CIC Announces Winners of Heuer Science Awards

The Council of Independent Colleges this spring selected four institutions to receive the Council’s second annual Heuer Awards for Outstanding Achievement in Undergraduate Science Education. Bethel College (MN), Calvin College (MI), Drury University (MO), and John Carroll University (OH) were chosen out of 60 nominations for demonstrating noteworthy recent achievement in undergraduate science education. (See description of programs, page 12.)

The CIC/Heuer award program, funded by The Russell Pearce and Elizabeth Crimian Heuer Foundation, builds on the documented achievements of independent colleges and universities in undergraduate science education. Each institution received a $10,000 prize to be used for further enhancement of its science programs. Last year’s winners were Benedictine College (KS) and Nebraska Wesleyan University.

In announcing the winners of the competition, CIC President Richard Ekman said the exemplary programs in the science departments at these institutions “give further evidence of the view that science education in independent colleges and universities is a resource of major importance to the nation’s future.” These four programs were selected, Ekman said, for “demonstrating that creativity and rigor in science program design can indeed increase student interest and success in the sciences, as well as strengthen programs in K-12 schools.”

Heuer board member James Johnston, chairman of SAGE Scholars, Inc., a college savings program devoted exclusively to private colleges and universities, said, “The Heuer trustees were very pleased with the outcome of the first annual awards program last year. CIC did an admirable job in handling the awards. That success led the trustees to decide to appropriate enough funding for four winners in the second annual Heuer awards program.”

New York Times Hosts Meeting with CIC Presidents

A special meeting organized by CIC and the New York Times offered the opportunity for 19 CIC member presidents to have an in-depth conversation with high-ranking editors and higher education reporters of the Times. The purposes of the meeting were to brief Times reporters and editors on issues of concern to presidents of private liberal arts colleges and universities and to hear about the higher education trends the Times staff are especially interested in learning about and the issues they anticipate writing about in the future.

The day-long meeting was held on Monday, March 18, in conjunction with CIC’s annual Conversation.
A myth about faculty members at CIC colleges and universities is that, while they are effective and dedicated teachers, they are not productive scholars. On some campuses, the strong emphasis on teaching does overshadow scholarly work, but the myth may explain why many faculty members do not submit applications to major fellowship competitions; and in the headquarters of the fellowship competitions, it offers a handy explanation for why most awards are to faculty members at research universities.

An opportunity to test this misconception arose recently when CIC announced a new seminar, cosponsored by the Gilder Lehrman Institute of American History. All CIC chief academic officers were encouraged to nominate historians to a seminar at Columbia University on the historiography of slavery, led by David Brion Davis, the retired Yale professor who is perhaps the world expert on the subject. For those accepted, all expenses of participation were covered. Eligibility was limited to faculty members at CIC research universities. (See page 6 for an account of the seminar, which was held June 2-7.)

The nomination process allowed deans to put forth candidates on the multiple grounds of scholarly promise, teaching, and institutional service. By covering all costs and limiting eligibility to CIC members, one of our goals was to eliminate the most common arguments that some faculty members use to persuade themselves it is not worth the effort to apply.

We received 79 nominations from CIC colleges and 32 were accepted. Half came from assistant professors, 22 percent from associate professors, and 28 percent from full professors. Institutions in the South accounted for more than one-third of the nominations, including nine from historically black colleges and universities. The largest numbers of nominations came from Pennsylvania (8), Texas (7), New York (7), Tennessee (6), Ohio (6), Virginia (5), and South Carolina (4)—not all states that are home to large numbers of independent colleges and universities. Several states with large numbers of CIC members accounted for small numbers of nominations.

More than 80 percent of the deans and/or nominees said that they hoped the seminar experience would lead to strengthened teaching. One-third said they hoped to use what they learned to develop new courses or special campus programs. About a third (36 percent) said they hoped the seminar would advance their own research or writing. Fully one-third of the nominees now serve as department chairs or in other positions of institutional responsibility, including one chair of the faculty, one dean, and one president. The letters of nomination frequently cited the nominee’s role in leading curricular reform, chairing a department, or—given the subject of the seminar—carrying major responsibility for a campus program in race relations.

In addition to enhanced teaching as the main reason for wishing to participate, a large number of those nominated also listed impressive records as scholars. Sixteen of 22 full professor nominees have published a book, ten within the past five years. Thirteen have more than one book, and 12 publish an article on
New Workshops Focus on Challenges of Department Leadership

Nearly 250 department/division chairs representing 102 CIC member and nonmember colleges and universities participated this spring in a new series of regional workshops that explored the distinctive challenges of department leadership in small and medium-sized independent institutions.

The theme of the workshops was “Strengthening Academic Leadership in Independent Colleges and Universities.” During the interactive sessions, participants discussed issues such as recruiting and orienting new faculty, leading academic change, motivating and rewarding faculty performance, developing departmental goals in alignment with the institutional mission, the role of the department chair in faculty development, and working with administrators, among other topics.

Department and division chairs in an opening session in Cleveland agreed that the most essential aspects of a chair’s position include:

- good leadership skills
- a special responsibility to mentor new and junior faculty members
- obtaining faculty agreement or “buy-in” to departmental goals
- “selling” the department’s needs to the deans
- good human relations and management skills
- a honed ability to recruit and hire excellent faculty
- finding a balance between faculty interests and departmental needs

Ann Lucas, professor emeritus of organizational development at Fairleigh Dickinson University (NJ) and author of Strengthening Departmental Leadership: A Team-Building Guide for Chairs in Colleges and Universities and Leading Academic Change: Essential Roles for Department Chairs, spoke at the San Francisco workshop on leadership and how to create effective department teams. She said department leaders must “develop shared goals with faculty members, create a climate of trust, use participative decision-making when commitment and diversity of views are needed, have good facilitation skills, manage conflict effectively, and work continuously on leadership skill development,” among other team-building skills. Goal-setting is particularly important to guide and direct behavior, provide challenges and standards against which performance can be assessed, and serve as an organizing function, Lucas said. She stressed that goals should be “specific, measurable, acceptable, realistic, and timely” and that chairs should “listen actively, help faculty members set goals, follow-up on goal-setting with new faculty or those who have set goals too high, and help faculty members celebrate successes or tolerate failures when they take risks.”

Four current chief academic officers, Virginia McKinley of Warren Wilson College (NC), Michael A. Grajek of Hiram College (OH), Terry B. Smith of Columbia College (MO), and Susan D. Gotsch of Hartwick College (NY) were among the workshop presenters.

Other presenters included Kent M. Weeks, Senior Attorney with the law association of Weeks, Anderson, and Baker, and author of Managing Departments: Chairpersons and the Law; Howard Altman, professor of modern languages and linguistics, University of Louisville, and author and speaker on faculty and chair development; Dan Wheeler, professor and coordinator, Office of Professional and Organizational Development, University of Nebraska-Lincoln, and co-author of The Department Chair: New Roles, Responsibilities and Challenges; and Maggie Schramm, professor of English and co-director of the Hartwick College Honors Program.

Participants at most of the workshops also role-played several case studies, including one in which a chair advising a faculty member on his ineffective teaching methods (mostly lecture, with little interactivity) was observed and critiqued. Following the role-playing, participants concluded that chairs in that situation need to ask questions such as: What were the goals of the lecture?

(cont’d on page 5)
CIC's 30th annual Institute for Chief Academic Officers, to be held November 2-5, 2002, in Santa Fe, New Mexico, will follow the theme of “Evolving Expectations: Finances, Governance, Learning, and the Future Faculty.”

Participants will explore the changing expectations held by students, families, faculty members, administrators, trustees, and chief academic officers at the nation’s colleges and universities—changes that reflect America’s more diverse population and a more heterogeneous student body that is bringing new needs to campuses. Students are coming to campus with learning styles that differ from those of their instructors. Administrators are facing financial changes, as demands increase at colleges as tuition discounting continues, rapid advances in technology require new equipment, student services expand, insurance costs escalate, and revenue ebbs and flows. Trustees are expecting greater accountability, as governance issues evolve. And a major change is occurring in the faculty, as senior faculty members retire and campus leaders strive to find a new generation of faculty members who are committed to the mission of the institution.

“As all these expectations on campus evolve, conflicts arise, as some remain committed to established goals and others adapt to new visions. The chief academic officer, by necessity, becomes a leader of change, mediator of conflicts, visionary, and expert in working with ambiguity,” said CIC President Richard Ekman. “This conference will provide a forum to help CAOs explore how to take on these new roles and manage the evolving campus expectations.”

Some of the financial topics to be addressed at the conference include understanding academic program costs, benchmarking academic programs, and tuition discounting. Student learning sessions will focus on a profile of today’s students, multiple ways of assessing student learning, religious trends on campus, accreditation to build a high-quality program, and using technology to advance student learning. Governance topics will include working with the presidential team, building leadership among department/division chairs, exploring effective administrative structures, and conflict resolution. Sessions on the future faculty will include recruiting new faculty members who can carry out the institutional mission, working with faculty members at the end of their careers, and building effective faculty development programs.

Featured speakers include Richard Rodriguez, author and public television essayist, who will deliver the keynote address, “The Changing Culture of Our Country: Implications for Private Higher Education,” and Martha Craven Nussbaum, Ernst Freund Distinguished Service Professor of Law and Ethics at the University of Chicago. Rodriguez is the author of Hunger of Memory: The Education of Richard Rodriguez, an educational memoir widely read in American high schools and colleges; and Days of Obligation, concerning the moral landscape separating “Protestant America” and “Catholic Mexico.” This year he published Brown: The Last Discovery of America, which presents a more complicated view of race in the nation, encompassing “black,” “white,” and “brown,” for understanding the future and past of America.

Nussbaum is noted for her scholarly research and for her advocacy of the liberal arts, and has been a member of the board of the American Council of Learned Societies and the Council of the American Academy of Arts and Sciences. She received the Brandeis Creative Arts Award in Non-Fiction, the PEN Spielvogel-Diamondstein Award for the best collection of essays, the Ness Book Award for Cultivating Humanity, and the book award of the North American Society for Social Philosophy for Sex and Social Justice.

In addition, three chief academic officers—Kim Luckes, provost and vice president for academic affairs at Saint Augustine’s College (NC), Margaret A. Malmberg, provost and dean of the faculty at the University of Charleston (WVA), and Stephen H. Good, vice president for academic affairs and dean of the college at Drury University (MO)—will present a session on “Stages in the Lives of Chief Academic Officers.” They will reflect on the key issues for CAOs at three stages in their careers: the beginning years, the established years, and the years leading to retirement or transition to another professional role, looking at what CAOs need to address at each stage for the good of the institution and for their own careers, and the pitfalls and opportunities.
How are you assessing whether those goals were met? How are you helping students with different learning styles? In addition, participants suggested that the chair recommend small, incremental changes in teaching style, such as interactive additions to the lecture, and allow the faculty member to be an observer in the chair’s classroom.

During concluding sessions, participants discussed how to use what they learned at the workshop on campus. They said they would share information from the workshop with chief academic officers and faculty members, discuss with the admissions office the strengths of their departments to improve the effectiveness of admissions in recruiting new students, and hold divisional workshops to encourage closer working relations and more information sharing within the division.

Many participants evaluating the workshop said that the experience helped them gain perspective by hearing about the challenges faced by other division and department chairs. A participant said the workshop also helped to “develop a concrete understanding of how institutional mission drives departmental mission, gain insights into common problems, work collaboratively on solutions, and better understand the legal obligations and issues for the chair.”

The workshops were held in the San Francisco area, CA (April 12-13); Charlotte, NC (May 29-31); Cleveland, OH and St. Louis, MO (June 4-6); and Albany, NY (June 11-13).

A new series of Division/Department Chair Workshops focused primarily on a single issue are being planned for Spring 2003.

Conference Helps Strengthen Campus Commitment to Community Engagement

A conference for participants in CAPHE’s Engaging Communities and Campuses grant program helped campuses deepen their commitment to community engagement, according to college representatives. Forty-three participants, representing 13 campuses and their community partners, attended this conference in Miami, FL in April to review the progress of their first year of work in the program.

Teams participated in concurrent and plenary sessions, constituency group meetings, and team exercises, while program consultants and evaluators were available to help teams with hands-on technical assistance in each of the four key areas of work: institutional infrastructure, academic culture, partner relationships, and faculty skills and knowledge.

“The gathering was critical for us in deepening our institutional commitment to community engagement and envisioning strategies for taking our program to the next level of implementation. This has really increased my motivation to go back and do more,” said participant Frankie Shakelford, professor of Norwegian languages, Augsburg College (MN).

A sample of project activities include the integration of a service-learning component into all freshman seminars, the creation of a new general education curriculum that includes community-based experiences from freshman to senior year, a regional collaborative focusing on developing and mobilizing community assets to support children and youth, and the development of a community technology center to provide computer literacy to residents.

The 13 campuses participating in the program include Augsburg College (MN), Bates College (ME), Calvin College (MI), Chatham College (PA), Emory & Henry College (VA), Loyola University (LA), Madonna University (MI), Mars Hill College (NC), Otterbein College (OH), St. Joseph’s College (ME), Tougaloo College (MS), and Wartburg College (IA). The third and final conference is scheduled for next spring, and the grant program concludes in June 2003.

CIC Creates New Listserv for Division/Department Chairs

Division and department chairs are encouraged to join CIC’s new listserv, which will serve as a vehicle for sharing information and ideas, and for asking questions about divisional or departmental issues. To join the CICCHAIR-LIST listserv, send an e-mail request to mmorris@cic.nche.edu, including title, e-mail address, and name of institution. A reply e-mail will provide instructions on how to use the listserv.
Thirty-two CIC faculty members this June attended an inaugural program offered by CIC and the Gilder Lehrman Institute of American History to discuss the latest issues in slavery studies.

The participants attended a week-long seminar in June at Columbia University (NY) on “The Slavery Debates: Problems in Slavery Studies Today.” They exchanged ideas with one of the most renowned scholars of slavery in the world, David Brion Davis, Sterling Professor of History Emeritus at Yale and director of Yale’s Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition. Davis has been awarded the Pulitzer Prize for Nonfiction, the National Book Award for History and Biography, the Bancroft Prize, and numerous other honors.

The seminar included lectures and discussion groups, a guest presentation on slavery in the Caribbean by Harvard sociology professor Orlando Patterson, and visits to scholarly archives.

Participants examined the major scholarly works and turning points in the historiographical debates over slavery; new research on the slave trade, slave culture, and resistance; changes in Western culture that made anti-slavery movements a possibility; and the differences among slaveholding regimes in New England, the Chesapeake, the Carolinas, Barbados, and other areas.

“Strengthening the teaching of American history at colleges and universities—especially on a topic as central to American life as the legacy of slavery—is of critical importance,” said CIC President Richard Ekman. “The number of institutions that nominated faculty members who are active as scholars and teachers of this subject or who are leading major efforts at curricular reform on this and related subjects is most impressive. We are most grateful to the Gilder Lehrman Institute for its confidence in CIC member institutions,” Ekman said.

Lesley Herrmann, Executive Director of the Gilder Lehrman Institute, said “The Institute welcomes the chance to work with college faculty members, building on our successful track record of summer seminars for high school teachers and National Park Service rangers. We are delighted to be working with CIC and its faculty members and look forward to building this network to enhance history education throughout the country.”

Participants praised the program and also expressed considerable satisfaction at the opportunity for interaction with history colleagues from institutions of a similar size with a mission of undergraduate teaching. They gathered e-mail addresses of colleagues for continued dialogue and collaboration on teaching strategies and research interests.

The success of this seminar will likely lead to future joint programs for faculty members with the Gilder Lehrman Institute, according to Herrmann. For more information, visit the CIC website at www.cic.edu.
CIC Announces Kemper Grant to Support Symposium on Liberal Arts and Business

The Council of Independent Colleges (CIC) recently received a $61,500 grant from the James S. Kemper Foundation to support a symposium and publication on liberal arts colleges and the corporate community. The one-year grant will assist CIC in designing and implementing a full-day symposium focusing on how the leadership in both the corporate community and independent higher education institutions can learn from each other and benefit from a better understanding of the relevance of the liberal arts to business.

“This grant will help CIC and leaders of independent colleges and universities develop a persuasive case for why a liberal arts education should be at the center of a student’s higher education experience,” said CIC President Richard Ekman. “In the wake of the events of September 11, a liberal arts education that promotes critical thinking, substantive knowledge, sensitivity to different cultures and languages, civic responsibility, and the ability to make informed judgments is needed more than ever. More, not less, is needed in education to assess information presented by the media, to develop sensibilities that serve as a bulwark against narrow-mindedness, and to nurture a sense of justice.”

“We are very pleased to fund this project,” said Thomas Hellie, Executive Director of the Kemper Foundation. “A liberal arts education prepares creative, ethical leaders for business careers, and we believe that CIC will provide an excellent forum for promoting genuine dialogue between private colleges and major corporations. I believe that both sectors can learn from each other, and I hope that they will jointly make the case for independent higher education.”

The major activity supported by the grant will be a national symposium hosted by CIC in the summer of 2003 that will seek to convey the importance and practicality of scholarship support from corporations, provide a better understanding of the appropriate balance between liberal arts and business courses, and enhance the student recruitment efforts by businesses of liberal arts graduates. Among the questions to be raised: What is the connection between the liberal arts and economic development of a community and/or the nation? How does a liberal arts education prepare students for the greater flexibility and breadth of knowledge required by today’s economy? Does a liberal arts education actually prepare individuals to be lifelong learners? How do businesses create productive learning environments for employees? And how can a liberal arts education provide the foundation for individuals to become genuine leaders—that is, to help students assess and take rational risks, to learn how to make difficult decisions involving multiple variables, to appreciate diversity, to analyze and evaluate information when one is barraged with information every day, and to act courageously to defend what they believe?

The Council will also publish a report on the discussions and findings of the national symposium and will explore the possibility of hosting regional mini-symposia on these same issues that will include the participation of college and university board chairs.

Mark Your Calendars!

Next year’s Presidents Institute, to be held January 4-7, 2003, at the Registry Resort in Naples, Florida, will focus on “Challenges of the Presidency: Balancing Multiple Priorities.”

Sessions will explore how presidents manage competing priorities, and the ways they chart the course for their institutions. Among the themes to be addressed are finances, the changing student body, and making the case for private higher education. A New Presidents Workshop will be held January 3-4, and a post-Institute workshop on financial management will take place January 7-8.
Getty Grant to Support CIC Project on Historic Campus Architecture

The Getty Grant Program awarded a two-year, $151,000 grant to CIC this spring to support a survey of historic architecture and design on the campuses of independent colleges and universities.

The survey will include about 700 independent colleges and universities and will attempt to record, interpret, and evaluate an inventory of structures of architectural or historical interest on independent college and small university campuses across the country. “Historic buildings on the campuses of small colleges and universities across the country offer a rich and vital resource for understanding the history and cultural significance of American architecture, design, and planning during the past two centuries,” said CIC President Richard Ekman. “These buildings offer evidence of the relationship between physical facilities and educational objectives, reflecting the deliberate traditions and values of some of America’s oldest institutions of higher learning. We are pleased that the Getty grant will allow CIC to build the documentation of these important structures.”

Dr. Barbara S. Christen, currently Research Associate at the Center for Advanced Study in the Visual Arts of the National Gallery of Art and an architectural historian, will direct the project as Senior Advisor to CIC. Information from the survey will be organized geographically, with each campus discussed in terms of 1) architecturally and historically significant buildings; 2) the campuses themselves, in relation to issues of planning and landscape architecture; and 3) the history of the town and city in which the institution is located. “A database will be created for buildings, sites, and images, with cross-referencing between institutions regarding style, and similar historical or religious contexts in which an institution was working. The database will serve as a scholarly foundation upon which other studies on the architectural history of higher education will be grounded,” Christen said.

Christen indicated that, once the survey is completed, future funding would allow the team to begin work on the second phase of the project, which will encompass research, writing, and editing of a number of publications. “These publications will make accessible a little-known area of American architectural and educational history to a wide audience, including prospective students, alumni, business leaders, tourists, interested laypersons, and specialists in American architecture and related fields in education, religious studies, historic preservation, American studies, construction, and the material arts,” she said.

Among the architectural historians and others who will serve on the project’s advisory committee are John Strassburger, president of Ursinus College (PA); Russell V. Keune, an architect and fellow of the American Institute of Architects; Thomas C. Celli, a principal of CelliFlynn-Brennan Architects and Planners; Damie Stillman, professor emeritus at the University of Delaware; and Randy Mason, director of the graduate program in historic preservation at the University of Maryland at College Park.
New Survey Released on How to Transform College Libraries

New survey results from the CIC project, “Transformation of College Libraries,” indicate that chief academic officers and library directors agree on many issues related to traditional library operations, but diverge somewhat on uses of library space and governance issues. The library project, organized by CIC in cooperation with the Council on Library and Information Resources and funded by the William and Flora Hewlett Foundation, was launched last fall to help position libraries to enhance student success in learning, and to assist libraries in addressing the implications of technological developments.

Based on the results of the national survey, CIC has scheduled a workshop to be held September 19-21 in Columbia, MD, to help reposition libraries to enhance student success in learning. All CIC member institutions have been invited to apply for support to send a team to the workshop.

The survey, which received responses from 142 chief academic officers (CAOs) and library directors at CIC member institutions this winter, showed that the two groups express strong agreement on many issues relating to library operations. Both groups endorse the potential of libraries as active partners in fostering effective teaching and learning, although traditional concepts of the library may impede thinking about where and how library staff may work as educators, about some uses of library space, and about governance issues that bear on realizing the full value of libraries to teaching and learning. (See box for findings and recommendations.)

“The library project has its roots in the rethinking of libraries emerging among some of its members and elsewhere in higher education,” said CIC Senior Advisor Scott Bennett, Yale

(contin’d on page 10)

FINDINGS AND RECOMMENDATIONS OF LIBRARY SURVEY

During the winter of 2001-02, CIC surveyed opinions among the chief academic officers and library directors of CIC institutions on a number of library-related issues. Among the findings and recommendations:

Finding: Both CAOs and library directors strongly endorse the traditional roles of library professionals as exercised within the library. Library directors endorse stronger teaching roles for librarians, including in-classroom instruction. They consistently understand the governance issues that bear on such a teaching role more clearly than do CAOs.

Recommendation: A clearer, more forcefully articulated vision of the teaching role of library staff, both in the library and outside it, and of the teaching and learning uses of library space is necessary.

Finding: Both CAOs and library directors give as high or higher priority to traditional library operations, including shelving the collections, as they do to supporting learning-oriented activities of students and the teaching function of librarians.

Recommendation: To strengthen significantly the educational impact of libraries, some reconsideration of library priorities is needed.

Finding: Although both understand the importance of collaborative learning among students, that agreement begins to fray when questions about the adequacy of campus space and information technology support for such learning or about the desirability of providing library space for such learning are asked.

Recommendation: Library services and space need to be aligned more closely with the most successful learning behaviors of students.
Students Say New CIC Project Helped Them Choose Careers in Teaching

Student participants in a pilot program begun this academic year have indicated that their experience in the program has helped steer them to a career in teaching high school math and science. The Teaching Scholar Partnerships (TSP) project, funded by the National Science Foundation (NSF), places college math and science majors, known as Teaching Scholars, K-12 teachers, college faculty members, and other academic professionals who wish to increase the impact of libraries on teaching and learning.

Topics to be addressed include re-conceiving library space as educational space; managing library operations and budgets to gain leverage for good teaching and learning; and addressing the administrative and governance issues inherent in transforming the library into an educational as well as a service operation. Sessions will include “The Library as an Instrument in Teaching and Learning,” “Information Literacy as an Element of a Liberal Arts Education,” “Institutional Priorities: Where do Libraries Fit?,” “Planning a Comprehensive Program in Information Literacy,” “Strategies for Implementation of a Successful Information Literacy Program,” and “The Library Physical Space as a Place for Learning.”

CIC has established an advisory committee for the project that includes Michael Bell, provost of Elmhurst College (IL); Larry Hardesty, library director at Austin College (TX); Patricia Matthews, IHM, vice president for academic affairs of Marywood University (PA); and Susan Perry, former library director at Mount Holyoke College (MA) and presently a program officer at the Andrew W. Mellon Foundation and at CLIR. For questions or more information about CIC’s library project, contact Scott Bennett (sbennett@acic.nche.edu) or Rita Gulstad (rgulstad@acic.nche.edu).
Melissa Smith, who just graduated from Pfeiffer University (NC), indicated during the conference that her TSP experience was so rewarding that she has accepted a job at the high school where she served as a Teaching Scholar for the past year.

Elementary and secondary school teachers who served on the leadership teams and attended the conference also were enthusiastic about the project. Several reported that, with the additional hands and eyes of the Teaching Scholars in their classrooms, they saw their students from a new perspective.

“There is an enormous national need to strengthen student learning, in general, and math and science learning in particular,” Bearce said. “Innovative approaches like the TSP project are needed to support K-12 teachers, as well as students. There is no substitute for hands on work, under the supervision of someone who loves the subject and the students. The CIC participants are on the cutting edge of this movement,” he added.

Richard Detweiler, president of Hartwick College (NY) and chair of CIC’s Board of Directors, said “CIC colleges are playing a crucial role in attracting talented science students to help fill the national shortage of K-12 science teachers.”

Institutions selected by CIC to participate in the TSP program include: Carroll College (WI), Central Methodist College (MO), Drury University (MO), Millikin University (IL), North Central College (IL), Pfeiffer University (NC), St. Edward's University (TX), St. Joseph's College (IN), West Virginia Wesleyan College (WV), and Widener University (PA).

The second phase of the program will continue next year with the same participants. A final wrap-up conference will be held next summer.

Eight CIC institutions that participated in the Implementing Urban Missions grant program funded by The Kellogg Foundation were featured this spring in a special issue of Metropolitan Universities journal, devoted to “Independent Institutions and Their Urban Missions.” This is the first time a national higher education journal has focused on the experiences of private colleges and universities in community engagement, and provides CIC and its member institutions an important opportunity to contribute to the national dialogue on the subject. Copies of this publication were distributed to all CIC member presidents and other members of the higher education community who support independent institutions.

Guest-edited by Michelle Gilliard, executive director of the Consortium for the Advancement of Private Higher Education and director of the Implementing Urban Missions program, this special issue of the journal contains articles from the eight institutions that participated in the grant program, as well as articles by the program’s consultant, Marcia Marker Feld, and evaluator, Barbara Holland. Feld’s article is among the first in the field to articulate a typology of college-community advisory bodies, and draws mainly from her experiences with this program. She is executive director of the University of Rhode Island’s Urban Field Center. Barbara Holland, executive editor of Metropolitan Universities journal and former director of the Office of University Partnerships, which administers HUD’s nationally recognized Community Outreach Partnership Centers program, in her piece explores the differences between the urban missions of small to medium-sized private liberal arts institutions and public institutions. Articles from Bloomfield College (NJ), Columbia College Chicago (IL), Holy Family College (PA), Johnson C. Smith University (NC), Lesley University (MA), Marygrove College (MI), Mount St. Mary’s College (CA), and Ohio Dominican College illustrate the diversity of strategies and range of activities being used to engage and support communities, and provide examples of how institutions can maximize resources in ways that will enable them to fulfill their urban missions.

A limited number of copies of this publication are available from CIC. For large orders please contact: Metropolitan Universities, Indiana University-Purdue University Indianapolis, 815 W. Michigan Street, UC 3169, Indianapolis, IN 46202 or telephone (317) 274-5036.
CIC Provides Technical Assistance to Grant Program Applicants

A new CIC program has attracted the interest of nearly two dozen independent colleges and universities that wish to pursue community engagement activities. The program, announced last fall, ties together previous and ongoing CIC work in community partnerships, service-learning, and urban missions. Technical assistance is available to the 100 institutions that submitted proposals to the Engaging Communities and Campuses grant program (see related story, page 5), but were not funded.

Since the program was announced last fall, 21 institutions have expressed an interest in receiving help from a select group of field consultants. Of these, eight site visits have been scheduled. The program will conclude in August 2003.

Detailed information outlining the technical assistance was sent last fall to the presidents of the 100 applicant institutions. For additional information on this service, contact CAPHE Associate Director Jacqueline Skinner at (202) 466-7230 or jskinner@cic.nche.edu.

The 2002 Heuer Awards for Outstanding Achievement in Undergraduate Science Education

Bethel College (MN)—Physics Department: Over the past decade, the department’s program has concentrated on breaking down barriers that separate physics in a liberal arts context from support and cooperation by business and industry, on curricular reform and service for K-12 education, and on mentoring undergraduate research. Work in applied physics has proven to be a particularly innovative means to attract students to the field. The result has been an increase in the number of physics majors, more students involved in undergraduate research, established relationships with area industries, and recognition by national organizations including the American Physical Society. Additionally, the department has been active in outreach to area K-12 schools and has strongly supported the entire science education program at the college.

Calvin College (MI)—Elementary Science Education Program: A four-course science sequence prepares pre-service elementary education teachers in physical and earth sciences, life sciences, scientific inquiry, and science teaching methods. In the methods course, students tutor, assess the learning of elementary students, prepare science materials, and develop and teach science units. There is a particular focus on meeting the needs of schools with high minority enrollment. The college itself has made substantial investments in elementary science education by providing expanded laboratory and research space for the program and by providing funds to enhance the outreach program to local schools.

Drury University (MO)—Science Perspectives Program: An integrated three-course sequence is offered to non-science majors as part of the university’s general education program. The courses—Mathematics and Inquiry, Science and Inquiry, and Undergraduate Research Experience—bring together the essential tools of scientific inquiry and require students to apply these tools to specific problems. Results are presented in a public forum. Substantial improvements in student performance on standardized assessment tests in science have been recognized by off-campus organizations as particularly significant. In addition, the program has documented that students who did not originally like science have emerged with understanding, self-confidence, and appreciation for science.

John Carroll University (OH)—Chemistry Department: Since 1990, the department has incorporated undergraduate research as the capstone experience for nearly every chemistry major. Student projects have been presented at regional and national meetings of several professional organizations. Graduating seniors have been awarded national scholarships and have had excellent success in graduate programs. As a reflection of the institutional commitment to service, the department has been active in support of science programs for area K-12 students and teachers by offering workshops and chemistry camps, and by providing lab space for an area high school damaged by fire. The department activities have been focused on the university’s mission of educating students to serve others.
**Fulbright Scholars from CIC Institutions on the Rise**

The number of Fulbright scholars from CIC institutions has increased dramatically over the past three years. From 1992-93 through 1998-99, CIC colleges and universities produced an average of 19 Fulbright scholars each year, while in the past three years, from 1998-99 through 2001-02, the number nearly tripled to an average of 47. In 1994-95, 16 Fulbright scholars came from CIC institutions, compared with a high of 58 faculty scholars in 2001-02. CIC congratulates all the Fulbright scholars!

**CIC Faculty to Attend CMU Workshop**

Nine CIC faculty members will 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 will be held August 5-8 at Carnegie Mellon University and is being led by CMU Professor Richard Scheines.

Each participant will receive a $2,000 stipend plus expenses, and in return must agree to use and evaluate the tools and methods learned in the workshop during the 2002-03 academic year. The nine places in the workshop were reserved for individuals from CIC institutions.

Those selected from 65 CIC faculty member applications include Barbara Dowds (psychology), Regis College (MA); Davida Fromm (speech-language pathology), Duquesne University (PA); Barbara Ganley (nursing), Dominican University (CA); Susan McCormick (physician assistant program), Bethel College (TN); Jennifer O’Donnell (psychology), Allegheny College (PA); Monica Robbers (criminal justice, sociology), Marymount University (CA); Chitta Unni (philosophy), Chaminade University of Honolulu (HI); Samuel Winslow (politics), Ursinus College (PA); Debra Wiens (mathematics), Rocky Mountain College (MT); and Roman Won (mathematics), Washington & Jefferson College (PA).

**CIC Schools Heavily Represented at Frye Institute**

Nine librarians, information technology staff, and faculty members from CIC member institutions attended the Frye Leadership Institute on June 2-14 at Emory University (GA). A total of 46 individuals were selected from a pool of 138 applicants from academic institutions nationwide to participate in the 2002 Institute.

Daniel Gjelten, director of the O’Shaughnessy-Frey Library at the University of St. Thomas (MN), found the two-week program to be a “wonderful, intense, and even transforming experience.” He said the Institute “offered a unique opportunity to come together with librarians, information technology professionals, and faculty members from a wide variety of institutions, to reorganize and rethink the role of the library. Right now, at this moment in history, we are designing new organizations and new kinds of libraries — places where students come to research, write, and take advantage of electronic technology, and where faculty members come to learn more about the integration of technology into their teaching,” Gjelten said.

Other participants from CIC member institutions included Robert M. Cotter, Xavier University (OH); Paul M. Levit, Dickinson College (PA); Michael Nanfito, University of Puget Sound (WA); Gail Scanlon, Mount Holyoke College (MA); Candice Scott, Schreiner University (TX); Toby Gail Stone, American University of Paris; and Susan Barnes Whyte and Irving Wiswall, Linfield College (OR).

Several CIC member presidents and CIC Senior Counsel Marylouise Fennell received presidential medals of honor from the Universidad Interamericana de Costa Rica and Universidad Interamericana de Panama for service, friendship, and effort in establishing exchanges for students and faculty members between the United States and Central America. Rosalie Mirenda of Newmann College (PA) and Scott Miller of Wesley College (DE) were honored on March 9 in Costa Rica, and Thomas K. Meier of Elmira College (NY), Hal Laydon of Lake Erie College (OH), and Fennell were honored during graduation ceremonies on March 24 in Panama. Pictured are (l-r) William Salom, president of the Universidad Interamericana de Panama, Thomas Meier, Marylouise Fennell, and Hal Laydon.
Many independent college and university leaders speak of community—an often palpable sense of the educational commons at CIC institutions. But recently, I've become aware of a more pointed use, “learning communities,” on CIC campuses. This idea is not new, but it has made greater inroads in larger universities and community colleges than in private colleges. Indeed, I first learned of this concept years ago, at the federal Fund for the Improvement of Postsecondary Education, when we funded a research university to establish a Federated Learning Community, which “federated” or clustered together three jointly-planned courses, signed up a cohort of students for this entire block, and created a few additional opportunities for this temporary community of students. The point was to create intellectual integration out of the specialized fragmentation of the university curriculum.

My sense at the time, obviously simplistic, was that this extra effort was unnecessary for small to medium-sized institutions where “community” was a given. So it’s been interesting to see how independent institutions today are using this concept. Stonehill College (MA), for example, makes required learning communities for sophomores a key part of its integrative Cornerstone Program. Each community is based in a cluster of three courses, two disciplinary ones linked with an integrative seminar team-taught by both professors. This sophomore component follows four required (but not linked) Western Heritage courses for first-year students, and explicitly seeks the educational experience of the university curriculum.

In the 1990s, Saint John Fisher College (NY) experienced an enrollment decline as more students attended community colleges for the first two years before transferring to Fisher. To give prospective students reasons to attend all four years, the College began offering several optional learning communities in 1996. A skills course, usually writing, is clustered with one or two other disciplinary offerings, and cohort sizes are limited to 18 students. Learning communities are now mandatory for all first-year students, and three financial aid programs are connected directly with specific learning communities—focusing on community service, first-generation students, and science scholars. The College has enriched this initial year for students with a one credit-hour Freshman Seminar, Freshman Advisors, and Peer Advisors. And enrollment has climbed significantly.

Johnson C. Smith University (NC) also began with 100 first-year students, randomly selected and divided into four cohorts, taking four courses together. The goal was to improve retention from the freshman to sophomore year. The University has used a similar approach in the sciences and the honors college. This semester, for the first time, several disciplines have linked pairs of introductory courses (for example, economics and Spanish, and music and communications arts). Grand View College’s (IA) use of learning communities has been motivated by both retention and a large number of commuting and transfer students. Explicitly seeking to create places within the curriculum that could contribute to a sense of community, the College recently defined design principles for its new course clusters: involvement of two or more departments, a unifying theme, active student collaboration, development of writing and critical thinking skills, use of both classical and new texts, and longer blocks of time.

Not surprisingly, some independent colleges have stretched this notion to encompass more than just courses. At St. Lawrence University (NY), learning communities have been required since 1988 for all first-year students, in groups of 30-45, who not only take one team-taught, 4 1/2 hour course together but are also housed together, creating opportunities to use residence hall common space for related activities and to extend interaction beyond the classroom. The results of this program have surfaced in the University’s unusually strong freshman showing on the National Survey of Student Engagement.

The College of Saint Benedict (MN) and St. John’s University (MN) are jointly experimenting with learning communities that involve activities in addition to courses and, in a few cases, do not involve courses at all. For instance, an environmental study community involves four courses and considerable off-campus activity, while an Asian studies community entails no specific courses but an Asia Club, campus speakers and cultural events, international study opportunities, internship and career opportunities, and presentations on student and alumni experiences in Asia.

Interesting…and important. Even at independent institutions, which enjoy a clear head start on a sense of community, thoughtfully implemented learning communities can heighten the very experiences that many students sought when they chose that institution in the first place.
Making the Case for Cedar Crest and the Liberal Arts

Making the case for independent higher education—particularly for small to medium-sized liberal arts colleges and universities—is an important but sometimes difficult undertaking. Most of the presidents and chief academic officers who participated in CIC’s strategic planning roundtable discussions last year identified “making the case” as a key challenge for CIC and the independent sector. The CIC Board of Directors and membership has directed the Council to develop a formal strategy to address the issue.

But while CIC is developing ways to make the case on a national level, college and university presidents and their public relations, admissions, and other officers are continually making the case for their campuses. Dorothy Blaney, president of Cedar Crest College (PA) since 1989, is particularly effective at promoting her college. Cedar Crest offers a liberal arts education to women. Early in her tenure as president, Blaney developed a comprehensive public relations strategy that has grown over the 13 years of her presidency.

Blaney writes a regular column every month for the Sunday edition of her local newspaper, the Allentown Morning Call (200,000 circulation). Her commentary is wide-ranging, from contemporary issues such as the Andrea Yates murder trial, to financial aid issues, to “slice-of-life” examples from her campus. She said her goal is “to bring reader awareness to Cedar Crest and establish a private college presence in the news.” She turns each column into a pamphlet that she distributes widely to more than 2,000 national, state, and local lawmakers, foundations, donors, the media, and leaders in the higher education community. “The pamphlet provides good visibility for the college,” Blaney said, adding that “people write to me about their views on the subject of the column. Sometimes it stirs a debate, sometimes it’s negative, but mostly I see it as a means to reinforce ‘evergreen’ values.”

“...the payoffs [of Cedar Crest’s promotional efforts] have been substantial. Applications are up from 300 in 1989 to 1,100 in 2001; there has been increased donor and trustee interest; and foundation officers who wouldn’t otherwise know Cedar Crest have provided funding for the campus.”

She is the coordinator and also appears three times a year on a public television show, “Speaking to Presidents,” during which three or four other college presidents discuss the issues of the day and answer call-in questions from the audience.

In addition, Blaney meets regularly with state and local lawmakers to discuss the campus’ contributions to the economic development of the community, and to lobby for legislation that benefits private higher education.

In her effort to promote the liberal arts, Blaney is a big believer in the use of art to reinforce messages. “Art and language have something to say about contemporary issues,” Blaney said. The cover of all her pamphlets feature photos of art work by Cedar Crest trustee David Finn, a sculptor and photographer with whom she has worked over the years to develop contacts in the arts. Cedar Crest now is the home of a collection of works by Gaston Lachaise, a $20 million sculpture collection from the Lachaise Foundation, on permanent loan to Cedar Crest. The most famous sculpture, “Elevation,” which portrays a large nude woman, has become the signature piece for Cedar Crest. “This wonderful work of art fits in with our mission and the promotion of women’s colleges with distinctive characteristics,” Blaney said.

Though her efforts to promote Cedar Crest and the liberal arts requires a tremendous effort, “the payoffs have been substantial,” Blaney said. “Applications are up from 300 in 1989 to 1,100 in 2001; there has been increased donor and trustee interest; and foundation officers who wouldn’t otherwise know Cedar Crest have provided funding for the campus.” But she says the biggest payoff has been with the local community. Blaney has become something of a local celebrity columnist and is frequently invited to speak at community events.

Blaney’s efforts at making the case for Cedar Crest College have also helped to make the case for private liberal arts colleges nationally.
Between Foundation Officers and College and University Presidents. The meeting with the Times included conversations with education correspondents Jacques Steinberg and Karen Arenson, editorial writer Brent Staples, college marketing manager Felice Nudelman, and New York Times president and general manager Janet Robinson. CIC Board Chair Richard Detweiler, president of Hartwick College (NY), facilitated the meeting.

Steinberg discussed his criteria for choosing what issues or stories to write about and asked the presidents for story ideas from their campuses. Although he said he really has no formula, he tries to "tell big stories through a small place to personalize it." He tries to present a "slice of life" in his stories, and is likely to be more interested in "quirky, funny, unique" items, or stories that identify a trend in higher education. In addition, "when there's a debate over a program or issue, it's a richer story," he said, adding that "a story needs tension to work."

In a dialogue about the nuances of Times interests in selecting and covering stories, Cedar Crest College (PA) President Dorothy Blaney and Saint Joseph's College (IN) President Ernest Mills described their institutions' attempts to focus their students on the democratic process, issues of social justice, and learning tolerance of ideas and people in classrooms and integrating what they learn into their lives.

Steinberg said he'd be interested in "finding a rich classroom where there has been tension and exploring how the students work their way through it." He was also intrigued by Saint Leo University (FL) President Arthur Kirk's description of how his small campus delivers education to thousands of students online, most of whom never step onto the campus except for graduation ceremonies. Steinberg said he'd be interested in following a group of students who took the online program and meet each other face-to-face for the first time at commencement. "It could say something powerful about Internet education… but what comes next? How is online education working? How does it change the life of the campus?" Steinberg asked, noting that these issues may not be easy to address.

When College of Notre Dame of Maryland President Mary Pat Seurkamp asked Steinberg if he would be interested in looking in-depth at the issue of financial aid and the process of determining aid packages for students, he said he would like to "find one student and follow him through the student aid process." He'd also look at "how institutions are played off each other by families seeking the best aid package, and how colleges make the calculations for aid."

In response to one of the more unusual story ideas pitched to him during the meeting, Steinberg was intrigued by the fact that seven graduates from Point Park College's (PA) School of Theater and Dance are members of the New York Rockettes. As a result, Point Park President Katherine Henderson said the school has become a "Rockette network" where students come to Pittsburgh to audition for the coveted slots. Steinberg said he is often interested in quirky stories such as this, and would set the story at the auditions and let it unfold from the perspective of one or two students auditioning.

In addition, he was interested in learning more about the National Survey of Student Engagement (NSSE) and asked whether presidents were planning on publicizing the data from their institutions. Education writer Karen Arenson also expressed some interest in the NSSE study. When Elon University (NC) President Leo Lambert suggested she look into the survey results, "which could potentially be a big story if the participating colleges allow the data to be released," Arenson said she might take a deeper look at it. She said she doesn't cover as many surveys and reports as she used to, but that she'd be interested in chronicling student life and efforts to improve student services.

Arenson said she is primarily interested in issues of access (who gets in?), cost (who pays?), what students need to know, and remediation, and said she tends to write more analytical stories. "The best stories are finding out what's really going on on campus," she noted. She has recently looked at "what colleges are doing with finances and endowments, accountability and assessment efforts, and the early decision phenomenon, which has been fueled by the U.S. News & World Report rankings."

In response to Johnson C. Smith University (NC) President Dorothy Yancey's question about how much time she spends looking at small colleges, Arenson said she focuses on "a limited number of institutions, mostly publics, and very little on small campuses that no one has heard of," unless she picks up a trend among the smaller private schools. She's also intrigued by the issue of teacher shortages. "Why aren't we getting more teachers? Low pay is one reason, but how do we change it short of raising taxes? Low status is another factor—teachers aren't treated as professionals…. We're making headway in getting respect for teachers and colleges have begun to set up training programs and scholarships to get more students interested in teaching," Arenson said, suggesting that teacher education is an issue that will be covered in the Times.

In his remarks, editorial writer Brent Staples stressed the value of a liberal arts education, and said the average K-12 education can be elevated by a serious liberal arts regimen. He said the writing skills of college graduates have declined over the years. He urged the presidents to focus on teaching students to be able to express themselves in writing and to

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be able to state a thesis and write an argument. He also said institutions "have a tremendous responsibility to teach students the ideas of civilization," as well as values and morals. He cautioned that "too much of teaching these days is being done by adjuncts who are not well educated and are not paid well." He said educational institutions "need to invest in excellent teachers - spend the money to get the best." He also bemoaned the loss of education funding for poor students. "For every dollar the government spends on educating poor students, $10 is spent on educating middle and upper-class students." When Le Moyne College (NY) President Charles Beirne, SJ, explained that wealthy students now increasingly attend public institutions while lower-income students are more and more attending private colleges, Staples was very interested in seeing data on the average income of students at public and private institutions.

Many presidents who participated in the meeting were interested in possibilities for partnerships with the New York Times, described by Felice Nudelman. Among the opportunities:
- a consortium of CIC institutions could be offered a significant discount to run a full-page ad in the newspaper on an issue of collective importance;
- colleges can partner with the New York Times in a readership program that involves the purchase of daily newspapers for class and student use;
- colleges can work with the Times to develop a national model of faculty development, using the newspaper to help faculty teach science and writing, among other subjects;
- the Times could create a section on its website (www.nytimes.com) for CIC member schools that would highlight aspects of these institutions for prospective students; and
- a consortium of CIC institutions could be offered a discount for site licences for the New York Times archives.

Nudelman also suggested that a similar meeting with CIC member presidents could be held in the future.

CIC President Richard Ekman stressed that "CIC is very interested in continuing these conversations so that more CIC members have the opportunity to participate in similar small-group discussions with the Times."

Times President Janet Robinson stressed that the newspaper is "very committed to the pursuit of higher education for all students" and that these partnership possibilities offer not only the Times the opportunity to build readership among college students, but also offer educators a chance to connect classroom text to current experience and events. She said "a key factor in ensuring relations with colleges and universities is a sound and growing relationship with college presidents," and urged the meeting participants to follow up "to see what we can do together."

Contacting the Times:
Main number: (212) 556-1234
Partnership possibilities: 1-888-NYT-COLL
Jacques Steinberg: Jacques@nytimes.com
Brent Staples: Brent@nytimes.com
Karen Arenson: Karen@nytimes.com
Felice Nudelman: nudelf@nytimes.com

Participants in New York Times meeting:

Charles Beirne, SJ
Le Moyne College, NY

Dorothy Blaney
Cedar Crest College, PA

David Caputo
Pace University, NY

Richard Cook
Allegheny College, PA

Bryant Cureton
Elmhurst College, IL

Richard Detweiler
Hartwick College, NY

Thomas Flynn
Millikin University, IL

Ernest Mills
Saint Joseph’s College, IN

William Frame
Augsburg College, MN

Katherine Henderson
Point Park College, PA

Arthur F. Kirk, Jr.
Saint Leo University, FL

Leo Lambert
Elon University, NC

Larry Large
Oglethorpe University, GA

Scott Miller
Wesley College, DE

Fred Moore
Buena Vista University, IA

Mary Pat Seurkamp
College of Notre Dame of Maryland

Barbara Sirvis
Southern Vermont College

John Strassburger
Ursinus College, PA

Dorothy Yancy
Johnson C. Smith University, NC
Campus Update

A compendium of relevant news from CIC member institutions

Pulse rates increase when a faculty member, president, or entire campus achieves a fundraising goal, overcomes a challenge, or wins an award. In past months, CIC institutions have had many reasons for their pulses to quicken.

Accomplishments

The Warren Wilson College (NC) Master of Fine Arts Program for Writers has earned another distinction. Two of its faculty members recently won Pulitzer Prizes for poetry and fiction. Carl Dennis won the prize for his collection of poetry, Practical Gods, and Richard Russo won the top fiction prize for his novel, Empire Falls. The college’s MFA program has graduated 500 students who have collectively published 300 books. There have been five MacArthur “genius award” winners, a “Book of the Year” winner for fiction, and over 20 Guggenheim Fellowship recipients in the program over the years.

Saint John’s University (MN) has the most active study-abroad program among the nation’s undergraduate liberal arts colleges, according to the Institute for International Education. Juniata College (PA) has been chosen to host the May 2004 National Science Olympiad, bringing to campus 108 teams from high schools and middle schools across the U.S. and Canada in a variety of science-based events. Juniata expects 3,500 competitors, coaches, and parents to visit during the two-day competition. Juniata has hosted Pennsylvania’s Olympiad competition for the past 11 years.

The Teacher Education Accreditation Council (TEAC) has recently accredited three programs, including those at Lewis College (CO) and Texas Lutheran University. The Hollins University (VA) program is also under consideration.

Wesley College (DE) will open a charter high school, enrolling 300 students, this fall.

Michael Viollt’s publication Get In, Get Out, Get a Job (Octameron Press, 2001) lists 200 colleges that excel at a model of education for job-focused students, based upon analyses of placement services, early skill development, retention, and graduation rates. Augsburg College (MN) and Concordia College (MN) are named two of the “Great Colleges for the Real World.”

Marygrove College (MI) President Glenda Price recently was selected as one of Detroit’s “100 Most Influential Women,” and was awarded the Distinguished Leadership Award by the Michigan Business and Professional Association. And Chapman University (CA) credits board chair and philanthropist George L. Argyros with being the individual most responsible for Chapman’s dramatic 26-year transformation from a college to university.

New Facilities

Millikin University (IL) formally dedicated its Leighty-Tabor Science Center. The $18 million facility has 84,000 square feet and is the new home to the biology, chemistry, and physics departments. It contains an observatory with a 20-inch reflecting telescope that is one of the largest university-owned telescopes in the midwest. The building was named after benefactor Roberta Morris Tabor (class of 1936) and John Leighty (class of 1931), a scientist who worked on the team that helped to develop penicillin. And a new science facility at Huntington College (IN) boasts 91,000 square-feet and is now the largest building on campus. The science hall features state-of-the-art classrooms and laboratories for natural science.

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Prescott College’s (AZ) African drumming circle, Village Life, drums in guests to the inauguration of Dan Garvey, the liberal arts institution’s 12th president.

(Campus Update, cont’d from page 18)

mathematics, and computer science—and allows the college to offer a new bachelor’s degree in environmental science next fall.

Marywood University (PA) dedicated the Michael and Dolores Insalaco Center for Studio Arts. It provides nearly 60,000 square feet of additional, well-equipped studio classrooms and creative space for arts disciplines from painting and drawing to ceramics, paper-making, print-making, weaving, and metallurgy. Part of the funding has been supplied by The Kresge Foundation, for which the main lobby will be named.

New Programs, New Names

Marywood University (PA) completed an 18-month series of meetings, forums, and surveys that resulted in a revised core curriculum for undergraduates. The curriculum has been unchanged for more than two decades, and college officials felt they needed to balance requirements of professional programs with Marywood’s commitment to liberal arts. The university also unveils in September a new graduate degree in information sciences and a bachelor’s of science in biotechnology.

Nazareth College (NY) creates a new Master of Arts in Liberal Studies (MALS) program to begin this fall, an interdisciplinary approach to the arts, humanities, and sciences for adults.

Gwynedd-Mercy College (PA) begins a master’s of science degree in special education this fall, and Tri-State University (IN) begins its first graduate-level courses as part of a master’s of science in engineering technology. Huntingdon College (AL) begins an undergraduate major in global leadership. It requires work in business administration, political science, communications, and at least two foreign languages.

Susquehanna University (PA) inaugurated the Arlin M. Adams Center for Law and Society. The Center is interdisciplinary and promotes scholarship, education, and community outreach. Named for a prominent jurist, the Center will feature an annual lecture-ship among its services. Alderson-Broaddus College (WV) opened the Alan B. Mollohan Training Center for Workforce Education. The new Center will feature training courses both on-campus and off that are customized for businesses in the surrounding 13 counties.

St. Norbert College (WI) is one of a consortium of four educational and community institutions launching an innovative project geared to teaching mathematical concepts in new ways. It includes workshops for teachers and the development and distribution of interdisciplinary curriculum materials that are coordinated with an exhibition at the Neville Public Museum of Brown County.

On the campus of Birmingham-Southern College (AL) in July, as many as 50 Alabama high school students who hope to be the first members of their families to attend college will participate in the first “Camp College.”

Western Maryland College changed its name to McDaniel College (MD) in July in honor of William Roberts McDaniel, a student, alumnus, professor, vice president, treasurer, acting president, and trustee whose dedication to the 135-year old college spanned 65 years, from the late 1870s until his death in 1942. “We name this college for someone who personifies our mission — and our essence,” said President Joan Develin Coley during the name announcement. “His work, his philosophy toward education, particularly the liberal arts, his adamant belief in our role as ‘a guide, a counselor and friend’ to students—all reflect this college.”

Several colleges have been (or will soon be) granted university status, including Fontbonne University (MO), Seton Hill University (PA), Ohio Dominican University, Mount Vernon Nazarene University (OH), and Queens University (NC).

News About Students

Students at Juniata College (PA) are creating a digital Geographic Information Systems (GIS) map of more than 100 historically and culturally significant industrial sites in the county as part of the college’s ongoing heritage project.

Millikin University (IL) will continue Training for Intervention Procedures (TIPS) next year. TIPS is part of the

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required first-year seminar. It provides education on handling situations in which people are drinking. Officials say alcohol violations decreased by 25 percent during the TIPS instruction period last fall.

Dickinson College (PA) recently presented “Writing Science News.” Media representatives were invited to talk with scientists and student researchers. The course focuses on training future scientists to understand the importance of conveying their research to non-specialists.

Campaigns and Resources

Austin College (TX) kicked off the public phase of its $120 million Campaign for the New Era that will be the largest and most ambitious in its history. Notre Dame College (OH) starts a $5.2 million Mission Expansion Campaign to better accommodate its growing student body. The $37 million Campaign for Huntington College (IN) has exceeded its goal; contributions and pledges totaled $43 million. Wesley College (DE) has raised $60 million during its $42 million drive, “From Here to 2010: The Campaign for Wesley.” John Carroll University (OH) surpassed its $100 million campaign goal.

Jacksonville University (FL) received a major gift from the Gasper and Irene Lazzara Charitable Foundation that will permit the university to construct the Lazzara Health Science Center. The center will be home to the School of Nursing as well as a planned new School of Orthodontics.

St. Bonaventure University (NY) obtained a $3 million donation from Mr. and Mrs. William L. Richter, the largest gift in its history, to erect a new campus recreation center. It will be completed by autumn 2004.

Westminster College (PA) received two bequests: $1.1 million for scholarships and $650,000 for biology and recreational programs. Saint Joseph’s University (PA) received $850,000 from the National Science Foundation for a project that sends university students to North Philadelphia public schools. The students will develop and teach hands-on science programs that increase science literacy in traditionally underserved neighborhoods. Whitworth College (WA) received $750,000 from the Bill and Melinda Gates Foundation for technology in a major new academic building and in other instructional facilities on campus.

Susquehanna University (PA) will establish the Janet C. Weis Endowment for Liberal Arts with a $500,000 grant from the Degenstein Foundation.

Allegheny College (PA) attracted a donation of $500,000 from the Maytum Family for “smart classrooms.” And Shenandoah University (VA) received two grants from the U.S. Department of Education totaling $400,000, the largest of which is for strengthening technology education in the northern and western regions of Virginia.

Southern Vermont College received the final installment of a $150,000 pledge for its general fund.

Saint John’s University (MN) has established a fund in memory of alumnus Thomas Burnett, Jr., of the class of 1985. Burnett played a heroic role on September 11 in the hijacked United Airlines flight 93, which crashed near Pittsburgh.

With the construction of the Michael and Dolores Insalaco Center for Studio Arts, Marywood University’s (PA) art facilities now total over 100,000 square feet dedicated to the visual arts. Art enrollment has increased 100 percent since the new facility opened, made possible in part by a $750,000 grant from the Kresge Foundation. The architecture firm of Hemmler and Camayd designed the building.
CIC News

CIC Receives Additional Funding for Strategic Planning Initiative

Following the success of the year-long strategic planning process initiated by CIC in 2001, the Council was awarded a second $100,000 grant by The William Randolph Hearst Foundations this spring. The grant will support the implementation of a variety of program initiatives in response to six major concerns and challenges facing independent colleges and universities: financing high quality education; making the case for independent colleges and universities; presidents and trustees; faculty, institutional mission, and leadership; changing student body; and ensuring quality.

Further discussion by the Board of Directors and by staff members during a recent retreat led to a number of new activities being considered, among them:

Financing High Quality Education
- Organize an in-depth workshop following the 2003 Presidents Institute on financial management; develop national or regional workshops for institutional teams on broad issues of financial management.
- Expand the roster of the Panel of Presidential Consultants who can address inquiries from presidents seeking help with financial management.
- Develop written materials on program cost analysis, debt management, and facilities financing.

Making the Case for Independent Colleges and Universities
- Establish an advisory committee consisting of presidents, public relations directors, and other key campus personnel to advise on current initiatives and design additional activities that can promote these institutions.
- Organize a workshop or series of regional workshops for public relations directors from CIC institutions that help them make the case by providing information and data specific to these institutions.
- Convene meetings between presidents and editors and reporters from national newspapers and magazines to make the case for the independent sector of higher education.
- Develop resources for the web, including annotated materials and links, presidential speeches and essays, fact sheets, and short articles that help make the case.

Faculty, Institutional Mission, and Leadership
- Convene a national conference for campus teams to provide faculty members and administrators with access to effective practices.
- Develop an initiative to assist institutions by collecting and sharing effective institutional faculty development practices more widely.
- Develop materials about independent colleges and universities that individual institutions might use in their recruitment efforts as well as materials directed to graduate schools about the attributes that CIC institutions seek in hiring new faculty.

A number of additional initiatives related to ensuring quality, presidents and trustees, and changing student body are under discussion.

TEAC Approved

The Teacher Education Accreditation Council (TEAC) has received formal approval as an accrediting agency from the Council for Higher Education Accreditation (CHEA). TEAC, a national leader in the effort to reform teacher education accreditation, hopes also to receive formal recognition from the U.S. Department of Education by December. Gordon Haaland, president of Gettysburg College (PA) and past chair of the CHEA board of directors, said “CHEA’s recognition of TEAC should make it possible for many small colleges to prepare K-12 teachers in ways that build on the distinctive strengths of small colleges and universities. I hope CIC member institutions will continue to support CHEA as it turns its attention to other aspects of accreditation. At Gettysburg, we have been encouraged by CHEA’s sensitivity to our institutional character.”

Staff Activities

CIC President Richard Ekman and other staff members have been speaking at numerous meetings this spring about “making the case” for private colleges and universities. Ekman and Communications Director Laura Wilcox discussed the issue at the Appalachian College Association annual meeting in June in Asheville, NC, and Ekman spoke at the annual retreat of the directors of the Association of Independent Colleges and Universities of New Jersey in June. CAPHE Executive Director Michelle Gilliard presented a session titled, “Making the Case Through Evaluation,” at the FIHE national meeting in Santa Fe, NM, in April.

In other activities, Ekman gave the commencement address at Georgetown College (KY) in May, delivered the keynote at the annual meeting in April of the Association of American International Colleges and Universities hosted by the American College of Greece in Athens, Greece (speaking about recent developments in U.S. private higher education), and spoke about issues of collaboration and planning at a special spring meeting of administrative staff.

(cont’d on page 23)
average at least once a year. Of the associate professors, more than half have published a book.

These include some highly significant publications—a book nominated by Oxford University Press for the Pulitzer Prize in Biography, and winners of the Organization of American Historians’ Frederick Jackson Turner Award, New York State’s Kerr Prize, and the Conference on Latin American History’s Prize (for an article in the prestigious Journal of Interdisciplinary History).

The individuals in the nominee pool have not been very well supported with grants and fellowships. Their achievements are all the more impressive for having been made while carrying full workloads on campus. Only seven professors mentioned any support from external sources (including the Virginia Historical Society, NEH, Lilly, Fulbright, and Pew). Associate professor nominees were only slightly more successful: nine of 17 associate professor nominees mentioned outside support (Mellon, Fulbright, James Wilson James, NEH, Rockefeller Archives Travel Grant, and a Gilder Lehrman Institute fellowship). Only 12 of the 39 full and associate professors appear to have received multiple awards of external support throughout their careers.

Nor have home institutions of nominees provided much support for travel, research fellowships, or teaching improvement grants. Only seven out of 39 nominated professors and associate professors mentioned any kind of special institutional support.

How representative is this group of nominees of all faculty members at smaller institutions? My view is that it is reasonably representative. The procedures and selection criteria for this seminar would not have skewed the pool by leading many potential nominees to conclude it was not worth the trouble to apply or that they could not be competitive. American history is taught at every American college. The typical history department in a small college has only one or two U.S. historians on the faculty and they are routinely expected to teach a wide array of subjects. Teaching loads are heavy and opportunities for sabbaticals, travel, and research support are few. Only some colleges are located near major libraries and archives.

Several lessons are suggested by this quick analysis. The first is that teaching and research, far from being opposites, tend to be mutually reinforcing in the lives of many faculty members. According to the nominators, many of the individuals were notable in both arenas.

The second is that colleges should try to support faculty development because it does produce results in both scholarly achievement and in fulfillment of such institutional objectives as improved teaching and program development.

The third is that foundations, government agencies, and fellowship organizations should recognize that excellent work is being done by a large number of faculty members at institutions that do not offer much financial support for faculty members’ scholarly or curricular projects. And if the PhD “glut” of the past generation has led many superbly prepared PhDs to accept jobs in institutions that cannot offer much support, more support will likely make these faculty members even more effective teachers, leaders of major programs and curriculum development, and producers of high quality scholarship. At least a few would surely produce work that is equal to the work of former graduate school colleagues who have had the benefit over the years of frequent institutional and external support.

The Gilder Lehrman Institute and CIC are both very pleased with the results of the seminar, and intend to offer additional seminars in the future. I hope that other funders will grasp the importance of nurturing high-quality work by doing more to support faculty members of CIC colleges and universities. A few already have (see, for example, the article on page 13, which describes the dramatic increase in the number of Fulbright winners drawn from CIC faculty ranks). And I hope that the myth about the roles of teaching and research in the professional lives of faculty members at smaller institutions will soon disappear.
teams from smaller Lutheran colleges.

Senior Counsel Marylouise Fennell, RSM, received Boston University’s (MA) Ida M. Johnston Award and an honorary degree from the institution during graduation ceremonies in May. She is an alumnus of Boston University (doctorate in counselor education) and served as a faculty member there.

Jacqueline Skinner, Associate Director of CAPHE, co-presented with Erin Swezy of St. Joseph’s College (ME) a program, “Engaging Communities and Campuses: Enhancing Student Learning and Deepening Community Engagement,” at the 84th Annual Conference of the National Association of Student Personnel Administrators (NASPA), March 2-6 in Boston. The session was the third national presentation that highlighted the work of CAPHE’s Engaging Communities and Campuses grant program. Skinner also made two presentations, “Enhancing Cultural Competence Through Online Education: Opportunities and Challenges” and “Completion of the Doctorate by Students of Color: A Dream in Progress?” at the 15th Annual National Conference on Race & Ethnicity in Higher Education (NCORE), May 29-June 2 in New Orleans.

(Staff Activities, cont’d from page 21)
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<td>Library Workshop</td>
<td>Columbia, Maryland</td>
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<td>New CAO Workshop</td>
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<tr>
<td>November 2-5, 2002</td>
<td>CAO Institute</td>
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<td>January 3-4, 2003</td>
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