Margaret McKenna, president of Lesley University, passes the gavel to incoming CIC Board Chair Richard Detweiler, president of Hartwick College, during the Presidents Institute banquet.

For a special report and photo spread on this year's annual meeting held at Sanibel Harbour Resort, Florida, January 4-7, see pages 9-14.

Photo by Stan Lindsey

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2002 PRESIDENTS INSTITUTE
“Framing Conversations for the Future”

Strategic budgeting and tuition discounting, the implications of September 11 for higher education, governance, market research, and successful planning were among the topics explored during the 2002 Presidents Institute, hosted by the Council of Independent Colleges on January 4-7 in Fort Myers, Florida.

The theme of the meeting, “Framing Conversations for the Future,” sought to cover many of the subjects that CIC member presidents identified as top priorities during the year-long strategic planning process CIC undertook in 2001 (see related story, this page). The annual meeting attracted record-breaking attendance (287 presidents and 159 spouses) and the greatest amount ever in financial contributions from sponsors. (See Special Report on the 2002 Presidents Institute, pages 9 to 14.)

One of the more highly praised sessions during the Institute examined “strategic budgeting”—how to link budgeting with planning, what new challenges have emerged since the last economic downturn, and how

(continue on page 22)

Strategic Planning Report Approved by CIC Membership

Members of the Council of Independent Colleges during the 2002 Presidents Institute annual meeting endorsed a report on the results of the Council’s year-long strategic planning process. The “Report to the CIC Membership on Strategic Planning” describes CIC’s strategic planning process, which was initiated to determine future directions for CIC.

CIC conducted a total of 22 roundtable discussions (17 with presidents, four with chief academic officers, and one with church association executives) between March and October of 2001 (see the fall issue of the Independent or CIC’s website, www.cic.edu, for the list of roundtable sessions). Two additional meetings were held in July and November to assess the findings of these roundtable discussions and sharpen understanding of the key issues. Substantial, initial financial support for these efforts was provided by the William Randolph Hearst Foundations, Inc.; additional support came from The Booth Ferris Foundation and The Christian A. Johnson Endeavor Foundation.

The report to the membership enumerates the current challenges facing independent colleges and universities as expressed by campus leaders. It also
FROM THE PRESIDENT’S DESK

How Much is That in Real Money?

By Richard Ekman

An age-old question of cost-benefit in public policy is to look at who pays and who benefits. In higher education, the newspaper headline surely catches our eye when it reads “Tuition at State University to Increase 20 Percent,” and it takes closer reading to understand that the increase is $600 on a base tuition of $3,000. After reading the article, we may still not know whether to regard this increase as alarming or not. Surely, we say, most people—even people of extremely limited financial means—can afford $600. And if the full cost of a year of college is closer to $13,000, isn’t a price of $3,000 or even $3,600 an extraordinary bargain?

The response is often that in a democratic society, especially one that is knowledge-based, the state has an obligation to provide a college education for a large percentage of its citizens. Over the past 30 years in the United States, that percentage has increased from 50 percent of high school graduates who attend college to today’s almost 70 percent. Some believe that the goal ought to be 100 percent and, to that end, argue that it is the responsibility of the state to eliminate all barriers to access, including financial barriers. If $600 is regarded as burdensome, the state should eliminate the burden.

How much of the cost of college is it reasonable to expect students or their families to bear? How much should be covered by the state through tax revenues that all citizens of the state bear, whether or not they attend college? These questions are answered differently in each of the 50 states for their state universities, and they are answered differently by every college and university, public or private, as it crafts the details of a financial aid package for each student. One student believes that a degree from College X is going to be so valuable throughout his or her life that it is worth going into debt up to a level of $6,000 by graduation, while another student believes that a degree from College Y is worth incurring $60,000 of debt. Michael McPherson of Macalester College tells us that lifetime earnings of those with a college degree are approximately twice the lifetime earnings of those who do not attend college.

Most Americans are willing to pay taxes to support services of government that would be difficult to provide without central coordination and where a clear public good is being served—for example, defense, highways, education of children, and care of the elderly and the poor. Higher education serves both private benefit, such as increased earning capacity, and public purposes, such as heightened civic participation. Most also believe that government has a role in ensuring access to higher education for qualified students who lack adequate financial resources. But how is “qualified” defined? And what about “adequate”? Here, too, each state has its own approach to support for its state universities, and each college has its own approach in the distribution of financial aid, but the connections are rarely explicit between the details of the formulas for public funding and the twin goals of serving the public good and enhancing opportunities for private benefit.

We would all learn something from a fresh airing of the arguments over the public good that is intended to be served by higher education, and especially on such questions as who pays and who benefits. A recent study by a national

(cont’d on page 22)
CIC Board of Directors Welcomes New Members

CIC is pleased to announce the election of nine new member presidents to serve on the Board of Directors.

Esther Barazzone, president of Chatham College (PA) since 1992, has led significant institutional renewal and expansion on her campus, including an increase in enrollment that has doubled over the past six years. She has published numerous articles on higher education, and currently serves as the chair of the Association of Independent Colleges and Universities of Pennsylvania.

JoAnne Boyle has been president of Seton Hill College (PA) since 1987. Among her accomplishments, she created the National Education Center for Women in Business and a National Catholic Center for Holocaust Education. She serves as chair of the Pennsylvania chapter of the International Women’s Forum, and has been elected to the National Association of Independent Colleges and Universities Commission on State Relations.

Anne L. Deming, president of Notre Dame College (OH) since 1996, has previously held administrative positions at Trinity College (DC), Middle Tennessee State University, West Chester University (PA), and SUNY at Fredonia (NY). Her wealth of higher education experience has led to elections on many state and national boards, including the Northern Ohio Fulbright Association and Leadership Cleveland.

James Doti has been president of Chapman University (CA) since 1991, and is the Donald Bren Distinguished Professor of Business and Economics. His years of dedicated service to Chapman date back to 1974, when he became an assistant professor and director of the Center for Economic Research.

LeBron Fairbanks, president of Mount Vernon Nazarene College (OH), is deeply involved in the Church of the Nazarene, and has held positions as academic dean at European Nazarene Bible College (Switzerland) and president of Asia-Pacific Nazarene Theological Seminary (Philippines).

David House has been president of Saint Joseph’s College of Maine since 1995. He previously served as vice president for academic affairs at Bellarmine College and as associate dean for academic affairs at Johns Hopkins University.

Mary Pat Seurkamp has been president of College of Notre Dame of Maryland since 1997. She previously held administrative positions at Saint John Fisher College (NY). In 1998 and 2001, Seurkamp was selected by the Daily Record as one of Maryland’s Top 100 Women of the Year.

Henry Tisdale is president of Claflin University (SC). He has been the recipient of numerous awards and honors, including the National Association for Equal Opportunity in Higher Education (NAFEO) Distinguished Alumni Award and the NAACP Educator of the Year Award.

Peggy Williams, president of Ithaca College (NY) since 1997, is involved in many professional activities of community service, including the SUNY Advisory Council on Teacher Education and the Board of Directors of the American Council on Education. Williams is a frequent speaker at educational workshops and meetings throughout the country.
Board Elects New Members, Changes Bylaws

During the Board of Directors meeting at CIC’s 2002 Presidents Institute in Fort Myers, FL, the Board elected eight members to the Executive Committee and elected nine presidents and William Hamm, president of the Foundation for Independent Higher Education, as new CIC Board members.

Richard Detweiler, president of Hartwick College in New York, was chosen as the Board’s new chair, replacing Margaret McKenna who remains on the Board as past chair.

Also at the January Board meeting, the entire membership voted on several changes to CIC’s Bylaws. Most of the changes pertain to membership and Board matters. A few non-substantive clarifying language changes were also made. One of the most significant changes was the creation of a third category of membership, “International Members,” for institutions located outside the United States.

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Board Elections

**EXECUTIVE COMMITTEE (TO SERVE JANUARY 2002 – JANUARY 2004)**

- **Richard Detweiler**, Hartwick College (NY) - Chair
- **Thomas Flynn**, Millikin University (IL) - Vice Chair for Programs
- **Richard Kimball**, Teagle Foundation (NY) - Vice Chair for Resource Development
- **Scott Miller**, Wesley College (DE) - Vice Chair for Public Information
- **Dorothy Blaney**, Cedar Crest College (PA) - Treasurer
- **Richard Kneedler**, Franklin & Marshall College (PA) - Secretary
- **Doreen Boyce**, The Buhl Foundation (PA) - Vice Chair for Investments
- **Margaret McKenna**, Lesley University (MA) - Past Chair

**BOARD MEMBERS (TO SERVE JANUARY 2002 – JANUARY 2005)**

- **Esther Barazzone**, Chatham College (PA)
- **JoAnn Boyle**, Seton Hill College (PA)
- **James Doti**, Chapman University (CA)
- **E. LeBron Fairbanks**, Mount Vernon Nazarene College (OH)
- **Henry Tisdale**, Claflin University (SC)
- **Peggy Williams**, Ithaca College (NY)

**BOARD MEMBERS (TO FILL UNEXPIRED TERMS THROUGH JANUARY 2004)**

- **Ann Deming**, Notre Dame College (OH)
- **Mary Pat Seurkamp**, College of Notre Dame of Maryland

**BOARD MEMBER (TO FILL UNEXPIRED TERM THROUGH JANUARY 2003)**

- **David House**, Saint Joseph’s College of Maine
New Workshops Offered for Division/Department Chairs

Developing the leadership of departments and divisions is the focus of a new series of workshops being offered by CIC this spring. Participants attending the “2002 Workshops for Department and Division Chairs” will focus on the distinctive challenges of department leadership in small and medium-sized independent colleges and universities and work on planning for departments in support of the mission of the institution.

The workshops, to be held in the San Francisco area (April 12-13); Charlotte, NC (May 29-31); Cleveland, OH (June 4-6); St. Louis, MO (June 4-6); and Albany, NY (June 11-13), are designed to serve both experienced and new chairs of departments or divisions at independent institutions.

“Department and division chairs must project where their programs should be in the future and take steps to reach those goals, but they also must be grounded in the here and now, focusing on the many daily details that allow the department to function effectively—such as arranging course schedules, avoiding legal pitfalls, aiding search committees, and helping faculty colleagues grow in their teaching and scholarship,” said CIC President Richard Ekman in announcing the workshops. “We are pleased to offer for the first time a program that helps academic leaders develop goals for their department/division that address changing institutional and faculty needs,” Ekman said.

Workshop topics include:
• Leading academic change and the essential role of the department chair;
• Recruitment, selection, and hiring of new faculty members who are compatible with the mission of the institution and department;
• Creating a team or collaborative leadership with faculty colleagues in the department, as well as with institution-wide administrators;
• Criteria for evaluating faculty members;
• Legal issues related to faculty hiring and evaluations for promotion and tenure;
• Increasing inter-departmental cooperation; and
• ADA issues of particular concern to department chairs, among others.

Among the presenters at the workshops are Howard Altman, professor of modern languages and linguistics, University of Louisville, and author and speaker on faculty and chair development; Tom Emmett, president of Higher Education Executive Associates and former senior advisor to the American Council on Education Leadership Seminars; Susan D. Gotsch, vice president for academic affairs, dean of the faculty, and professor of sociology, Hartwick College; Michael A. Grajek, vice president and dean, Hiram College; Carla Howery, American Sociological Association deputy executive officer and co-author of Effecting Department Change to Build Excellent and Inclusive Sociology Departments; Kenneth Kolson, deputy director, division of research programs, National Endowment for the Humanities; Ann Lucas, author of Strengthening Departmental Leadership: A Team-Building Guide for Chairs in Colleges and Universities and Leading Academic Change: Essential Roles for Department Chairs; Virginia McKinley, vice president for academic affairs and dean, Warren Wilson College; Jane Chu Prey, program director, undergraduate education, National Science Foundation; Dianne E. Sadoff, professor of English and chair, Miami University and Summer Department Chair Seminar leader for the Association of Departments of English; Maggie Schramm, professor of English and co-director of the Hartwick College Honors Program, and moderator of the Association of Departments of English Summer Seminar Discussions for Department Chairs; Terry B. Smith, vice president and dean for academic affairs, Columbia College (MO); and Kelly Ward, assistant professor, Oklahoma State University and co-author, The Department Chair’s Role in Developing New Faculty into Teachers and Scholars; 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.

Campuses are encouraged to send several department chairs to a Workshop so they may support one another in managing change upon return to their institutions. Following the workshops, CIC will initiate a listserv for department chairs at independent colleges and universities, to help participants continue their discussions. In addition, a session at the CIC Institute for Chief Academic Officers November 2-5 in Santa Fe, New Mexico will be held for academic vice presidents, focusing on effective ways of assisting department/division chairs.

Visit the CIC website (www.cic.edu) for more information or contact Vice President for Programs Mary Ann Rehnke at (202) 466-7230 or mrehnke@niche.edu.
CIC Historians to Participate in Unique Seminar on Slavery

CIC and the Gilder Lehrman Institute of American History have announced an inaugural seminar for CIC history faculty members to discuss the latest issues in slavery studies. The Gilder Lehrman Institute was established in 1994 to promote the study of American history. Faculty members in American history and related fields at CIC institutions will be selected to participate in “The Slavery Debates: Problems in Slavery Studies Today,” a week-long seminar at Columbia University in New York City. Participants will exchange 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. Also sharing the leadership of the seminar will be Professor Orlando Patterson of Harvard University.

Participants at the seminar will examine the major scholarly works and turning points in the historiographical debates over slavery; discuss new research on the slave trade, slave culture, and resistance; examine changes in Western culture that made anti-slavery a possibility; and explore the differences among slaveholding regimes in New England, the Chesapeake, Carolinas, Barbados, and other areas. The seminar will include lectures and discussion groups, visits to scholarly archives, and a chance to observe “history high schools” in New York—special history programs throughout New York created and supported by the Gilder Lehrman Institute, where the students take an extra course of American history each day for four years.

CIC President Richard Ekman said, “It is no overstatement to characterize this seminar as unique in all respects. We are most grateful to the Gilder Lehrman Institute for its confidence in CIC member institutions.”

Thirty individuals will be selected by competitive nomination; faculty members who wish to participate must be nominated by the chief academic officer of the nominee’s institution. The nomination deadline was Friday, March 29, 2002, and selected participants will be announced Monday, April 15. For more information, visit the CIC website at www.cic.edu.

New Initiative Offers Development Opportunities for Campus Technology Staffs

CIC recently announced a new initiative in cooperation with EDUCAUSE to provide enhanced professional development opportunities for campus information technology (IT) staffs. CIC and EDUCAUSE, a nonprofit association whose mission is to advance higher education by promoting the intelligent use of information technology, are working together at other EDUCAUSE conferences designed for a broader higher education audience. The initiative seeks to increase access to up-to-date information, provide more in-depth coverage of certain topics of importance to CIC campuses, and connect individuals from smaller institutions so that they can learn more from one another.

The initial such event was NERICA (The Northeast Regional Computing Program), held on March 17-19, in Worcester, MA.

Additional upcoming events and meetings that will be of particular interest to CIC campus IT staffs, include:

- EDUCAUSE Southeast Regional Conference, June 17-19 in Charleston, SC
- EDUCAUSE Mid-Atlantic Regional Conference, January 2003 in Baltimore, MD

In beginning this new joint effort, CIC President Richard Ekman said “building on these EDUCAUSE workshops is part of a broader effort to assist presidents and other institutional leaders in making decisions about the purchase and use of information technologies.” Ekman noted that other facets of CIC’s emerging overall strategy to address IT issues include:

- For presidents—an Information Technology Advisory Service, now being developed, as well as sessions at the Presidents Institute;

(-cont’d on page 8)
Presidents and Foundation Officers Discuss Teacher Preparation, K-12 Partnerships

More than 100 presidents met with a score of high-level foundation officers in New York City on March 19 for CIC’s annual “Conversation Between Foundation Officers and College and University Presidents.” Originally scheduled for September 19, 2001, the meeting had to be rescheduled because of the events surrounding September 11. TIAA-CREF once again donated the use of its Conference Center/Wharton Auditorium.

Participants explored the theme of “K-12 Institutions: The Liberal Arts College’s Role and Responsibilities.” Topics included teacher preparation; intercultural awareness for both teachers and students; partnerships between schools and colleges; and national priorities and the core curriculum.

Keynote speaker Daniel Fallon, chair of the education division of the Carnegie Corporation of New York, oversees the Corporation’s grantmaking efforts to improve educational achievement from preschool through the post-secondary level. He delivered a highly praised address exploring the links between student achievement and the quality of the learning environment the teacher provides. He described an extraordinary research project that showed the tremendous impact that a first-grade teacher, “Miss A,” had on her students. Her teaching skills and methods led to measurably large increases in her students’ IQ scores and produced “high-status adults” who had more education, better jobs, higher income, and lived in more expensive houses than their peers in two other first-grade classes in the same school. He noted that this ground-breaking study in 1978 was disregarded because it “ran against the prevailing orthodoxy of the time,” but that several recent studies on student achievement confirm that individual achievement gains can be linked with specific teachers. “If ever there was a paradigm shift in social science, we are seeing it now,” Fallon said. “Today, because of value-added assessment studies, there is widespread consensus that the single most important factor in determining student performance is the quality of the teacher.”

Fallon stressed that this “new paradigm also puts a spotlight squarely on teacher education programs.” He called on the education community “to ensure that we are doing everything we can to teach teacher candidates how to gain confidence in the quality of their teaching, and how to develop their skills to continue to improve their teaching throughout their careers.” The full text of Fallon’s speech is available on CIC’s website at www.cic.edu/conferences/conversation/conversation.shtml.

Frank Murray, president of the Teacher Education Accreditation Council (TEAC), in separate remarks, also focused on teacher preparation and provoked thinking about approaches to teaching. “What kind of undergraduate education would you provide to prospective teachers that will prepare them to work their way with their class through unusual problems and questions?” he asked. Teachers should be encouraged and given the freedom to approach provocative cases or questions in the classroom without the constraints of prescribed teaching methods, Murray said.

Arthur Levine, president of Teachers College, Columbia University, spoke about the need for more foundation-funded partnerships between colleges and K-12 schools. The desperate need for teachers over the next decade, the lack of certified teachers in the poorest neighborhoods, the “gaping holes” in the governance systems of K-12 schools, and lack of common planning in curriculum across school systems, among (cont’d on page 8)
other problems, could be addressed by committed partnerships with realistic expectations, Levine stated. He cautioned the presidents, however, not to join in a partnership “unless you have the capacity and commitment to make it work.” He urged foundation participants at the meeting to “tell us what works, what partnership activities are effective, where the potholes are, and which activities you would be willing to support.”

Other topics discussed during the meeting included strategies for recruiting individuals into the teaching profession; teacher certification; national priorities and the core curriculum; the standards movement; alternative certification, especially in science and math; and inter-cultural awareness for both teachers and students.

The annual meeting between presidents and foundation officers serves a dual purpose: it provides an opportunity for the philanthropic community to learn more about the interests of colleges and universities in the CIC sector, and for college and university presidents to hear about the interests and perspectives of philanthropic foundations.

“The meeting is decidedly not a forum for the solicitation of funds, but rather is a context for the exchange of ideas. Topics are timely and the discussion is lively, honest, and illuminating,” said conference co-host Richard W. Kimball, president of The Teagle Foundation, Inc. and a member of the CIC Board of Directors. “We are very pleased that this meeting continues to generate so much interest.”


(EDUCAUSE, cont’d from page 6)

• For chief academic officers—sessions at the annual Institute for Chief Academic Officers;
• For faculty members—an electronic library of curricular resources (MERLOT) and state-by-state faculty development collaboratives, both in conjunction with the Foundation for Independent Higher Education (see related story, page 15);

(FOUNDATION MEETING, cont’d from page 7)

President s Receive Behind-the-Scenes Tour of New York Public Library

More than a dozen CIC presidents in New York for the Foundation Conversation were offered the unusual opportunity of a behind-the-scenes look at the operation of the New York Public Library on Monday, March 18. Spouses and guests also attended the event.

Paul LeClerc, president of the Library, greeted the group and described the Library’s extensive renovation in recent years, which restored the public areas to their original architectural and decorative condition. This was most dramatically apparent in the elaborate wood and stone carvings and the wall and ceiling murals of the Main Reading Room and the Rare Book Room.

Tour participants were also given the opportunity for a hands-on inspection of selected items from the rare book and manuscript collection, including an original edition of Thomas Paine’s Common Sense. The visit included a tour of the preservation and conservation laboratories, the center for digital imaging (where medieval manuscripts were being digitized), and the acres of underground stacks.

Participating presidents included Paul Corts, Palm Beach Atlantic College (FL); Jonathan DeFelice, Saint Anselm College (NH); Mary Ann Dillon, Mount Aloysius College (PA); Janet Eiser, Emmanuel College (MA); David House, Saint Joseph’s College of Maine; Ellen Hurwitz, New England College (NH); Kevin Manning, Villa Julie College (MD); Debra Murphy, Nichols College (MA); Jack Noonan, Bloomfield College (NJ); Judson Shaver, Marymount Manhattan College (NY); and Joan Straumanis, Antioch College (OH).
New Workshop Featured
Comprehensive Campaigns

A first ever, post-Institute workshop focusing on comprehensive fundraising campaigns attracted 100 participants and featured strong presenters. “Comprehensive Campaigns: The Science and Art,” co-sponsored by the Council for the Advancement and Support of Education, began after the Institute’s conclusion on January 8 and continued until noon on the following day. This 24-hour time block allowed for fast-paced coverage of the entire scope of a campaign. Seventy-five presidents and 25 spouses attended the program.

Among the issues discussed were pre-campaign planning; campaign feasibility studies and the approval process; campaign advanced gifts phase; how to solicit major gifts; how to cultivate and solicit foundations; the roles of the president, vice president for institutional advancement, and board of trustees in a campaign; and campaign budgeting and use of campaign counsel.

The workshop leaders included four presidents, five development consultants, and a foundation head: Mason J. Blacher, Mason Jay Blacher & Associates; Earl D. Brooks, Tri-State University (IN); Bruce Dreon, Benton Whaley Flessner; Catherine Dunn, BVM, Clarke College (IA); Douglas Mason, Gonser Gerber Tinker Stuhrl, LLP; Jack R. Ohle, Wartburg College (IA) and chair, board of directors, Council for Advancement and Support of Education; Jake B. Schrum, Southwestern University (TX); Dennis F. Vest, The Charitable Resources Group (TCR); Russell Weigand, Campbell & Company, and president, American Association of Fund Raising Counsel; and Patricia L. Willis, director of corporate and education affairs, BellSouth Foundation.

In a presentation about fundraising after September 11, Weigand described how campaigns might be affected by the terrorist attacks and subsequent war. “The events of September 11 and their aftermath are unlike anything that has happened before. The economy was already on the brink of recession. Giving, historically, has grown during recessions but at a slower rate of growth. Unemployment is increasing. And unlike other war-time economies, this type of warfare may not result in the economic stimulus of past conflicts.” Giving will be affected in the short term, he said, “but the outpouring of support for relief efforts has come from donors making relatively small gifts…and will likely have little impact on total giving or on distribution of giving.” Weigand predicted that foundation giving will return to former patterns next year, but that “corporate giving is perhaps the most vulnerable as profits are generally down. Some businesses, however, may view this as a ‘personal attack’ on American business, and react with an increase in giving, at least on a one-time basis.”

Weigand offered recommendations to presidents undergoing or planning a comprehensive campaign:

- “Recognize what your donors and volunteers may be thinking about right now. Listen to what they are saying. But remember, these donors have often been with you for a long while. They will continue to support you.
- Do not stop your planning efforts. Develop and present your plans, and how they will meet important needs. Engage your board and other key stakeholders in understanding and articulating these needs.
- If campaigns are postponed, use this time wisely to communicate your case, and develop further understanding and commitment to your future plans. Those who do nothing now will be far behind when we return to something resembling normality.”

Governance is Crucial, Says Presidents Institute Speaker

Governance matters and is a key to what is possible and not possible at colleges and universities, said Presidents Institute panelist Larry Shinn, president of Berea College. He argued in his presentation, entitled “Governance in a New Age: Who Decides What We Are to Become,” that “governance will not be a neutral player in CIC colleges and universities; it will either be a vehicle for institutional progress or a brake on it.”

Shinn asserted that there is a need to identify, discuss, and write about the special circumstances of governance in a liberal arts college, where one misstep can cause a total campus upheaval. Among other examples, he described a case in which a small number of board members of one institution had met without the president’s knowledge to set what they thought should be the college’s priorities. They then persuaded the full board to endorse their priorities, whereupon the president resigned.

Shinn stressed the importance of thinking carefully about who should be at the decision-making table and, in particular, about the appropriate role for faculty members in setting institutional priorities. He also stressed the importance of colleges and universities deciding how to adjust their collegial governance systems to meet internal expectations and external realities. Finally, he urged CIC member presidents to ponder what would be the impact on their institutions if these critical questions were not addressed.
presidents and boards can manage their finances and data most effectively in turbulent times. Kent John Chabotar, vice president for finance and administration and treasurer of Bowdoin College (ME), explained that strategic budgeting:

- Is linked to mission and the strategic direction of the organization;
- Computes full costs for major goals and priorities;
- Requires a multi-year program in which the financial plan becomes a starting point for annual budgeting processes;
- Maintains flexibility by “what if” scenarios and contingencies;
- Promotes benchmarking and market comparisons;
- Rewards innovation;
- Integrates budget data into programmatic decision-making; and
- Relentlessly evaluates assumptions and outcomes.

Chabotar enumerated new financial challenges and issues that higher education administrators face today, including the economic slowdown, student aid policies, information technology costs, teacher training and quality, standards and accountability, and supporting intercollegiate athletics. Among his tips for dealing with finances in turbulent times, Chabotar stressed that college presidents should “return to your mission and long-range financial plan, confirm and announce your core priorities, stick to your strategic indicators, and consider administrative peer reviews.” He urged presidents to analyze their financial infrastructure, asking questions such as: “Do we have the financial and other resources necessary for our mission? Are the sources and uses of funds matched? Is our college sustainable? And, are we practicing intergenerational equity?”

Tuition discounting is another factor contributing to the financial challenges independent institutions face today. Lucie Lapovsky, president of Mercy College (NY), asserted during another concurrent session that many institutions give away more money in tuition discounting than is necessary. “The impact of lowering your price can lead to perceived lower-quality—or it could lead to increased enrollment because it can be seen as helping students,” she said. While Muskingum College’s reduction of tuition wasn’t an unhealthy move, Lapovsky said, another institution that reduced its fees by 25 percent in 1995-96 faced disaster. “The initiative led to reduced revenue and academic issues because financial aid did not decrease, so the school ended up attracting more students who needed aid and who were less prepared for college,” she said.

“Most colleges are spending their own money on discounts, but would be better off investing in other things.” Lapovsky said. “Can we get off this merry-go-round?” She suggested that “making our institutions stronger and more attractive to students by investing in programs and plants…and marketing our value rather than discounting tuition” could help. “If we have a good product, we should look at how to market that successfully. Schools that are good at marketing are doing well,” she said.

*Studies Reveal Implications of September 11 for Higher Education*

A recent survey of the ramifications of the September 11 terrorist attacks on higher education presented during a Presidents Institute concurrent session reveals that 9-11 has not affected students’ decisions about what kind of college they will attend, who influences them, their choice of major, or the location of the institution.

The study, completed by Robert Sevier, vice president for research and marketing of Stamats Communications, Inc., surveyed 506 college-bound high school students in November about how the tragedy of September 11 influenced their decisions about college. While the survey did not show that students changed their minds about their college plans, it did show that students are very sensitive about issues related to safety, study abroad, and distance they are willing to travel to attend school.

Lorna Miles Whalen, a principal consultant with Stamats, said during the session that “nearly three out of four students told us that the events of September 11 would have no impact on their consideration of schools that would require air travel between school and home.” However, she said that students indicated that if another incident should occur, “they will likely reevaluate where they will attend school.” In addition, she said “parental influence over college choice is rising… While parents have never really told their sons and daughters to attend a specific school, they are increasingly likely to tell them not to attend a specific institution. At this point, parents are slightly more concerned about their children studying in large cities than the students are themselves.” Campus safety, already high on the list of parental concerns, also is increasingly an issue. “Not just a question of good lighting, 24-hour security, and one-card systems, campus safety is and will continue to evolve into a complex array of communications, trust, and service issues,” Whalen said.
Fred Moore, president of Buena Vista University (IA), who facilitated the Presidents Institute discussion, said that “campuses across the country are providing support and forums for students to process 9-11 and its aftermath, as well as the historical events leading up to it.” Whalen pointed out that there is a distinct difference between the attitudes of high school students, “whose fear and apprehension may have been shelved temporarily” and college students. “Presidents report that their students are engaged...with a strong sense of connection to the roots of terrorism, deep concern for the meaning of the terrible events, interest in the new order of politics, and a heightened sense of belonging to community on their campuses,” she said. The complete survey results can be obtained on the Stamats website at www.stamats.com/9-11survey.

Thomas Williams, president and CEO of Noel Levitz, a consulting firm specializing in enrollment management, explained during the session that his firm conducted an online survey of enrollment managers and directors of admissions in December 2001 to study the impact of the events of September 11 on enrollment, recruitment, and retention. “For the most part, institutions are approaching the effects of September 11 realistically, making adjustments to prepare for a shift in enrollment toward more students from each institution’s geographic area, but not anticipating major differences in enrollment or retention,” he said. The survey shows that:

- One-third of institutions are modifying their recruitment strategies and 30 percent report making some change in communications strategies;
- 59 percent reported an increase in applications, but of the 17 percent of colleges that reported drops, most were four-year private institutions;
- Nearly half (47 percent) of respondents report increasing security;
- 37 percent predict that students will need to borrow more, and 17 percent anticipate increasing defaults on student loans;
- 85 percent of institutions have a crisis plan in place; and
- One-fifth (21 percent) of institutions reported increased interest in curricular offerings in criminal justice, international studies, faith-based programs, nursing, and psychology.

The Noel Levitz survey is also available on the web at www.noellevitz.com.

The study encompasses 45 institutions with a combined enrollment of 59,000 students, representing 1 percent of enrollment in all four-year colleges and 26 percent of all black Americans attending four-year private colleges in the U.S. After presenting an overview of the history of HBCUs, Drewry and Doermann focused the discussion on the future of black colleges, saying that “although there is still the possibility that some of the smaller colleges may merge or even disappear, for private black colleges in general, mere survival is no longer at stake. Instead, these colleges face the challenge of differentiating their missions in an era of rapid technological change.”

Excerpt:

“The story of the private black colleges is a story of success against extremely high odds. This success has helped to advance the still unfinished business of leveling the nation’s political and economic playing field, and was crucial both to the emergence of a stronger black middle class and to developing black leadership in government, business, and the professions.... Continued success will require both strong institutional leadership within these colleges and also public policies that bring predictability and good sense to such issues as federal financial aid for students, direct institutional support for minority-serving institutions, and how the matter of race is used as an explicit factor in admissions decisions made by selective colleges. Some of the private black colleges will undoubtedly deal better than others with the challenges that new information technologies, the globalization of the economy, and the ever-shifting patterns of financial support impose on them.... But [it is important] that these private black colleges stand and prosper...for all of us.”
PHOTOS:

1. Mary Beth Marklein, higher education reporter for USA Today, discussed the issues she anticipates small colleges will confront in the future and those she intends to write about. Martin Van der Werf, editor of money and management at The Chronicle of Higher Education (left) advised presidents on the financial issues of interest to the media. Gettysburg College President Gordon A. Haaland (center) chaired the session.

2. During the Presidents Institute awards banquet, Patricia L. Willis (left), president of the BellSouth Foundation, was honored with the Allen P. Splete Award for Outstanding Service. The Awards for Philanthropy were presented to John T. and Constance Lane Vucurevich (right), and the Bush Foundation. John Archabal (center), senior program officer and director of the Leadership Fellows Program, accepted the award on behalf of the Bush Foundation.

3. CIC Board Chair Richard Detweiler (far left) and CIC President Richard Ekman (far right), honored Board members completing terms of service (left to right) Fred Moore, Buena Vista University; R. Judson Carlberg, Gordon College; Douglas Orr, Warren Wilson College; Catherine Dunn, BVM, Clarke College; Richard Cook, Allegheny College; and past Board Chair Margaret McKenna, Lesley University. (Not pictured, but also completing terms on the Board were James Loughran, Saint Peter’s College and John Henderson, Wilberforce University.)
PRESIDENTS INSTITUTE

RESORT IN FLORIDA, ATTRACTED RECORD-BREAKING ATTENDANCE EYES, THE IMPACT OF 9-11 ON COLLEGE CAMPUSES, AND A PANEL WITH THE CHANCE TO EXCHANGE IDEAS WITH THEIR PEERS.

4. Larry Shinn, president of Berea College, discussed the benefits and criticisms of collegial governance systems during a Presidents Institute concurrent session.

5. Larry Earvin (center), president of Huston-Tillotson College, enjoyed the pre-banquet reception with presidents Billy Hawkins, Texas College (right) and George Johnson, LeMoyne-Owen College.

6. “The Singing Presidents”—Darcy and Doug Orr (left), and Jim and Maribeth Traer (right)—led banquet participants in “God Bless America” and “This Land is Your Land.” Doug Orr is president of Warren Wilson College; Jim Traer is interim president of Kendall College.

7. (Left to right) Spouses Task Force members Mila H. Meier, Elmira College; Susan Moore, Buena Vista University; Lorna Sawatsky, Messiah College; Nancy Shinn, Berea College; and Jeanette Cureton, Elmhurst College, were recognized for their work in ensuring that the Presidents Institute Spouses Program meets the needs of their colleagues. Pictured with them is Mary Ann Rehnke (third from left), CIC’s vice president for annual programs.

8. LeBron Fairbanks, president of Mount Vernon Nazarene College (right), chaired a panel discussion on “Hallmarks of Successful Inter-Institutional Collaboration” with panelists Mary-Linda Merriam Armacost, an independent consultant, and Richard W. Kimball, president and CEO of The Teagle Foundation.

-Photographs by Stan Lindsey-
**Succeeding in Strategic Planning**

Strategic planning is a traditional management tool that fails far more than it succeeds, said Presidents Institute panelist Rodney Napier, president of The Napier Group. “Failure is on the horizon when most planning begins because the tough questions are not asked,” he said.

During his presentation, “Why Planning Fails and What Makes it Succeed,” Napier said, “Planning ought to be an exciting process that awakens all possibilities, and once you plan, you need to go back and revise the strategic plan as needed.” Some important elements to consider during the planning process, according to Napier, are:

- **Trust, truth, and candor.** Do not assume you will get honesty—most people will protect themselves and you. You cannot have a good, effective planning process without truth and candor.

- **Seduction of the leader.** Beware of ‘group think,’ when a group falls in line behind a leader’s opinion because they feel beholden to those who they respect or fear. A well-oiled team can reach consensus, but what often happens is that the group knows the leader’s opinion and reaches false consensus on a plan, which, when implemented, fails. To avert this outcome, spend the time necessary to get into a real dialogue; gather good, hard information; allow conflict; and ensure that team members are willing to give up their opinion for what’s best for the institution.

- **Relationship with faculty.** Ensure that faculty members see the institution as a whole, not just their own separate units. Planning depends on a fair and equitable process, but if faculty do not trust the leader—even if the right questions are asked—the plan will not work.

- **Past vs. future.** Often, new possibilities for the future of an institution are not examined because planning participants are bogged down in the past and by traditions. Planning needs to generate enthusiasm, creativity, vision, and change.

- **One-time vs. ongoing.** Planning should be ongoing and cyclical, not just once every five years.

- **Transparency.** Opening the campus to scrutiny and being willing to be seen as less than perfect but on the right course is crucial. You must look at everything and everyone and put problems out in the open, even though your multiple constituencies (students, faculty, alumni, parents, and boards) do not like to see problems.

- **Data.** Data gathering has to be a centerpiece of strategic planning. Gather all the hard information you can and get buy-in from all your constituencies by engaging them in the process.

Napier also noted that an institution engaging in strategic planning needs to revisit its mission statement and values to ensure that both are either adhered to or changed accordingly. And finally, he enumerated the steps of a planning process:

1. Convene a steering group to lead the process;
2. Hold a campus-wide event for its kick-off;
3. Gather data on the current reality;
4. Seek new ideas, best practices, and get people engaged and excited about new possibilities;
5. Share data with people in groups so all have the same information;
6. Bring together critical parties and create a vision;
7. Hold a “Goals Conference” where the plan is put into action; and
8. Monitor the activity to determine if you are following the strategic plan.

**Basing Decisions on Sound Marketing Research**

Evaluating market research proposals and deciding whether market research should be conducted internally or externally was the focus of a Presidents Institute concurrent session led by Lance A. Masters, president of Thiel College (PA), and a prominent trustee of his institution, Barry Sabol, president of Strategic College Research.

During the session, entitled “A Market Research Primer: Separating the Wheat from the Chaff,” Masters and Sabol examined two important questions: 1) What is the relevance and value of the information I need? and 2) What can we do with the information to help us better compete and meet our goals and objectives? Sabol clarified how helpful the data collection methods of focus groups, telephone surveys, mail surveys, and intercept surveys (at college fairs, for example) could be in marketing the institution. Sabol said that “Mail surveys are most often returned by those at the ends of the spectrum—the very happy and very unhappy respondents.” Qualitative focus groups, he explains, “provide the flavor, but not the degree of sizzle, in most cases, and they are not quantitatively reliable.”

Masters said sound marketing data help a college define the competition’s advantages and disadvantages. He advised presidents to include important marketing data in their ongoing institutional research budgets. The panelists also advised presidents to:

- analyze student retention and persistence by surveying current levels of satisfaction in a wide variety of factors;
- evaluate advertising and marketing allocations and decisions periodically;
- assess constituent responses to anticipated announcements of campus priorities by providing some proactive marketing studies.

On the final point, researching the effectiveness of a president’s announcements of priorities, Sabol warns, “Don’t ask if you don’t want to know and if you aren’t prepared to act. People will expect to see that you have used their advice in some productive way.”
A large number of college and university presidents have expressed interest in participating in one of CIC's new Presidential Forums, designed to convene several groups of presidents for meetings over the course of a year to discuss professional concerns. Peter Armacost, president emeritus of Eckerd College, is serving as director of the Presidential Forums.

More than 200 CIC member presidents have indicated interest in participating in a Forum, each of which will include about a dozen presidents from colleges and universities that are somewhat comparable but are not in direct competition with one another. The Forums, to begin this spring, will be arranged to include people who came to the presidency from different backgrounds, and who, therefore, have different areas of expertise to share. The groups will include some combination of a presentation by a member of an idea, issue, problem, or proposal on which he or she seeks advice; time for members to give a brief update of events on their campuses; and a discussion of some new concept, idea, or program of mutual interest to Forum members.

This initiative is one among several new presidential leadership services offered by CIC, including a Panel of Presidential Consultants to advise sitting presidents on issues such as crisis management, financial management, and board relations; a travel grants program to help presidents needing financial assistance to attend CIC events; and a series of regional meetings of presidents and trustees to share information about board development and president-board relations. These presidential leadership services are supported by a grant from The Henry Luce Foundation.

CIC Launches Faculty Development Collaboratives in Technology

A new project launched this winter will assist faculty members at independent colleges and universities make more effective use of digital tools in their teaching. The Faculty Development Collaboratives in Technology (FDCT) program will enable independent institutions within that state, working collaboratively through state independent college foundations, to provide workshops, materials, and on-campus technical assistance for faculty members. Five states—Alabama, Arkansas, Missouri, New Jersey, and South Carolina—were recently selected to receive $20,000 grants (awarded to state foundations) to assist in this work.

Project activities begin in spring 2002 and continue through the following academic year. The collaborative program is sponsored by CIC and the Foundation for Independent Higher Education (FIHE), with funds made available through the FIHE/UPS National Venture Fund Program.

The FDCT program is one of several initiatives in which CIC and FIHE are cooperating under a “Protocol of Collaboration” signed in 2000 by CIC, FIHE, and the National Association of Independent Colleges and Universities (NAICU). Another example is project MERLOT, profiled in last fall’s newsletter.

In the FDCT program, five states—Wisconsin, Illinois, Ohio, Michigan, and Kansas—had already been involved in a similar project. The success of those collaboratives led FIHE and CIC to undertake the initiative to get more states involved. Based on four years of successful experience in four of those states, CIC and FIHE were able to determine key elements of successful institutional collaboration and to create professional development strategies that can be of use to other states and institutions.

CIC President Richard Ekman, in announcing the program, said “A key challenge for small, independent institutions is the difficulty of realizing large returns in learning or in cost-effectiveness resulting from their significant investments in new technology. In addition to bearing the disadvantage of small scale, these institutions often have limited financial resources and insufficient staffing in their information technology and faculty development offices. Rather than expect rapid reversals in financing or staffing small colleges, the FDCT program aims to help independent institutions, working together, address this widespread challenge.”

For further information, contact Edward Barboni at ebarboni@msn.com.
Teams to Evaluate and Assist Engaging Communities and Campuses Program

Two teams of evaluators and consultants recently appointed by the Consortium for the Advancement of Private Higher Education (CAPHE) will evaluate the Engaging Communities and Campuses grant program and provide technical assistance to partners in the program. The two-year grant program is part of the larger Engaging initiative, which includes CIC’s regional teaching and learning workshops, held in the summer of 2001, and the web-based effective practice exchange network, currently in development.

Thirteen institutions and their community partners received grant awards in January 2001 and are now working to increase their respective organizations’ capacities to offer experiential learning opportunities. The technical assistance being provided by the consultants is helping grantees address issues and challenges associated with the four key areas of work addressed by the grant program: assisting faculty members in developing new knowledge and skills (Faculty Skills and Knowledge), establishing an infrastructure for work with community organizations (Institutional Infrastructure), creating an academic culture supportive of faculty work with experiential learning pedagogies (Academic Culture), and strengthening partner relationships with community organizations (Partner Relationships).

Two evaluators—one focusing on the impact of project activities on higher education institutions and the other focusing on the impact of project activities on community partners—are working collaboratively on the design and implementation of the evaluation. Andy Furco, director of the Service-Learning Research & Development Center in the School of Education at the University of California at Berkeley, is focused on higher education. Sally Leiderman and Jennifer Zapf, president and research officer, respectively, of the Center for Assessment and Policy, a nonprofit organization focusing on social change, community development, and the building of organizational capacity, are focusing on community partners.

Other consultants are providing technical assistance and expertise to help the Engaging Communities and Campuses grant program participants achieve their project goals and objectives.

**Partner Relationships** – John Ort, founding partner, Partners in Innovation, an organization that helps state and county collaboratives improve results for children, families, and communities throughout the country.

**Academic Culture** – Jo-Ann Sipple, special assistant to the president and professor of communications and information management, Bay Path College (MA).

**Institutional Infrastructure** – Kelly Ward, assistant professor of educational studies at Oklahoma State University.

**Faculty Skills and Knowledge** – Edward Zlotkowski, professor of English, Bentley College, senior associate, American Association for Higher Education (AAHE), and senior faculty fellow, Campus Compact.

For more information, contact CAPHE Associate Director Jacqueline Skinner at (202) 466-7230 or jskinner@cis.nche.edu.

**TEAC Gets High Marks In Evaluation**

A recent evaluation of the Teacher Education Accreditation Council (TEAC) gave the Council high marks for its work in improving academic degree programs for professional educators and assuring the public about the quality of these professional programs. CIC, which was instrumental in the founding of TEAC, received a grant in 1998 from the Fund for the Improvement of Postsecondary Education to support an evaluation of the pilot phase of TEAC. Peter Ewell, a senior associate with the National Center for Higher Education Management Systems (NCHEMS), conducted the evaluation and concluded that the approach to teacher preparation that TEAC is promoting is seen as having great value. For a copy of the evaluation report, “Piloting a New Approach to Accreditation in Teacher Education: An Evaluation of the TEAC/FIPSE Project,” contact CIC or TEAC at (202) 466-7230.

**Presidents Meet at CIC on Drug and Alcohol Abuse**

A group of CIC presidents met at CIC’s office on February 26 with John Walters, director of the Office of National Drug Control Policy, for an exchange of views about drug and alcohol abuse on campus. Participating in the discussion were: David Caputo, Pace University (NY); James Davis, Shenandoah University (VA); Richard Detweiler, Hartwick College (NY); Richard Flynn, Springfield College (MA); Todd Hutton, Utica College (NY); Larry Large, Oglethorpe University (GA); L. Jay Lemons, Susquehanna University (PA); Scott Miller, Wesley College (DE); Jack Noonan, Bloomfield College (NJ); Neil Albert Salonen, University of Bridgeport (CT); and John Strassburger, Ursinus College (PA).

CIC organized the meeting with Walters, who was particularly interested in learning about campus programs that have been successful in preventing alcohol abuse and drug use. The relationship between the college and the responsibilities of parents, legal authorities, and outside counseling and treatment organizations was also discussed. Walters encouraged the participants in the meeting to contact him with further thoughts about ways in which the Office of National Drug Control Policy can shape its efforts in order to be most helpful to colleges and universities.
Campus Update

A compendium of relevant news from CIC member institutions

The September 11 terrorist attacks had a tremendous impact on CIC member campuses (see story in Fall 2001 edition), but the broad range of campus activities continues apace. Study-abroad programs are thriving, many new programs are being developed, partnerships are being formed, institutional designations have been changed, new facilities are opening, and a plethora of accomplishments are being celebrated across the nation’s independent campuses.

September 11 Aftermath

Despite the events of September 11 and subsequent warnings on travel abroad from the State Department, many CIC campuses report their study-abroad programs are thriving. Gettysburg College (PA) reports that the number of students studying abroad is at an all-time high this semester, and Huntingdon College (AL) says that although it canceled a number of travel programs earlier in the academic year, spring and summer study abroad programs are going ahead as planned and “there is no shortage of student interest.” In addition, a recent national survey of college officials, “The Potential Impact of Sept. 11 on College and University Enrollments,” found that few institutions expect to see significant changes in enrollment, although it did note changes in recruitment strategies, demographics, and security programs (see related story, page 10).

Transformations

The University of Puget Sound (WA) in Tacoma has been transforming itself into what newspaper columnist Jack Anderson called, “an enclave of the liberal arts” and a “manageable community of humanists.” In a successful effort to become a much more selective institution, Puget Sound has phased out all satellite campuses, transferred the law school to the University of Seattle, and reduced enrollment dramatically from 5,200 to 2,600.

Another CIC member, Cedarville University (OH), is exploring the benefits and cost-effectiveness on campus of Personal Digital Assistants (PDAs). The university’s “Handheld Computing Pilot Project” is distributing 100 Compaq Pocket PCs to selected faculty members and students for use in 2002. Cedarville will review the project’s results by assessing student performance and comparing student evaluations of instruction in both pilot and non-pilot classes.

Creative Partnerships

George Fox University (OR) is partnering with several Oregon school districts to help implement mentoring services for public school districts and private schools. The only program of its kind among Oregon’s colleges and universities, George Fox holds training workshops throughout the school year on a monthly or bimonthly basis on topics such as classroom management, dealing effectively with parents, and state requirements for student graduation.

In other creative partnerships, 21 Habitat for Humanity Fellows entered Sterling College (KS) this fall, intent on developing into future leaders of Habitat for Humanity International (HFHI). They came from eight states and five countries and received full-tuition scholarships for four years. The students may choose any major at Sterling, but will minor in the program that first attracted the attention of HFHI founders Millard and Linda Fuller—a servant-leadership training social entrepreneurship minor.

Milligan College (TN) is working with Emmanuel School of Religion on “A Partnership for Youth in Ministry,” funded by the Lilly Endowment. This program will bring high school students to Milligan’s and Emmanuel’s campuses (located across the street from each other) to consider the implications of the Christian faith on their lives. Students will participate in intensive youth summits, theology workshops, weekend retreats, a summer workshop, and a mentoring program.

Healthy Activities

Students and faculty members from Manchester College (IN) traveled to Nicaragua this winter to provide dental and medical care to 1,500 villagers at a clinic in Mulukuku for two weeks as part of the college’s medical practicum. Nine students, accompanied by two professors and several physicians, dentists, and

(Cont’d on next page)
translators, performed exams and assisted in pulling teeth, giving anesthetic injections, and filling prescriptions, while learning how others around the world live.

Another health project, the Huston-Tillotson College (TX) Health Connection, was recognized by the AIDS Awareness and Risk Reduction Grant Project Initiative for Historically Black Colleges and Universities as a model program after only one year of operating. The funding agency recommended that the Health Connection be replicated by other HBCU campuses.

Wesley College (DE) and its partners have been selected by the National Institutes of Health to receive a $5.8 million grant to aid health research and education in Delaware. The project, Delaware Biomedical Research Infrastructure Network, unites Wesley with Delaware Biotechnology Institute, University of Delaware, Delaware State University, and Delaware Technical and Community College. It will launch new research opportunities for students and academic researchers, enhance the state's current health education programs, and purchase sophisticated research instruments to be shared among researchers across the state.

Recent world events have revealed the need to upgrade and develop the nation's public health infrastructure, so Benedictine University (IL) and its Master of Public Health Program recently launched a new certificate program and concentration in disaster management. The program will train health care professionals, emergency workers, and government and law enforcement officials to work together effectively to handle natural and man-made disasters.

Honors, Awards, and Celebrations

President Bush in February named 21 individuals to the President's Advisory Board on Historically Black Colleges and Universities, including presidents of three CIC member colleges. Dianne Boardley Suber, St. Augustine's College (NC), John Kenneth Waddell, St. Paul's College (VA), and Michael Lomax, Dillard University (LA), will work with representatives of HBCUs, other institutions of higher education, business and financial institutions, and private foundations to identify ways to strengthen the role of HBCUs and help to provide high-quality educational opportunities for minority and disadvantaged students.

Carroll College (MT) earned a prestigious ABET Innovation Award for developing a unique, cross-disciplinary curriculum in mathematics and engineering. ABET is the Accreditation Board for Engineering and Technology and has not awarded its Innovation Award since 1991. Campbellsville University (KY), along with Oral Roberts University (OK), received the 2002 Racial Harmony Award for its work in racial and ethnic harmony and diversity from the Council for Christian Colleges and Universities.

Alverno College (WI) celebrated its 25th year of presenting workshops on assessment-as-learning.

Fresh Identities

Robert Morris College became Robert Morris University (PA) in January and Eastern College became Eastern University (PA).

New Programs

St. Bonaventure University (NY) has restructured its secondary teacher education program in a way that exceeds both New York and Pennsylvania's rigorous requirements. This revised program, along with new education and business offerings at sites in Batavia and Buffalo, are addressing perceived regional shortcomings. Cedar Crest College (PA) announced an accelerated 21-month bachelor's program in business administration aimed primarily at working adults, and Houghton College (NY) this spring opens its adult degree-completion program at Jamestown Community College (JCC). It is the first on-site bachelor's degree program offered in the Jamestown area.

Inaugural Master's Programs

Spring Arbor University (MI) opened the doors of its new Master of Arts in Counseling program at the Metro-Detroit, Gaylord, and Toledo regional campuses. The program aids students in integrating and applying psychological theory from a Christian perspective. On its Traverse City regional campus, the university also added a Master of Arts in Organizational Management.

Manchester College (IN) will open a Master of Arts in Contemporary Leadership program next fall. The offering is intended for those who aspire to become leaders in nonprofit, government, education, business, athletic, and health-related organizations.

Robert Morris University (PA) offers a new Master of Science degree in Nonprofit Management to challenge and educate nonprofit leaders. Brenau University (GA) extended its graduate...
education program to include a Master of Arts in Teaching (MAT), beginning next fall. Holy Family College (PA) now offers a Master of Education in Educational Leadership and a Principal Certification Program.

**Learning Opportunities**

Allegheny College (PA) encourages experiential learning opportunities in Washington, DC, with its new Betsy Dotson, Esquire, Experiential Learning Fund. Full-time college students who need financial help to travel to the nation's capital for experiential learning are eligible for Dotson Scholar Program assistance. Greensboro College (NC) began the Molly McConnell Micah 6:8 Scholarship to provide tuition assistance to oppressed people and their relatives.

**Growth Initiatives**

College of Santa Fe (NM) expects to complete the Rosemarie Shellaberger Tennis Center by spring 2003. The project was made possible by a gift from the late namesake’s estate. It will mark the return of intercollegiate athletics to the college. Elsewhere, with the help of a $1.5 million Commonwealth legislative grant, Shenandoah University (VA) will help develop the National Civil War History and Tourism Center of the Shenandoah Valley. It will be located on a 35-acre tract of land near Kernstown, VA. There are hopes that the center will include a museum, IMAX-style theater, outdoor amphitheater, research center, gift shop, and food services.

Kentucky Wesleyan College (KY) opened its $3.2 million Winchester Campus Community Center. It contains many student services facilities, sitting areas, a game room, exercise room, snack bar, TV lounge, bookstore, and post office. John Brown University (AR) inaugurated its new 102,000 square foot student center. The Pat and Willard Walker Student Center’s total cost was $12.7 million. Designed as a combination community center/residence hall, it has 86 rooms, including two-room suites with a shared bath that provide housing for 172 students.

Palm Beach Atlantic College (FL) broke ground for the DeSantis Family Chapel, thanks largely to a $2.5 million gift from the founder of Rexall Sundown, Inc. The new facility is expected to open in fall 2002.

**Capital Campaigns**

Juniata College (PA) achieved its fundraising goal of $70 million three years ahead of schedule. Begun in April 2000, its “Uncommon Outcomes” campaign includes plans to build a $20 million science center.

Wartburg College (IA) began a year-long sesquicentennial celebration in October by announcing an $88 million campaign, “Celebrating a Proud Tradition, Creating a Purposeful Future.” Saint Anselm College (NH) launched a $40 million capital campaign, the largest in the college’s 112-year history and more than triple the goal of its last campaign effort. The College of St. Catherine (MN) aims to raise $80 million in its new “Leadership in Mind” campaign.

Lesley University (MA) enlisted 10,000 donors over a three-year campaign that raised $25 million for a variety of needs: new programs,
undergraduate and graduate student scholarships, faculty development opportunities, and enhancements to the university’s physical plant.

Attracting Resources

Three CIC members have received the single largest donations in their histories. An alumnus and his wife (Drs. Charles and Joanne Denko) pledged over $1 million to Geneva College (PA) for renovations to begin in 2002 on the school’s Science and Engineering Building. An alumna and her husband (William and Gretchen Bush Kimball) gave a $2.5 million challenge gift to fund the restoration of Lela Raney Wood Hall at Stephens College (MO). And Monmouth College (IL) received $10 million from alumnus Walter S. Huff, donated in memory of his late wife, Elizabeth. It will be the lead gift in a campaign to build a $21 million recreation complex.

Two gifts to Pitzer College (CA), a member of The Claremont Colleges, and four donations to California Lutheran University have those institutions abuzz. Pitzer received $2.5 million for student scholarships from Susan and Nicholas Pritzker of Chicago, and $850,000 from The James Irvine Foundation for an ambitious, five-year “Campus Diversity Initiative Project.” California Lutheran attracted $750,000 from the U.S. Department of Education to provide bilingual teacher training scholarships and resources, and three gifts to apply toward construction of its Spies-Bornemann Education and Technology Center: $250,000 from the Fletcher Jones Foundation; $325,000 from four long-time supporters; and $500,000 from The Hugh and Hazel Darling Foundation.

The Lilly Endowment has awarded 28 U.S. colleges and universities approximately $35 million to promote theological vocation programs. Messiah College (PA), Whitworth College (WA), and Eastern Mennonite University (VA) were among the recipients of $2 million grants.

The National Science Foundation awarded Virginia Union University a $3.3 million grant to increase the number of African-American, Hispanic, and Native American students in technological education. NSF also awarded $500,000 to Muskingum College (OH) for its innovative approach to teaching and learning physics. In addition, NSF presented $396,000 to encourage talented and needy students in St. Ambrose University’s (IA) computer-related studies program, and gave $130,000 to associate professor of biology, Thomas Peeler, of Susquehanna University (PA) to support student and faculty collaborative research in cell and molecular biology. Susquehanna also attracted $250,000 from the Josiah and Bessie H. Kline Foundation of Harrisburg, PA to upgrade science programs.

Saint Anselm College (NH) secured $3.35 million from the U.S. government to support the New Hampshire Institute of Politics. A portion of the funding will help complete construction of a 20,000 square foot facility that includes classrooms, research centers, a high-tech resource center, and meeting rooms. Also, Saint Norbert College (WI) attracted a $400,000 federal grant to assist in teacher training.

Grants from the Trinity Foundation ($200,000), Helen Bader Foundation ($200,000), and the Greater Milwaukee Foundation ($100,000) will support a new program to improve education at Alverno College and Mount Mary College in Wisconsin. Anonymous donors helped Northwestern College (MN) by giving $5.1 million to encourage the cause of Christ, and Chowan College (NC) by donating $1 million to fund an endowment for international study.
In his role as a board member of the Citizens’ Scholarship Foundation of America (CSFA), CIC President Richard Ekman accepted a check for the CSFA for the Families of Freedom Scholarship Fund program for $1 million from the Phillip Morris Company. The check was presented during a ceremony in former Senator Bob Dole’s office. Dole is co-chair, with former President Bill Clinton, of the Families of Freedom Scholarship Fund to help the children and spouses of the victims of the September 11 terrorist attacks attend college. Also pictured is Thomas J. Collamore of The Phillip Morris Company.

In Memoriam
CIC and independent higher education lost a true, long-time enthusiast for the independent sector on January 30, when Dorothy MacConkey passed away following post-surgery complications. MacConkey attended, as always, CIC’s 2002 Presidents Institute in Fort Myers, took ill while visiting family members in Naples immediately following the conference, and did not recover from the shock of surgery.

While president of Davis & Elkins College in West Virginia from 1985 to 1998, MacConkey was a member of CIC’s Board of Directors and Executive Committee. Since her retirement, she has served on the CAPHE Engaging Communities Advisory Committee.

The MacConkey family requests that contributions in Dorothy’s honor be made to the Dorothy I. MacConkey Memorial Scholarship Fund at Davis & Elkins College. Notes of sympathy may be sent to Dorothy’s husband, Karl Schmeidler, at 7143 Swift Run Trails Drive, Fairfax Station, VA 22039.

Splete Honored at NAICU Meeting
CIC President Emeritus Allen P. Splete was awarded the 16th Annual Henry Paley Memorial Award during the annual meeting of the National Association of Independent Colleges and Universities in February. Named for Hank Paley, president of the Commission on Independent Colleges and Universities of New York from 1975 until 1984, the award recognizes an individual “who embodies his spirit of unfailing service toward the students and faculty of independent higher education.”

In presenting the award, Harold M. Kolenbrander, president emeritus of Mount Union College (OH), said Splete “was a leader in every dimension. He expanded the vision of what membership in CIC meant. He guided its development from a group of small, relatively invisible institutions to one that embraces not only the small liberal arts colleges but serves the elite, highly visible, liberal arts colleges as well. He did this by the force of his humble, honest, dedicated, articulate commitment to independent liberal arts education in all its forms.”

Splete served as CIC’s president from 1986 to 2000. He is credited with being the catalyst for CIC’s dramatic growth in the 1990s, and for raising the organization’s national visibility, as well as for developing and implementing major projects on the academic workplace, international business, and technology and the liberal arts. He also developed a highly successful ongoing project to enhance leadership at historically black colleges, and raised over $17 million to support CIC’s work during his tenure.

Jenzabar Honored
The Council of Independent Colleges honored Jenzabar, Inc., for ten consecutive years of supporting CIC’s Presidents Institute. Almost one-half of CIC member institutions benefit from Jenzabar’s Integrated Software with Intelligence, which is accessible over the Internet.

Myron E. Congdon, from Jenzabar, was recognized with a plaque during the Annual Meeting Banquet in Fort Myers, Florida on January 6. In receiving the award, Congdon said, “Jenzabar is proud to support independent higher education and appreciates its close partnership with the CIC Presidents Institute. This annual meeting offers the best opportunity to build relationships with and learn about the challenges faced by presidents of independent colleges and universities.”

Staff Notes
CIC welcomes David A. Harnett, who was recently appointed Senior Fellow. Among other roles, he will help launch new initiatives, work on the strategic planning process, and assist in the planning and implementation of CIC’s conferences and workshops. Harnett has served, over a 20-year period, as provost or dean at Sacred Heart University, Rosemont College, University of San Francisco,
(Staff Notes, cont’d from page 21)

Bradford College, and Nova University. Concurrently with several of these administrative appointments, he also served as professor of history. Most recently, he has been the director of the Eastern regional office of Marquette University, where he has been concerned mainly with advancement. Early in his career, he was the secretary of the faculty of arts and sciences at Harvard University. His undergraduate degree is from Georgetown University and his Ph.D. from Harvard, in European history. Candace J. Groudine, Vice President for Development, is co-author of an article published in the Spring 2002 issue of the journal, Public Integrity, entitled “Nonprofit Board Culture and the Public Trust: Reconciling Rival Ideals.” The article explores the relationship between the underlying culture of a nonprofit board of directors and its ability to negotiate conflict, which in turn may enable the board to better uphold the public trust. Mary Ann Rehnke has been appointed to the External Advisory Board for the $2 million Messiah College Theological Exploration of Christian Vocation grant funded by the Lilly Endowment, Inc. Jacqueline Skinner, Associate Director of CAPHE, co-presented with Gail Gunst Heffner of Calvin College and Anne Sullivan Smith of Madonna University a program, “Enhancing Student Learning and Community Engagement: The Engaging Communities and Campuses Program,” at the 10th AAHE Conference on Faculty Roles and Rewards, January 25-27 in Phoenix, AZ. The session highlighted the work of CAPHE’s Engaging Communities and Campuses grant program (see related story, page 16). (Strategic Planning, cont’d from page 1)

includes suggestions made by roundtable participants of ways that CIC can assist institutions in meeting those challenges, and then raises questions about how CIC should develop as an organization to provide these programs and services.

CIC President Richard Ekman said “There was considerable agreement across the roundtables about the current challenges our members face. CIC’s challenge now is to consider the suggestions and ideas generated by the strategic planning process and begin the implementation process.”

The six major challenges now facing independent colleges and universities, and possible activities that CIC could undertake to help institutions address the challenges, the report states, are:

- **Financing high quality education.** Revenue issues, including tuition discounting and enrollment management, and expenditures such as hiring and retaining faculty, deferred maintenance, information technology, and facilities maintenance and construction are among the set of financing issues that constitute the most important challenge for independent institutions. Possible new programs and services include holding Presidents Institute sessions on these issues; publishing papers and guidebooks; developing access to quantitative data sets; and establishing an information technology advisory service.

- **Making the case for independent colleges and universities.** The competitive nature of higher education was a context for almost all of the roundtable discussions, leading to the request that “independent institutions, singly and together, make a stronger case for the forms of (cont’d on next page)

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

foundation noted that average debt for American college graduates is about $5,000 per year, or $20,000 by graduation, and expressed the view that this level is unacceptably high. It is difficult to put this sum into perspective. I am inclined to believe that investment in a college education is a very sound long-term proposition and, at $20,000, a better debt to shoulder than financing, say, a similarly priced automobile. Pat Callan has recently reminded us that there is no public policy question on which expert opinion differs so much from general public opinion as the question of the worthiness of paying a substantial amount—relative to one’s perceived ability to pay—for college. We need to encourage the public to understand both the economics and the social values on which these comparisons are based.

We also need to examine the ways in which remarkably generous state governments use tax dollars to support higher education. If our goal is—to follow the precepts of Thomas Jefferson—a citizenry that is well enough educated to use the fragile institutions of democracy and civic participation wisely, are we succeeding in the present system? In particular, should independent colleges and universities be assisted by state governments to a much greater extent than is the case now? There is some evidence that the graduates of independent colleges exhibit greater civic involvement, vote more often, and donate more to charity than public university graduates; does this entitle private colleges to claim that they are serving the public good more effectively than other institutions and therefore deserve greater public financial support? Such questions of public policy are broad, while their more concrete derivatives—such as the appropriateness of a $600 tuition increase—confront us every day.
education offered by small to medium-sized, teaching-oriented, independent colleges and universities.” Potential activities suggested for CIC include gathering data about successful programs and developing activities to give the private sector of higher education an increased national voice.

- **Presidents and trustees.** “Since board action is often the central instrumentality of institutional success, presidents must develop boards capable of exercising genuine leadership.” Among the ways CIC could help presidents improve relations with their board: hold regional meetings for presidents and trustees; establish a roster of consultants to assist presidents with their boards; and gather and share examples of board information and organization.

- **Faculty, institutional mission, and leadership.** “Significant numbers of faculty members’ retirements, long predicted, are now underway; and institutions will be reshaped in this process.” The suggested avenues for CIC action included framing a larger dialogue, involving presidents and chief academic officers about the broader (mission) and more focused (advising) aspects of recruiting and providing faculty and staff development opportunities were among the ways suggested that CIC could address the issue.

- **Ensuring quality.** “There is concern that many of the regulatory organizations are insufficiently aware of the burdens of time, staffing, and money caused by standards and processes formulated with larger, public institutions in mind.” CIC might be able to help by developing better mechanisms for accreditation, suggested roundtable participants.

Because most of the challenges identified have broad institutional-wide implications, roundtable participants suggested that CIC “increase the number and variety of services tailored for presidents” and that chief academic officers “continue to be seen as a key CIC constituency,” the report states.

Overall, participants thought that CIC did not need to be a radically different type of organization, and they “were generally pleased with CIC’s existing activities and would like CIC to do more.”

The full text of the strategic planning report is available on CIC’s website at www.cic.edu.
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