
Golden Gate University, CA
Hannibal-LaGrange College, MO
Loyola University New Orleans, LA
Mills College, CA
Mount Ida College, MA
Pacific Lutheran University, WA
Wheaton College, MA
Wingate University, NC

New International Member
Universidad Catolica de Occidente, El Salvador

New Affiliate Members
American Academy of Religion, GA
American Councils for International Education: ACTR/ACCLEES, DC
Council for International Exchange of Scholars, DC

Great Lakes Colleges Association, Inc., MI
Independent Colleges of Washington, WA
Maryland Independent College and University Association
Organization of American Historians, IN
Society of Biblical Literature, GA
Tuition Plan Consortium, NM

Hurricane Relief
Several CIC colleges and universities deserve recognition for providing relief efforts during this past hurricane season, one of the worst in recent years. Bethel College (IN) and Clearwater Christian College (FL) sent staff, students, and faculty to help with cleanup tasks and provide food for storm-ravaged cities in Florida; Saint Leo University (FL) donated cash and supplies for hurricane victims; and Barry University (FL) offered to temporarily host medical students from St. George’s University of Grenada who were forced to relocate due to extensive hurricane damage on campus. 🌊
Teagle Grant to Support Project on Collegiate Learning Assessment

The Teagle Foundation awarded a three-year, $300,000 grant to CIC in November to support the Council’s work with the RAND/Council for Aid to Education’s “Collegiate Learning Assessment” (CLA) project. The CLA assesses—and helps institutions to demonstrate—the “value added” to student learning through the liberal arts. CIC will work with a consortium of colleges and universities that have decided to utilize the CLA as a means of learning more about the cognitive growth of students between the freshman and senior years.

“This group of colleges is in the vanguard of an important movement. It is our hope that their willingness to be pioneers in using CLA will be rewarded through the recognition and assistance they receive as members of the consortium,” said CIC President Richard Ekman in announcing the grant. “It’s important to note that the goal of the grant project is not to measure changes in individual students, but rather to learn more about programmatic features at particular colleges and universities that correlate with ‘institutional effects’ associated with large gains in cognitive growth. We hope to find ways for a wide range of institutions to learn from the pilot group about innovations worth adopting,” Ekman said.

RAND/CAE conducted a feasibility study of the CLA in 2002 with more than 1,300 students at 14 colleges and universities across the country. The study assessed growth in student learning from the freshman to the senior year in critical thinking, analytical reasoning, and written communication skills in the humanities, sciences, and social sciences.

Roger Benjamin, president of RAND/CAE, presented findings of the feasibility study at CIC’s 2003 Institute for Chief Academic Officers in Savannah. He said “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.” (For more information on Benjamin’s presentation last year, visit the CIC website at www.cic.edu/publications/independent/online/fall2003/cao_survey.html.)

CIC will organize summer meetings for participating colleges and will provide on-campus assistance to these colleges—and to others that the Teagle Foundation expects to fund directly over the next few months—for assessment activities. CIC expects to work closely with RAND/CAE in all aspects of the project.

CIC News

CIC News

Staff News and Notes

CIC President Richard Ekman spoke at the opening faculty convocation at Georgian Court University (NJ) on September 23, and at the “Faith in the Academy” conference at Messiah College (PA) on September 30.

CIC bid a fond farewell this fall to Michelle Gilliard, who departed after nine years to join the Performa consulting firm as a higher education consultant and to serve as a consultant for the Austen Group. She also plans to pursue a master’s degree from American University in international service. Gilliard began at CIC in 1995 as assistant director of CAPHE, was promoted to associate director in 1997, to executive director in 1998, and became CIC’s first vice president for planning and evaluation in 2002. She developed and

(cont’d on page 23)

Staff Spotlight – People Who Make CIC Work

Leslie A. Rogers is CIC’s conference coordinator. She joined the Council in June 2001 as administrative assistant to CIC’s Consortium for the Advancement of Private Higher Education (CAPHE), and was promoted to conference coordinator this fall. Leslie is responsible for maintaining registration databases, arranging the myriad logistical details involved in each event, and staffing workshops and conferences on-site.

A native of Washington, DC, Leslie attended the University of the District of Columbia for two years before entering the work force. Prior to coming to CIC, Leslie was a secretary at the U.S. Department of Justice, and worked briefly for the GED Testing Service of the American Council on Education.

In her life outside CIC, Leslie is one of the directors of her church choir, The Voices of Praise, and is the Young Adult President of the Interdenominational Church Ushers Association of Washington, DC and Vicinity, Inc. She also enjoys cooking, traveling, and spending time with her family and friends. Leslie believes that life is too short to dwell on negativity. Her motto is “to live, love, and laugh as often as you can—it’s good for the soul!”
oversaw several major grant programs, helped to integrate CAPHE into CIC, and led the effort to design and develop CIC's data initiatives. “Michelle leaves a legacy of great achievement at CIC. She has contributed both to CIC as an organization and to the programs of many of our member colleges, especially in strengthening ‘campus/community engagement’ and in enlarging the uses of data for benchmarking and to ‘make the case’ for institutional effectiveness. We wish her well in the next stage of her career,” said Richard Ekman in announcing Gilliard’s departure.

CIC Website Tracking Suggests Strategy for TEP Participants

CIC tracks the progress, trends, and growth of its website, www.cic.edu, and some interesting trends have emerged. Overall, the site has seen a 45 percent increase of visitors since 2002, with a yearly peak in website traffic during October. This peak is due to two factors: campus leaders check the site for information about CIC’s annual conferences—the November Institute for Chief Academic Officers and January Presidents Institute; and visits to the Tuition Exchange Program section (always the most visited section of the site in any given month, with 3,500 average monthly visits) reaches its peak during October. This trend suggests that participating institutions that submit their TEP materials before the annual report deadline in October receive maximum exposure to students who are in the process of choosing which TEP college to attend. The TEP web address is www.cic.edu/tep/index.asp.

Can we recall a social order that relies largely on the voluntary deployment of wealth to create institutions that serve the public good, reserving the role of the federal government for those things that are clearly unachievable through nongovernmental institutions? Or will our flawed memory of the Great Society’s legacy continue to lead the national government to compete with—and sometimes overwhelm—state, local, and independent institutions?

CIC-TEP Web Visits, 2002-2004

There are several ways to reach CIC. Let us hear from you.
Phone: (202) 466-7230
Fax: (202) 466-7238
E-mail: cic@cic.nche.edu
Website
CIC’s website—www.cic.edu—is a rich resource of information. Visit the site for news about CIC conferences and programs, to download CIC publications, and for links to other sites in higher education.

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

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

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

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

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

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

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

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

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

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

DEPARTMENT CHAIRS (cicchair-list@cic.edu): Open to department and division chairs from CIC member institutions.
## Calendar of Events

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<td>New Presidents Workshop</td>
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<tr>
<td>January 4-7, 2005</td>
<td>Presidents Institute</td>
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<td>February 25-26, 2005</td>
<td>Department/Division Chairs Workshop</td>
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<td>November 5, 2005</td>
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<td>November 5-8, 2005</td>
<td>33rd Annual Institute for Chief Academic Officers</td>
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