CAOs Meet in Record Numbers for 30th Annual CIC Conference

Record-breaking attendance, a new post-Institute workshop on prioritizing academic programs and reallocating resources, an expanded program, and well-received speakers and sessions marked a successful 30th annual Institute for Chief Academic Officers. The CIC meeting was held November 2-5 in Santa Fe, New Mexico.

During the conference, panelists explored the new roles of chief academic officers today in the context of changes in finances, governance, learning, and the future faculty—key issues that emerged from CIC’s strategic planning conducted in 2001. Sessions on finances focused on academic restructuring, faculty productivity, benchmarking, tuition discounting, and pricing and enrollment planning. A first-ever post-Institute workshop to help CAOs prioritize academic programs and reallocate resources was well received, with 50 participants (see page 10 for description of workshop). Sessions addressed a range of issues, from assessing learning outcomes, religious trends on campus, the use of accreditation in building a high-quality program, to current legal issues for private colleges. Discussions on governance issues included building leadership among department/division

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FROM THE PRESIDENT’S DESK

Regional Foundations’ Stalwart Support Helps Maintain Strength of Smaller Private Colleges

By Richard Ekman

A time when several national foundations are lowering the priority they give to higher education, it’s refreshing that other funders, well known in their own regions, continue to offer generous support to colleges and universities. The Buhl, Mabee, Irvine, Murdock, Gund, Woodruff, Bradley, Hall Family, Ahmanson, Jessie Ball Dupont, Lilly, and Bush Foundations, for example, remain active supporters of colleges and universities, and focus most of their giving on particular areas of the country. And a new regional foundation, the Robert and Ruby Priddy Charitable Trust, just announced a whopping $35 million in grants to six liberal arts colleges in the Southwest and the South.

Regional funders differ in their interests, of course, reflecting the views of their founders and current boards of trustees, but the array of purposes they serve—including student aid, building construction and renovation, libraries, diversifying the student body, endowment, faculty positions, and curriculum innovation—is impressive.

Why have regional funders remained especially stalwart supporters of smaller private colleges and universities? A clue may be found in the “request for proposals” that the Priddy Trust sent to 19 liberal arts colleges earlier this year. The RFP observed that a student’s experience in higher education “is often fragmented by such factors as very large classes, the lack of interaction with faculty members, incoherent and unrigorous general education requirements, frequent transferring from one institution to another, and emphasis on graduate research to the detriment of undergraduate learning. One kind of educational institution, the liberal arts college, has successfully countered these factors....

Despite their excellent performance... there is a danger that decreasing percentages of American college students will have the opportunity for this kind of education.”

The Priddy Trust is a relatively new entity. Robert Priddy, who made his fortune in oil drilling and exploration, and the members of the Trust’s board had, for many years, been generous supporters through the Priddy Foundation of a wide range of social and cultural causes in and around Wichita Falls, Texas. None of the Trust’s principals is a graduate of a liberal arts college. Yet, when the Priddy Trust conducted its open-ended analysis of possible uses of the approximately $35 million it intended to award as grants, support for liberal arts colleges in the region emerged as the highest priority. While each of the six winners (four are CIC members: Austin, Hendrix, and Rhodes Colleges, and Southwestern University; the two others are Colorado College and Trinity University) will use its grant in a different way, it is noteworthy that basic operating costs are being covered, stiff matching requirements must be met, and endowment is sometimes included. Almost all the grants include substantial funding for students, making the distinction between support and scholarships.

A college and its community have a symbiotic relationship. With little burden on the state’s taxpayers, a private college offers its community a source of
A prototype workshop for chief academic officers, library directors, faculty members, and information technology directors focused on changes in libraries that enhance student success in learning.

Fifty participants from 17 CIC member institutions attended the workshop, held September 19-21, 2002, at the Columbia Inn, in Baltimore, MD. The event was part of an initiative CIC launched last fall in cooperation with the Council on Library and Information Resources (CLIR), to strengthen the contribution of libraries to teaching and learning. Funded by a $75,000 planning grant from the William and Flora Hewlett Foundation, $10,000 from CLIR, and $10,500 from the Andrew W. Mellon Foundation, the workshop is assisting libraries in addressing the implications of information literacy, technological developments, cost issues, renovation and construction of library space, fostering active learning through the library, and governance. The hope is to create opportunities for provosts, IT directors, library directors, and faculty members at independent colleges and universities to stay in step with the rapid change occurring in the world of academic libraries.

“The changes that should be occurring in the libraries at small and mid-sized liberal arts colleges are significant, even potentially transformative in nature,” said CIC President Richard Ekman during the workshop.

Among the issues explored during the workshop were: 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 (cont’d on page 4)
Conferences

A comprehensive program in information literacy; strategies for implementation of a successful information literacy program; the library physical space as a place for learning; and measures of impact and success of change.

Speakers included Steve Stoan, library director at Drury University (MO), who presented a paper on “The Library as an Instrument for Teaching and Learning”; Susan Perry, former library director at Mount Holyoke College (MA) and current Andrew W. Mellon Foundation senior advisor, who discussed “Thinking Strategically about Information Literacy;” and Susanne Woods, provost at Wheaton College (MA) who presented on “Information Literacy and the Liberal Arts Education.” These papers are now available on the CIC website at www.cic.edu.

A team from Marywood University (PA) discussed “Ten Steps to Move Toward the 21st Century Information Commons,” including Patricia Matthews, I.H.M., vice president for academic affairs, Michael Mirabito, assistant to the vice president of academic affairs, and Cathy Schappert, director of library services. In addition, Geoffrey Freeman, an architect from the firm of Shepley, Bulfinch, Richardson, and Abbott, who has made a specialty of academic libraries, and Susan Stroyan, library director at Illinois Wesleyan University presented a case study in thinking about student learning space on a campus-wide basis. Finally, Richard Detweiler, president of Hartwick College (NY) discussed how to implement institutional change and ways to work with presidents and boards.

Discussion groups during the conference devised an institution-wide program to foster information fluency that participants will take back to their campuses to implement. They focused on program objectives, obstacles to action, specific planning factors related to institutional type, needed competencies, funding issues, space-related needs, governance issues, and measures of success, among other issues.

The workshop was led by Rita Gulstad, dean of extended studies and learning resources, and director of computing at Central Methodist College (MO), and Scott Bennett, university librarian emeritus, Yale University. Both serve as CIC’s senior advisors for the program.

Judy Muyskens, academic vice president and dean of faculty, Colby-Sawyer College (NH), flanked by her colleagues Linda Ryder, academic technology coordinator, and Carrie Thomas, college librarian, work on a plan to improve information literacy on campus.

(Independent, cont’d from page 3)

(Conferences, cont’d from page 1)

Presidents will meet at the Registry Resort in Naples, Florida for CIC’s 2003 Presidents Institute on January 4-7.

The theme of the meeting is “Challenges of the Presidency: Balancing Multiple Priorities.”

• Neil Howe, an authority on characteristics of different generations in America and co-author of Generations, 13th-Gen, The Fourth Turning, and Millennials Rising. His presentation will focus on characteristics of the emerging millennial generation discussed in his just-released Millennials Go To College Handbook.

• Hugh Price, president and CEO of the National Urban League and author of Destination: The American Dream and Achievement Matters: Getting Your Child the Best Education Possible. He will address the evolving outlook of urban youth in his presentation. All presidents at the Institute will receive a copy of Achievement Matters.

• Rita Bornstein, president of Rollins College (FL), who has written and spoken on issues such as educational equity, philanthropy, and the presidency. She is currently completing a book, based on interviews with college and university presidents, on ways that presidents gain, maintain, and lose legitimacy. This examination of presidential legitimacy will be the subject of her closing presentation.

(Independent, cont’d from page 3)
Additional 2003 Presidents Institute Sessions and Speakers

Sunday, January 5
Charting the Course for Pricing and Discounting—How Do You Find Your Way?, Jerry Cain, Judson College; David Pollick, Lebanon Valley College; Kathy Kurz, Scannell & Kurz, Inc.; and Anne Steele, Muskingum College
Who Are Today’s…and Tomorrow’s…Students? Shawn Coyne, Connexxia, and Thomas Williams, Noel-Levitz
Presidential Transitions, James Martin, Mount Ida College; James Samels, The Education Alliance; and Tobie van der Vorm, Academic Search Consultation Service
The Board Engaged: Mission Possible, Thomas Scheye, Loyola College in Maryland and independent consultant (concurrent session and afternoon workshop)
Assistance for Presidents: The Learning Alliance, Mary-Linda Merriam Armacost, The Learning Alliance, and Robert Zemsky, University of Pennsylvania
Developing Facilities for Your Campus: What Every President Needs to Know, Stuart Gulley, LaGrange College; Patrick Russell, RBC Dain Rauscher; and Ronald Watkins, Partners and Associates, Inc.
The President’s Role in Addressing Campus Drinking, Susan Resneck Pierce, University of Puget Sound
Our Presidential Calling: Exhortation by Example, William Frame, Augsburg College
Only Another President: Finding Supportive Community, Faith Gabelnick, Pacific University; Anne Ponder, Colby-Sawyer College; Janet Rasmusson, Pacific Lutheran University; Shirley Showalter, Goshen College; and Maryanne Stevens, College of Saint Mary
Strategic Leadership In Academic Affairs: Clarifying the Board’s Responsibilities, Richard Morrill, University of Richmond

Monday, January 6
Rethinking Higher Education Finances, Lee Fritschler, The Brookings Institution
Preparing for a Comprehensive Campaign—What Often Gets Overlooked, Kent Henning, Grand View College, and Russell Weigand, Campbell & Company
Decisions about Technology: New Research Findings, Richard Katz, EDUCAUSE
Presidential Responsibility For Athletics, Todd Hutton, Utica College, and Bette Landman, Arcadia University
Compensation and Security in Presidential Contracts, Raymond Cotton, ML Strategies LLC

Tuesday, January 7
Making the Case: Building Affordability by Establishing Value, James Day, Hardwick-Day
Back-Office Collaborations, Gordon Haaland, Gettysburg College, and Rolf Wegenke, Wisconsin Association of Independent Colleges and Universities
Private Colleges Confront Changing Environment, Susan Fitzgerald and Naomi Richman, Moody’s Investors Service
Financial Management Workshop: Connecting the Dots, Esther Barazzone, Chatham College; Kent Chabotar, Guilford College; Susan Fitzgerald, Moody’s Investors Service; Margaret Healy, Rosemont College; James Morley, NACUBO; Robert Pearce, Mount Mercy College; Michael Townsley, Pennsylvania Institute of Technology; and Emerson Wickwire, E.M.Wickwire Associates, L.L.C.

More information about the 2003 Presidents Institute is available on CIC’s website at www.cic.edu.
(CAOs Meet, cont’d from page 1)

chairs, exploring effective administrative structures, conflict resolution, and working with the academic affairs committee of the board of trustees. And sessions on the future faculty focused on 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.

Martha Craven Nussbaum's keynote address, "Education for Global Citizenship," discussed the complex challenge of educating young people for participation in constructive global dialogue about urgent problems, using examples from higher education both in the U.S. and abroad (see excerpt, page 7). Nussbaum is the Ernst Freund Distinguished Service Professor of Law and Ethics at the University of Chicago.

During the conference, Nussbaum was presented with the Council's Academic Leadership Award for her scholarly research and for her advocacy of the liberal arts. Carl H. Caldwell, Vice President for Academic Affairs at Anderson University (IN), received the 2002 Chief Academic Officer Award for advancing academic excellence at private colleges and universities.

"Browning" of America is Focus of Rodriguez's Keynote Address

Richard Rodriguez delivered a powerful keynote address at this year’s 2002 Institute for Chief Academic Officers. In it, he spoke about his book, Brown: The Last Discovery of America, for Everette Freeman, University of Indianapolis (center) and Mary Katherine Grant, Conference for Mercy Higher Education.

In discussing how this browning of America relates to education and the way educators teach, Rodriguez said, “as we become browner, we will become more skeptical of each other, we will find new ways to separate, unless we figure out a way to teach students that they are brown together, that our entire history is brown, that our entire tongue is brown, that there is no one in this room who does not celebrate or participate in brownness.” He noted that “there are extraordinary mixed signals in American education”—that, although education is highly valued, society does not reward teaching as a profession. In addition, “students are looking for ways to connect to each other, yet we, as teachers, have very little to say to them…. We need to teach students that they belong to each other, that they belong to a community. We need to teach students that they belong within a narrative, yet we are increasingly transferring the applications of teaching and learning to a computer…. I think the real struggle is between information—which is what we now teach our children education is about—and the story, the narrative,” he said.

We can no longer think in the simple racial terms of “black,” “white,” and “brown” for understanding the future and past of America, Rodriguez said. “We are moving from the realm of race and blood to the realm of culture,” which has implications for the nation as a whole and for education. His closing remarks focused on the complexity of this change with a personal example. “I celebrate my cousin, a 14-year old daughter of parents from India and Mexico (native). Sitting with her on the patio of her house one day, we laughed because we knew that there was no name in America for her. So, we decided that she was a stutter—that she was an Indian-Indian. And then, 15 years later she marries an American-Indian, and what was a stutter gave birth to a pathology. Their son was an Indian-Indian-Indian, and he works now at a yuppie restaurant in San Francisco at lunchtime…. and he serves the women their goat cheese salads, and everyone tells him he looks Italian.”

The Future of the Liberal Arts

Two especially well-attended sessions were those in which John Churchill, secretary of Phi Beta Kappa, and Maury Ditzler, dean of the faculty of Wabash College (IN), discussed “What is the future of the liberal arts?” It became clear during the exchange that CAOs define the “liberal arts” in widely varying ways. The proposals of ways to restore the liberal arts to a central place in the curriculum were as diverse as the explanations of how colleges had moved away from the liberal arts. It was generally agreed that this topic deserves further consideration at future CAO meetings.

Accreditation’s Impact on Small Campuses

Several sessions focused on issues involving accrediting organizations. Judith Eaton, president of the Council for Higher Education Accreditation (CHEA), and Claudia Jones, Paine College’s (GA) academic vice president, presided over two lively dialogues. From conversations with Congressional staffers, Eaton reported that a number of
“...How can we educate American citizens who do take seriously the reality of lives outside America, and who think of political events accordingly? Citizens who are not simply Americans, but citizens of the entire world, committed to both compassion and justice for the millions who suffer, not only from war, but from daily preventable tragedies such as malnutrition and disease? How can we educate American citizens who think responsibly about such problems, and America’s role in forming a world community to work on their solution? And what role do our independent colleges and universities play in this process of forming imaginative and compassionate world citizens?

...The first recommendation I would make for a culture of respectful compassion is...that an education in common human weakness and vulnerability should be a very profound part of the education of all children. Young people should learn to be tragic spectators, and to understand with increasing subtlety and responsiveness the predicaments to which human life is prone. Through stories and dramas, history, film, and the study of the global economic system, they should get the habit of decoding the suffering of another, and this decoding should deliberately lead them into lives both near and far. That ability lies at the core of the classic idea of liberal arts education, which insists on common experiences of imagination and understanding, as young people prepare for citizenship and for life.

...This concept of a link between liberal education and a deeper and more inclusive kind of citizenship has a special urgency in our times, as we struggle with the burdens of being American in an era of American domination, asking ourselves what we owe to the rest of the world, how we can rightly take our place in international debates of many sorts.... If institutions of higher education do not build a richer network of human connections, it is likely that our dealings with one another will be mediated by the impoverished norms of market exchange and profit-making. And these impoverished norms do not help, to put it mildly, if what we want is a world of peace, where people will be able to live fruitful cooperative lives. So that is the general task of the independent college in our era, as I see it: to cultivate the humanity of students so that they are capable of relating to other human beings not through economic connections alone, but through a deeper and wider set of human understandings.

I have argued, in Cultivating Humanity, that three capacities, above all, are essential to the cultivation of humanity in today’s world, and they are all, I believe, built into the structure of education, in differing degrees, in many of our independent colleges and universities. First is the capacity for critical examination of oneself and one’s traditions—or living what, following Socrates, we may call ‘the examined life’.... A liberal arts college that helps young people speak in their own voice and to respect the voices of others will have done a great deal to produce thoughtful and potentially creative world citizens.

Citizens who cultivate their humanity need, further, my second element, an ability to see themselves as not simply citizens of some local region or group but also, and above all, as human beings bound to all other human beings by ties of recognition and concern.... This requires a great deal of knowledge that American college students rarely got in previous eras, knowledge of non-Western cultures, and also of minorities within their own, of differences of gender and sexuality.

Citizens cannot think well on the basis of factual knowledge alone. The third ability of the citizen can be called the narrative imagination. This means the ability to think what it might be like to be in the shoes of a person different from oneself, to be an intelligent reader of that person’s story, and to understand the emotions and wishes and desires that someone so placed might have.... Courses in literature and the arts can impart this ability in many ways.... [W]e need...carefully crafted courses in the arts and humanities, which bring students into contact with issues of gender, race, ethnicity, and cross-cultural experience and understanding.... Rousseau said of such an education, ‘Thus from our weakness, our fragile happiness is born.’...But if this happiness is to be born, our independent colleges and universities...will be, I believe, its cradles.”
(CAOs Meet, cont’d from page 6)

lawmakers hope to increase the pressure for college and university accountability in the next Higher Education Act reauthorization. Jones and the other chief academic officers also helped Eaton to understand some of the special concerns that smaller institutions face. As an example, many individuals wondered whether there are ways in which existing regional agencies or perhaps a new entity can counter the push for more courses in professional majors by promoting the proper balance of general education in the curriculum.

Participants also discussed whether the missions of small, private colleges and universities are being warped by the accreditation process in trying to produce similarities in educational outcomes. CAOs said it depends on the accrediting agency—some agreed that regional accreditors do impose standards that go against the mission of the institution, and that standards can be “prescriptive,” “capricious,” and “nit-picky,” while others argued that “mission warping is too strong a phrase,” and that the accrediting process is fair and necessary.

Eaton acknowledged the problems and cited some solutions to render the agencies and standards more effective and efficient, including:

- enlarge the consultative role of accreditors—having them engage in more collegial dialogue;
- do a better job in training the teams; and
- narrow the pool of those who serve on teams to include more experts, and exclude those who are inexperienced.

To ensure that the smaller institution perspective—on these and other topics—is heard on accreditation matters, Eaton encouraged CIC institutions to play active roles in the accreditation processes by serving on teams and commissions. She also proposed holding a special workshop on accreditation in conjunction with a CIC event.

In another session, Wayne Markert, Hollins University (VA) and John Masterson, Texas Lutheran University, both from colleges that have gone through the accrediting process of the new Teacher Education Accreditation Council, discussed specialized accreditation.

### Instructional Costs and Productivity—The Delaware Study

A session on the Delaware Study of Instructional Costs and Productivity was also very well attended and generated significant interest among CAOs. The Delaware study is a data-sharing consortium of over 300 four-year colleges and universities that receive national benchmark data on faculty teaching loads, instructional costs, and funded research activity, all at academic discipline level of analysis. Panelists included Michael Middaugh, who directs the study and is author of Understanding Faculty Productivity: Standards and Benchmarks for Colleges and Universities, and Paul R. Douillard, vice president and dean for academic affairs at Caldwell College (NJ).

The CAOs who attended the session were interested in having more CIC institutions participate in the study so they could use it for benchmarking of academic programs. When a CAO is told that an academic program, such as the mathematics department, needs a larger budget, the CAO often finds it difficult to determine if that really is true.

Attendees made the case that if enough institutions participated in the Delaware study, CAOs would be able to compare what their institutions are spending on math to what comparable institutions are spending.

#### Internationalizing the Campus

The key to creating an international culture on independent college campuses is administrative support for making student life and educational programs more globally centered, said panelists Lloyd Michaels, dean of the college at Allegheny College (PA) and Jane Spalding, director of the U.S. University Mobility in Asia and the Pacific program.

A successful international education program requires an institutional commitment and international goals that reinforce the institutional mission statement, they said. The first step in internationalizing the campus is to conduct an “international education institutional audit” that includes an inventory of international programs and an analysis of their educational value and cost-effectiveness, and the creation of a body on campus dedicated to fostering international education, setting goals, and assessing progress, Michaels said. “CAOs can foster the success of the program by listening to faculty members, knowing where the expertise is, planning for five to ten years out, and establishing partnerships between departments to integrate international education so that students are exposed to it in a variety of courses throughout the curriculum,” he said.

Spalding stressed that faculty development is also key. CAOs should provide incentives and rewards for faculty members who develop courses with intercultural perspective; support travel and research abroad and language study; and develop mentoring programs that support faculty members to accompany a study group abroad with the expectation that the experience will lead to...
course development," she said. Other suggestions included conducting faculty seminars abroad and employing the international experience of current faculty to promote curricular change and faculty re-tooling.

**Transforming the Library**

Changes happening in college and university libraries today are of fundamental importance to teaching and learning on campus, said presenters Michael Bell, vice president for academic affairs at Elmhurst College (IL) and Rita Gulstad, dean of extended studies and learning resources at Central Methodist College (MO), who is also a senior advisor on CIC’s library project.

To improve campus libraries, Gulstad and Bell said “CAOs should talk with the librarians and encourage them to collaborate with others on campus, review their governance models, provide a climate for change, identify stakeholders who can assist with the process, and learn more about information literacy.”

**Religion on Campus**

Two speakers, Amanda Porterfield, professor of religious studies at the University of Wyoming and author of Religion on Campus, and Victor Kazanjian, dean of religious and spiritual life at Wellesley College (MA), argued that colleges and universities must educate students for a world of religious diversity, since these religious differences frequently become contentious. They proposed that the current climate of tolerance inhibits this education. Porterfield labeled tolerance “condescending rather than investigative,” and Kazanjian found that tolerance “freezes us in suspended ignorance.” What is needed, they said, are ways to expose students to other faiths and traditions.

“Colleges need to foster hard inquiry about religion today… and should not sign off the religious and spiritual life of students to churches and off-campus groups,” Kazanjian said. “There is an epidemic of ignorance about the world’s religions, and the task falls to liberal arts institutions to engage in a new dialogue with the religious community on how to incorporate religion in the classroom using critical methods of analysis.”

**Best Practices for CAOs and Trustees**

The Association of Governing Boards (AGB) recently completed a study of governing boards and academic affairs that suggests principles and best practices for CAOs in working with boards of trustees. Jonnie Guerra, vice president for academic affairs at Cabrini College (PA) and Susan Whealler Johnston, director of independent sector programs for the AGB said that good CAO practices when working with the academic affairs committee of the board include: collaborative agenda setting; education of trustees for stewardship; inviting board members into the classroom to gain first-hand experience of faculty, students, and academic programs; contextualization of issues and decisions made by the institution; and a strategic, not operational, focus.

Guerra and Johnston further suggested that CAOs should keep the chair of the academic affairs committee informed between meetings; invite other vice presidents to attend the meetings; and share program outcome data with committee members.

**Stages in the Life of a CAO**

In the final plenary session of the Institute, three chief academic officers reflected on key issues for CAOs at three stages in their careers: the beginning years, represented by Kim Luckes, provost and vice president for academic affairs at Saint Augustine's College (NC); the established years, Margaret Malmberg, provost and dean of the faculty at the University of Charleston (WV); and the later years, Stephen Good, vice president for academic affairs and dean of the college, Drury University (MO).

(cont’d on page 10)
Luckes said she went through a lot of changes in her first years, but didn’t ask all the right questions. She has since learned to “live by certain principles to be effective and efficient: vision, innovation, team-building, results-oriented, fiscally conservative, effective management, academic excellence, good work ethic, courage, and fairness.”

Malmberg said that once she entered the middle years, she “had fewer sleepless nights and less anxiety than before, and is taking better care of herself.” She suggests to new CAOs that they “choose the president” they want to work with. “Decide whether you want to work for a particular president before you team up with that individual. Think through what you need to know about the person and how to find that information.” She also stressed that “as new CAOs grow in the institution, they need to learn to delegate, and should bring others along and work to enrich their potential.”

Good stressed that CAOs who are in their later years at an institution “need to stay at the top of their game—have vision; know where the institution is going academically and be able to articulate academic values; have a big agenda that engages the whole faculty; stay close to students and the faculty; maintain balance; keep a sense of humor; and defend academic freedom and the importance of tenure.” He also suggested that CAOs should learn how to leave gracefully. “Manage your transition so the institution maintains its confidence in you, but retain your ability to lead by setting the agenda and presenting a vision for the institution.”

A group of experienced CAOs characterized the CAO who serves longer than five years (five years is the average tenure of a CAO, according to one participant) as “one who stopped thinking like a faculty member, but maintained a connection to the issues of importance to the faculty.”

Reallocating Resources is Most Important Revenue Source, Workshop Panelist Says

A half-day, post-Institute workshop on “Prioritizing Academic Programs and Reallocating Resources” was conducted by Robert Dickeson, senior vice president of the Lumina Foundation for Education and author of Prioritizing Academic Programs and Services. The workshop’s premise was that, in a time of resource constraints (stock market as well as enrollment), the most important revenue source for enhancing existing programs or developing new ones comes from reallocation. Three provosts who had gone through such processes on their own campus (and lived to tell the tale)—William Julian, Lindsey Wilson College (KY); Clark Hendley, Saint Joseph College (CT); and Suzanne Buckley, Franklin Pierce College (NH)—offered advice and a willingness to talk with others going through this. The wide-ranging conversation addressed types of program review, data required, successful communication, and decision criteria.

Dickeson discussed why reform, or the reallocation of resources, might be necessary:

• academic programs are permitted to grow without regard to their relative worth;
• campus strives to be all things to all people, rather than focusing;
• a growing incongruence between programs and the resources to mount them with quality; and
• across-the-board cuts that have led to mediocrity in all programs.

He said “the price of academic bloat for all is impoverishment of each… and the inescapable truth is that not all programs are equal.” Many reform efforts fail, he said, because they “focus only on the non-academic side of the budget (such as deferring physical plant maintenance) and ignore academics as too politically volatile.”

Prioritization is key, Dickeson said, in a successful reform effort. Program prioritization permits:

• an analysis focused on pre-selected criteria;
• concentration on resource development and utilization, independent of structure;
• a focus on efficiency, effectiveness, and centrality to mission; and
• the ability to identify opportunities to increase revenue, reduce costs, improve quality, and strengthen the reputation of the institution.

William Julian added that, “to many faculty, prioritizing academic programs is an oxymoron. Some will grant the necessity, but none will be comfortable.” Intelligent planning is crucial to the prioritization process, he said. “CAOs must know what they want and [quoting Julian’s First Law of Management Information] ‘do whatever is necessary to get what you need, when you need it, the way you need to see it’.”
PROJECT NEWS

CIC Cosponsors Workshop on Using Data in Decision-making

CIC is cosponsoring, with the Association for Institutional Research, a workshop on the use of comparative data in institutional decision-making entitled, “Data and Decisions: A Workshop for Independent Colleges and Universities.” Twenty-six institutions are sending two- or three-person teams to the workshop, scheduled for December 11-13, 2002, in Lansdowne, VA (near Washington, DC). The workshop will assist college and university leaders in making strategic decisions based on data—targeted information about their own institutions and up-to-date information about peer institutions.

CSFA Scholarships Increase at CIC Colleges

Recent data compiled by Citizens’ Scholarship Foundation of America (CSFA), the nation’s largest private sector scholarship and educational support organization, indicate that funds given to students that can be used at colleges of their choice enhance opportunities for those students to attend private colleges and universities.

While about 20 percent of America’s students attend private postsecondary institutions, CSFA President Bill Nelson said that “annually approximately 35 percent to 40 percent of the scholarship funding from CSFA supports students choosing to attend private colleges and universities.”

Nelson said this aid is increasing for CIC member institutions. “CSFA records indicate that in the 1996-97 academic year CSFA sent $5,816,376 in scholarship awards to CIC members through its Scholarship Management Services and Dollars for Scholars programs. In 2001-02 the total had climbed to $12,776,080, an increase of almost $7 million,” he said.

In 1999, FIHE launched the National Venture Fund program, drawing on funds made available through an endowment the organization received from United Parcel Service in the mid-1970s. The mission of the Venture Fund is to enrich educational opportunities for students and create administrative efficiencies, often involving collaborations and uses of technology. Since the program’s inception, 45 grants ranging from $5,000 to $100,000 have been awarded. These grants support a variety of activities that are carried out by independent institutions across the country. The program requires award recipients to raise a minimum of a one-to-one dollar match, in order for the Venture Fund dollars to be distributed. To date, the NVF program is close to achieving a four-to-one match.

The program evaluation services provided by CAPHE stem from the CIC, FIHE, and NAICU Protocol of Collaboration, signed in 2000. Michelle Gilliard is a member of the National Venture Fund oversight committee.

The report will be available as an Adobe document in December through both the CIC (www.cic.edu) and FIHE (www.fihe.org) websites.

CAPHE Evaluates National Venture Fund Program

The Foundation for Independent Higher Education (FIHE), recently asked CIC’s operating unit, CAPHE, to evaluate the FIHE/UPS National Venture Fund program. The report, by CAPHE Executive Director Michelle Gilliard, presented to FIHE’s board of directors in November, describes the impact of the National Venture Fund (NVF) program since its inception. Among the findings contained in the report:

• $9.2 million has been directed to private colleges and universities across the country as a result of the program. Of that amount, $2.06 million has been distributed from the Venture Fund. FIHE state executives and member institutions have raised $7.1 million in matching dollars;

• 78 percent of the FIHE state fund offices are participating in the program; and

• collaboration among state fund offices is becoming common. More than seven state funds have formed collaborative projects.

In 1999, FIHE launched the National Venture Fund program, drawing on funds made available through an endowment the organization received from United Parcel Service in the mid-1970s. The mission of the Venture Fund is to enrich educational opportunities for students and create administrative efficiencies, often involving collaborations and uses of technology. Since the program’s inception, 45 grants ranging from $5,000 to $100,000 have been awarded. These grants support a variety of activities that are carried out by independent institutions across the country. The program requires award recipients to raise a minimum of a one-to-one dollar match, in order for the Venture Fund dollars to be distributed. To date, the NVF program is close to achieving a four-to-one match.

The program evaluation services provided by CAPHE stem from the CIC, FIHE, and NAICU Protocol of Collaboration, signed in 2000. Michelle Gilliard is a member of the National Venture Fund oversight committee.

The report will be available as an Adobe document in December through both the CIC (www.cic.edu) and FIHE (www.fihe.org) websites.

CSFA’s Dollars for Scholars program is now active in over 1,100 communities throughout America, where over 35,000 volunteers are actively raising funds to help their local students pursue postsecondary education. CSFA also administers over 950 corporate-sponsored scholarship programs through its Scholarship Management Services. Since its founding in 1958 CSFA has distributed $911.5 million to 849,445 students.
Recent Books of Note

A number of recently published books will be of interest to presidents and other administrative and academic leaders of small to mid-sized private colleges. The books tackle issues such as board responsibilities and how presidential leadership can transform an institution. Others deal with more specific subjects such as how small colleges can gauge their financial health, how to succeed in fundraising, and how to address information technology questions. One book explores ethical questions that are raised when faculty members treat their classrooms as the focus of scholarly inquiry and research, and another tells how colleges and universities can market their institutions with a recognizable “brand.” Two recently published books detailing the histories of two colleges help to explain how colleges have progressed over time, why institutions are the way they are today, and how they have come to be similar to, but distinct from, other colleges and universities. (Richard Morrill will speak at the Presidents Institute on a topic that goes beyond the work that begins in his recent book on strategic leadership. Michael Townsley and Jacques Steinberg, both of whom have new books out, will also be presenters at the Institute.)

Strategic Leadership in Academic Affairs
Richard L. Morrill © 2002
Academic program quality and faculty work have been the heart and soul of the higher education enterprise, yet many trustees are mystified by the ambiguities that accompany the board’s policy responsibilities in these areas. This new book published from the Association of Governing Boards provides essential information for trustees and a framework to help them fulfill their distinct responsibilities.

Copies are available for $44.95 from the Association of Governing Boards at (800) 356-6317.

The Small College Guide to Financial Health
Michael K. Townsley © 2002
Townsley’s detailed guide includes the latest statistical research and trends studies to help leaders, administrators, and board members of small, private colleges steer through many of the educational and financial challenges they face. The book offers performance indices and benchmarking data that campus administrators can use to ascertain the financial health of their institution. Studies of Georgetown College (KY), Chatham College (PA), and Wesley College (DE) are included.

Copies of this book are available from the National Association of College and University Business Officers for $59.95 at (866) 348-6300. CIC is offering the publication at a reduced price ($50) for CIC members. Contact CIC at (202) 466-7230 for more information.

The Academic President as Moral Leader
F. Stuart Gulley, president, LaGrange College (GA) © 2001
James T. Laney, president of Emory University from 1977 to 1993, succeeded in transforming the university from a solid regional teaching institution into a major research university over the course of 16 years. This book provides a detailed analysis of Laney’s accomplishments and how his moral leadership helped steer his successes.

This publication from Mercer University Press is available for $39.95 through bookstores nationwide.

Asking: A 59-Minute Guide to Everything Board Members, Volunteers, and Staff Must Know to Secure the Gift
Jerold Panas © 2002
Asking, Panas’ new book on fundraising, offers practical tools, role plays, scripts, and examples to help in all aspects of fundraising. “In all you do, act as if it’s impossible to fail… When all is said and done, here’s how easy it is,” Panas writes, “The right person asks the right prospect for the right amount in the right way at the right time for the right cause with the right follow-up.”

Published by Emerson & Church of Medfield, MA, Asking is available for $24.95, with discounts for larger quantities. Contact the Institute for Charitable Giving at (800) 234-7777.
Ethics of Inquiry, Issues in the Scholarship of Teaching and Learning
Edited by Pat Hutchings © 2002

New from the Carnegie Foundation for the Advancement of Teaching, this book addresses ethical questions that are raised when faculty members treat their classrooms as the focus of scholarly inquiry and research. Hutchings includes seven case studies, with responses from scholars, administrators, and students. For example, one case study examines the question of how to “balance the need to protect students’ privacy with the desire to give credit and acknowledgement for the contribution their work makes to the scholarship of teaching and learning.”

Copies of this book are $27 and can be ordered from Carnegie Publications at (650) 566-5128.

Building a Brand That Matters
Robert A. Sevier © 2002

Written for colleges and universities that are interested in developing a “block-buster” brand, this book draws on Sevier’s 25 years of higher education marketing and consulting experience. Sevier makes the case that “a brand is a promise between an organization and its most important target audiences.” He explores the four essential building-blocks of a block-buster brand: targeting external and internal audiences; communicating the “brand” promise in ways that the target audiences notice and respond to; delivering on the brand promise; and continually strengthening the promise. The book concludes with three detailed case studies and a 100-item branding bibliography.


The Gatekeepers: Inside the Admissions Process of a Premier College
Jacques Steinberg © 2002

In the fall of 1999, New York Times education reporter Jacques Steinberg spent nearly a year observing the admissions process at Wesleyan University (CT). No reporter had ever been given such extended and unfettered access, and this book, his account of that year, offers a portrait of how the system works in America today.

This book, published by Viking Press, is available for $25.95 through bookstores nationwide.

The Westminster Story, 1852-2002: Glorious, Grand and True
W. Paul Gamble © 2002

Ninety-one year old Paul Gamble, who served on the Westminster faculty or staff for 55 years, and whose family connections to Westminster College (PA) date back to the College’s founding in 1852, provides a detailed account of the challenges and successes of the college over 150 years. From its struggle for survival in its first 50 years as a church-related institution—and the first integrated and unrestricted coeducational college in the nation—to the challenge of technology and going online in recent years, Gamble paints a vivid picture of finances and fundraising, of surviving two wars and a depression, of student life in the 19th century, and of the more recent proliferation of disciplines and improvements to the physical campus.

Westminster College published the book; copies are available from the College at (800) 942-8033.

Uniting Work and Spirit: A Centennial History of Elizabethtown College
Chet Williamson © 2001

From Elizabethtown College’s humble origins as a Church of the Brethren institution—opening in 1900 with six students—to its centennial celebration in 2000, the college’s rich history, traditions, and legends are detailed by author Chet Williamson, a lifelong resident of the Elizabethtown, Pennsylvania area. The book’s stories about the college—including its near demise and then rise to prominence—its communities, and the history of the Church of the Brethren, help readers understand how a college “lives and breathes.”

Copies of the book, published by Elizabethtown College Press, are $24.95 and can be ordered through Elizabethtown College at (717) 361-1000.
CIC Institutions Selected for CAE/RAND Study

The RAND Corporation’s Council for Aid to Education (CAE) this year launched a “value-added assessment” initiative, a long-term study to assess the quality of undergraduate education in the United States. More than half of the 20 institutions selected to participate in the pilot program are CIC institutions.

“The initiative’s value-added approach will measure actual student learning rather than relying solely on student self-reports or indirect indicators such as college retention rates and graduation rates. The resulting assessment system will not rank colleges and universities (like the U.S. News & World Report survey). Rather, it will provide a diagnostic tool to assist teachers and students in making improvements to courses and learning outcomes,” said CAE President Roger Benjamin, who is leading the project with Richard Hersh, then a CAE senior fellow, now president of Trinity College (CT).

The study is notable, according to Hersh, in that it is longitudinal (following students through their entire undergraduate education and beyond); multi-institutional (including residential liberal arts colleges, community colleges, comprehensive universities, as well as online programs), and performance-based (measuring actual student learning rather than relying on self-reports from students).

Institutions participating in the pilot program include: Bronx Community College (NY); Carnegie Mellon University (PA); Chapman University (CA); Earlham College (IN); Goshen College (IN); Hampshire College (MA); Heritage College (WA); Indiana University; Indiana University-Purdue University; Jackson State University (MS); Macalester College (MN); Pace University (NY); Pacific Lutheran University (WA); Seattle Pacific University (WA); Seattle University (WA); Trinity College (CT); University of Charleston (WV); University of Maine at Farmington; Wabash College (IN); and Whitworth College (WA).

CIC Member Professor Wins CASE Professor of the Year Award

Winners of the U.S. Professors of the Year program sponsored by the Council for the Advancement and Support of Education (CASE) and the Carnegie Foundation for the Advancement of Teaching, and supported by CIC, were announced on Thursday, November 21.

One of the four winners is a professor of art at Manchester College (IN). James Adams was named the Outstanding Baccalaureate College Professor of the Year. During 42 years at Manchester, he has taught in the art, English, music, and Spanish departments, driven by his interest in new technologies, integrating service with learning, and interdisciplinary approaches to subjects. Other Professors of the Year winners this year are Dennis Jacobs, professor of chemistry at the University of Notre Dame in Indiana (named outstanding professor for research and doctoral universities); Francisco Jimenez, the Fay Boyle Professor in the department of modern languages and literatures at Santa Clara University in California (for master’s-level universities); and Alicia Juarrero, professor of philosophy at Prince George’s Community College in Maryland (for community colleges).

Since 1981, the CASE program has recognized outstanding professors for their dedication to teaching, commitment to students, and innovative instructional methods.

CIC Institutions Highlighted in CampusCares Initiative

A coalition of higher education associations this fall, spearheaded by the National Association of Independent Colleges and Universities (NAICU) and Campus Compact and supported by CIC, launched an initiative to recognize community service and civic engagement of colleges and universities. The CampusCares—Solutions for Stronger Communities project “will identify, celebrate, and encourage the involvement of students, faculty, staff, and administration in serving the world beyond their gates,” said NAICU President David Warren in announcing the project.

Many of the community service and engagement activities of CIC institutions are highlighted on the CampusCares website (www.CampusCares.org), which contains a comprehensive listing of service initiatives on campuses nationwide. Institutions are encouraged to participate in CampusCares by submitting information on their service and engagement activities for the website, drafting opinion pieces for local newspapers that include examples of civic engagement/community service activities, and encouraging editorials in local newspapers saluting campus outreach activities.
Connecting with the World

Roy Nirschel, president of Roger Williams University (RI), and his wife, Paula, have fostered the idea of offering scholarship assistance to Afghan women as a good way for Afghanistan to rebuild a free and enlightened country. His college, along with Notre Dame College (OH), are among four institutions in the country that have begun to provide scholarship funds to help oppressed people in Afghanistan attend U.S. higher education institutions.

Defiance College (OH) has created the McMaster School for Advancing Humanity through a $6 million gift from two alumni. It will enable students and faculty members to study the factors that impede the human condition around the world and will encourage students to undertake careers that will ultimately reduce human suffering. Students can become McMaster Scholars and professors can become McMaster Fellows, receiving financial support to conduct original scholarship in their fields.

University of the Incarnate Word (TX) began its second international degree-granting endeavor. This one is with the Province of Mexico of the Congregation of the Sisters of Charity of the Incarnate Word and establishes an affiliate offering Incarnate Word degrees in Mexico City. Also, Huntington College (IN) signed an affiliation agreement with Jingmei University, a new institution of higher learning on the outskirts of Beijing, China. Jingmei will offer a liberal arts curriculum focused on global leadership studies, with instruction to be in English. A pilot class began this fall through the efforts of a former Huntington dean who now serves as provost at Jingmei.

Adapting and Adding

Palm Beach Atlantic University (FL), Avila University (MO), and Immaculata University (PA) have all left behind their “college” name designation.

(cont’d on next page)
A team of Cedarville University (OH) mechanical engineering seniors designed and built a wheelchair wheel cleaner, which could be installed in the entryway floors of buildings or homes to brush dirt from wheels. The device earned third place in the American Society of Mechanical Engineers Old Guard Competition in Spring 2002.

(Franklin University, cont’d from page 15)

Franciscan University of Steubenville (OH) began Bachelor of Arts degrees in German and in legal studies, preparing students for a range of careers as paralegals in law, government, and business. Nazareth College (NY) this fall began a new Master of Arts in Liberal Studies (MALS) program. MALS fulfills the master’s degree requirement for elementary and secondary teachers who are pursuing permanent certification in the state of New York. Dominican University (IL) has combined programs in the Graduate School of Business and Information Systems and the Graduate School of Library and Information Science to offer a Master’s in Knowledge Management.

Teachers and educational leaders will benefit from several new programs. The Indiana Professional Standards Board recently approved a special education program for Huntington College (IN). It will join environmental science as a new program this fall. Albright College (PA) launched a master’s degree program in education leading to MA or MS degrees. The master’s program offers four concentrations in general education, elementary education, special education, and early childhood education. Ohio Northern University begins a Master’s of Education in Teaching this coming summer. Aimed at part-time learners who are employed as teachers full-time and beginning with two classes in the summer of 2003, the program follows with one course per quarter for the 2003-04 year. Courses will offer reading, character education, and curriculum-centered studies.

Bethel College (MN) will begin its first doctoral program in 2003. The EdD in educational administration is aimed at experienced K-12 educators, primarily those seeking licensure as principals and superintendents. The program will be convenient for educators located around the country because of its largely distance education delivery system.

Nyack College (NY) announced its new Master’s of Business Administration (MBA) degree in two areas, business administration and accounting, at both its Rockland County and Manhattan campuses. These new MBA programs will allow Nyack “to send quality professionals with Christian values into an increasingly scandal-ridden business world,” said Provost Samuel Barkat.

Mount Aloysius College (PA) opened a Master’s in Correctional Administration and Psychology this fall, and will begin a Master’s in Health and Human Services Administration next fall. The Correctional Administration program is the only freestanding master’s program of its type in central Pennsylvania. The program addresses a regional need and builds on the institution’s traditional strengths in criminology, health studies, and psychology.

St. Edward’s University (TX) announced seven new degree programs this fall: Master of Business Administration (MBA) with an entrepreneurship concentration; Master of Science in Computer Information Systems; an individualized Bachelor of Arts; a Bachelor of Arts in English through the university’s New College; Bachelor of Science in Bioinformatics; Bachelor of Arts in Graphic Design; and Bachelor of Business Administration in Entrepreneurship.

Finding Partners
Saint Michael’s College (VT) has become a higher education partner with the Burlington School District to carry out its $1.25 million, five-year federal grant designed to improve the success rate of non-native speakers of English in their schools.

The Lilly Endowment is helping two CIC members in Indiana, Goshen College and Manchester College and another college establish a “Peace House” in Indianapolis, a facility and program for students who will live in the city and take courses in peace studies, social justice, reconciliation, and related issues. The project is supported by a $13.88 million “Plowshares” grant spread over the next four years. Another Lilly Endowment grant, this one given last year to theological seminaries across the country, has spurred Milligan College (TN) and a nearby graduate seminary (Emmanuel School of Religion), to develop a Youth in Ministry program. This program is designed to help the Tri-Cities area youth determine their vocational callings and how they can best minister as Christians in their chosen careers.
Two CIC members, Eastern University (PA) and Greenville College (IL), are partnering on a project to help all incoming students understand their strengths and link those strengths with choosing academic majors and career paths, supported by a grant from the Fund for the Improvement of Postsecondary Education (FIPSE). Another Pennsylvania institution, Dickinson College, joins with Johns Hopkins University in Baltimore, Maryland, in an articulation agreement to offer a Master’s in Elementary Education.

Celebrating Contributions

Four CIC member institutions were among six that were awarded grants totaling $35 million from The Robert and Ruby Priddy Trust. Austin College (TX), Hendrix College (AR), Rhodes College (TN), and Southwestern University (TX) received grants ranging from $3.5 to $8.5 million to be used for a range of purposes, including student scholarships, new academic programs in science and international affairs, new faculty positions, and community research programs.

Two of the largest gifts in the history of Pacific University (OR), a $3 million gift for building a new library, and a $3.45 million gift for its endowment, have helped the institution reach an all-time record of $12.1 million in gifts during this past year. Both gifts came from the estates of Pacific graduates.

Marywood University (PA) officially closed its IMPACT 2000 campaign after raising $58.5 million since the drive started in 1996. Dominican University (IL) collected $32 million, well above its original $25 million goal.

Ursuline College (OH) completed a $29.7 million phase of its capital campaign. The drive nearly doubled Ursuline’s initial goal. It helped to double endowment, construct the student learning center, begin intercollegiate athletics, and initiate three master’s programs.

Chapman University (CA) surpassed its $160 million capital campaign goal, reaching $214 million over its seven-year campaign. The money will build two new academic facilities and a new residence hall, as well as create more than 35 new endowed chairs and provide scholarship funds for hundreds of students.

University of the Incarnate Word (TX) concluded its $12 million campaign with a $1 million challenge gift from a Tulsa foundation. The university hopes to break ground for a new science and engineering building and raise an additional $2.7 million. Rocky Mountain College (MT) credits U.S. Senator Conrad Burns for securing $1.5 million for its new Aviation Training Center. The money was included in the Veterans Administration/Housing and Urban Development Appropriations bill; Burns is a senior member of the U.S. Senate Appropriations Committee that cleared the funding.

Monmouth College (IL) has established the Garrett W. Thiessen Chair of Chemistry through an estate gift. Campbellsville University (KY), which recently attained a U.S. Department of Education grant for an alternative special education certification program, will name its chapel after the trustee who donated $1 million. Finally, donations of $1 million for scholarship funds from the Asbury Foundation to Millsaps College (MS), an anonymous donor to Marian College (IN), and an alumnus to Greensboro College (NC), have enriched these CIC colleges.

Celebrating Achievements

Drury University (MO), Eckerd College (FL), and Elon University (NC) were among 13 institutions cited by the Policy Center on the First Year of College as “Institutions of Excellence in the First College Year.”

College of Mount St. Joseph (OH) earned an EDUCAUSE award for institutional advancement for its excellence in networking.

Jacksonville University (FL) French professor Suzanne Carrell retired in 1989 after 35 years of teaching French at the institution. This past summer Jacques Chirac, president of the Republic of France, bestowed upon Carrell the National Order of the Legion of Honor for eminent service to the Republic of France. Carrell, who

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was born in France, helped establish Alliance Francaise of Jacksonville and in 1952 initiated the Congres de la Culture Francaise Florida (CCFF) to encourage French studies throughout Florida high schools.

Northwestern College (MN) marked its 100th birthday on October 2. It celebrated with a Centennial Homecoming birthday for the college’s 1,700 day-school students.

President Rick Niece of University of the Ozarks (AR) was named Arkansas’ 2001 Nonprofit Executive of the Year. Nazareth College (NY) art professor Catherine Kirby designed a banner that was aboard shuttle Atlantis on Space Shuttle mission STS-112 last August.

Paul R. Corts, president of Palm Beach Atlantic University (FL) for more than 11 years, has been appointed U.S. Assistant Attorney General for Administration. He left the university on Nov. 15, 2002, for Washington, DC. In his new position, Corts oversees the Department’s Justice Management Division. This division assists senior management officials with issues regarding basic department policy for evaluation, budget and financial management, personnel management and training, equal opportunity programs, ethics training and advice, and various other matters pertaining to organization, management, and administration.

Announcing New Facilities

Several CIC institutions are opening important new facilities at their campuses: a $7 million teacher education and communications center at University of the Ozarks (AR); a $19 million academic building at Moravian College (PA); a $5 million, 32,000 square foot Center for Healthy Families for state-of-the-art research, interdisciplinary study, and community outreach at Marywood University (PA); a $2.5 million technology training center at Campbellsville University (KY); the Audrey Hirt Academic Center at Mercyhurst College (PA); a multi-purpose Arts Center Scene Shop at Nazareth College (NY); a 3,000 square foot state-of-the-art chapel at Robert Morris University (PA); a 70,000 square foot indoor tennis center at College of Santa Fe (NM); a 24-hour computer lab and classrooms in Trustee Hall at St. Edward’s University (TX); a $20 million center for science at Juniata College (PA); a two-thirds of a mile interpretive trail at the Sustainable Living Center of Wilson College (PA); and a 180-bed residence hall at Wesley College (DE).

A 38-acre parcel of land in New Hampshire, appraised at approximately $11 million, has been given by a Massachusetts philanthropist to Saint Anselm College (NH), located only two miles from the land.

From Campuses to Training Camps

Last July, CIC member campuses hosted eight National Football League teams’ training camps. The American Football Conference teams included: Baltimore Ravens (McDaniel College in Westminster, MD), Buffalo Bills (St. John Fisher College in Rochester, NY), Cincinnati Bengals (Georgetown College in Georgetown, KY), and Pittsburgh Steelers (Saint Vincent College in Latrobe, PA). National Football Conference teams include: Carolina Panthers (Wofford College in Spartanburg, SC), Chicago Bears (Olivet Nazarene University in Bourbonnais, IL), Green Bay Packers (St. Norbert College in DePere, WI), and Washington Redskins (Dickinson College in Carlisle, PA).
Campuses Commemorate 9/11

Camptues across the country, including most CIC institutions, commemorated the one-year anniversary of the 9/11 terrorist attacks with prayer circles, candlelight vigils, and memorial services. Many brought in speakers who were connected with the attacks or featured art or other physical remembrances of the tragedy.

Rollins College (FL) installed a memorial stone on campus containing a World Trade Center Fragment; St. Bonaventure University (NY) students created quilt panels to honor three SBU graduates killed on 9/11, and sent the panels to New York City to be woven together with other quilted tributes; Flagler College (FL) professor Sister Diane Couture, who teaches the only certified course in stained glass window design at an American college, created a window depicting firefighters at the scene of the devastation that was installed at the Church of St. Francis of Assisi, three blocks from Ground Zero; and Jacksonville University (FL) dean and artist Terry Nitter created a “Windows on the World” exhibit that opened in France on 9/11.

The Robert Morris University (PA) ceremony included a presentation of “America Talks,” a documentary produced by RMU students; Assumption College (MA) created a Garden of Remembrance; Barry University (FL) students dressed in red, white, and blue t-shirts formed a 50-foot “living” American flag; and Goshen College (IN), Lesley University (MA), and others sponsored art exhibits featuring works by students, faculty, and staff created in response to 9/11. Ferrum College (VA) students volunteered 911 hours of community service, and first-year students at Franklin & Marshall College (PA) dedicated a public service project to the victims and rescuers.

In an unprecedented move, Benedictine University (IL) offered firefighters in the area the chance to earn a college degree free of charge; an anonymous gift enabled King’s College (PA) to establish a permanent memorial honoring three alumni who lost their lives in the WTC attacks; and Urbana University (OH) established a fund to sponsor programs to promote and support the cause of peace in the memory of alumna Alicia Nicole Titus, a flight attendant on one of the planes that hit the WTC.

Calvin College (MI) heard reflections about what it was like to be at the Pentagon on 9/11 from Herm Keizer, a former military chaplain who was working in Washington that day; Nyack College (NY) featured remembrances from two survivors of the World Trade Center attacks about how the events impacted their lives; Campbellsville University (KY) hosted Col. John Brinsfield, chief of chaplain staff operations with the U.S. Army Forces Command, who is writing a history of the 9/11 event and its impact on the Pentagon, and some Campbellsville students visited Ground Zero as part of a class on terrorism that is being taught this fall. Greensboro College (NC) cancelled classes and offered an “alternative day of learning” that featured several panel discussions on historical perspectives as well as contemporary and religious issues.
Median family income in Minnesota, Wisconsin, Ohio, and elsewhere is actually higher at public colleges and universities than at most private ones, according to recent reports.

Jenny Wahl, associate professor of economics at Carleton College (MN) conducted a study for the Minnesota Private College Research Foundation, “A Bigger Bang for the Public Buck: Achieving Efficiency and Equity in Higher Education,” which shows there is a nationwide shift of middle and upper-income students to public universities, while more economically and socially diverse students are enrolling in private colleges and two-year institutions. She writes that, “Public funding of higher education is meant to help all qualified persons continue their schooling regardless of family circumstances. Yet, under the current system, only half of youths from low-income families go on to college or university.... Adopting a cost-based tuition, need-based aid policy into place explicitly is certainly better than letting tuition and aid fluctuate yearly with the budget. Acknowledging honestly that higher public tuition is a fact of life, rather than surprising people with large percentage increases on an artificially low base, will help shape families’ expectations about the true costs of higher education.”

David Laird, Jr., president of the Minnesota Private College Council, draws on Wahl’s findings in “Facing the Challenges in Higher Education,” an article published in the April 16, 2002 issue of Minnesota Journal. He notes Wahl’s argument that “the current system of tuition subsidies in public higher education distorts consumer choice, contributes to the under-allocation and misallocation of private and public resources, and has insidious but pervasive effects on the quality of the services provided.” And he contends that, “putting a cost-based tuition, need-based aid policy into place explicitly is certainly better than letting tuition and aid fluctuate yearly with the budget. Acknowledging honestly that higher public tuition is a fact of life, rather than surprising people with large percentage increases on an artificially low base, will help shape families’ expectations about the true costs of higher education.”

A report from the Association of Independent Colleges and Universities of Ohio (AICUO) makes a similar case. “It is a myth that independent colleges enroll students from wealthy families only. The family income profiles of students attending both independent and public institutions are very similar.” A study by AICUO and American College Testing shows that in Ohio, “25 percent of entering full-time freshmen were from families earning “35,000 or less; and almost half (48 percent) were from families earning $50,000 or less. Only one of every five students was from a family with an income above $80,000.” In addition, AICUO reports that during 2000-01, independent institutions in Ohio “provided $438 million of their own money in financial aid for their students. This was 77 percent of all grant aid received by Ohio independent college students. Since 1991, the amount independent institutions spend on financial aid has grown 129 percent.”
CIC Announces Competition for Presidential Essays

CIC recently received a grant from the Lumina Foundation for Education to support the preparation of a volume of essays by college presidents, on ways in which their institutions are successfully educating low-income students. The Council announced an open competition for essays in November, outlining the specifications for the presidential essays. The volume, *Educating Low-Income Students: Access and Success*: Presidential Essays on Effective Practice, will be published as part of the Lumina Foundation’s New Agenda series. CIC presidents were also contributors to a prior volume in that series, *Success Stories: Strategies that Make a Difference* at 13 Independent Colleges and Universities (March 2000).

The book of essays will describe institutional efforts to promote access and success for individuals from low-income families. The range of institutional initiatives can include assistance in preparing prospective students, outreach to increase awareness of opportunities, student financial aid strategies, student advising and support systems, instructional support, and initiatives for completion of educational programs.

An advisory committee has been established to help outline some possible thematic areas and select those presidents to be invited to prepare essays. Committee members include: Larry L. Earvin, president, Huston-Tillotson College (TX); A. Lee Fritschler, vice president and director, Center for Public Policy Education, The Brookings Institution; Jamie Merisotis, president, Institute for Higher Education Policy; John F. Noonan, president, Bloomfield College (NJ); and Matthew J. Quinn, executive director, Jack Kent Cooke Foundation. The book of essays is expected to be published by the Lumina Foundation in early 2004. Information on the initiative has been sent to CIC member presidents; for more information, visit the CIC website at www.cic.edu or call Richard Ekman or Russell Garth at (202) 466-7230.

CIC’s Presidential Forums Gaining Momentum

Three Presidential Forums involving a total of 35 presidents have convened since the presidential leadership initiative was launched last spring, and four additional forums are beginning this fall.

The forums, consisting of small groups of presidents who meet several times each year to discuss professional concerns, have convened in Atlanta, Columbus, and New York. Two of the forums have met twice; all intend to gather approximately four times each year. Two new forums are being formed—one in New England/Middle States is scheduled to meet for the first time in New York City on December 12, and another in the South is scheduled to meet in Atlanta on December 18, while two additional groups are being formed in the West and North Central regions.

Peter Armacost, president emeritus of Eckerd College (FL), is serving as director of the Presidential Forums. “The forums provide a valuable opportunity for presidents to test new ideas in a non-threatening setting and to gain important insights from colleagues before further work on their own campuses,” Armacost said. “As might be expected when CIC presidents gather, the discussions cover such topics as dealing with difficult board issues, strategic planning, strategies to secure faculty support for new initiatives, enrollment management, the proper priority in weighing the need to have a balanced operating budget and the need to invest in the future of the institution, and the personal life of a president amidst the many demands of the job,” he noted.

When the initiative was launched, more than 200 CIC member presidents 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 are arranged to include people who came to the presidency from different backgrounds, and who, therefore, have different areas of expertise to share. The groups’ typical agenda will include 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.

(cont’d on next page)
For questions about the Presidential Forums, please call (202) 466-7230 or e-mail parmacost@ic.nche.edu.

**CIC Announces Partnership with New York Times**

CIC has arranged a partnership with the New York Times that will provide CIC member institutions with discounted subscriptions, advertising rates, and rights and permissions site licenses for the New York Times archives, as well as opportunities to meet with Times staff and to bring reporters and editors to campus for speaking engagements, among other benefits. The idea for the CIC/New York Times Partnership in Education Program followed a special meeting the Council organized for a group of CIC member presidents with reporters and editors from the Times in March 2002. For information on the partnership, contact Laura Wilcox at (202) 466-7230.

**CIC Cosponsors Symposium, Paper on Small Colleges in the Information Age**

CIC and the Center for Academic Transformation cosponsored an invitational symposium on “Small Colleges in the Information Age: Challenges and Opportunities,” as part of the Center’s Pew Symposia in Learning and Technology series. A paper stemming from this meeting was recently released by the Pew Learning and Technology Program, Redefining Community: Small Colleges in the Information Age, which describes the conclusions of the meeting and includes case studies of the uses of technology to improve learning and control costs at six independent institutions.

The paper’s author, Carol Twigg, who is director of the Center for Academic Transformation at Rensselaer Polytechnic Institute, addresses the information technology questions that confront small, liberal arts institutions: Under what circumstances can methods for improving academic quality and controlling costs developed at larger institutions transfer effectively to the small college environment? What is the appropriate balance between face-to-face and online instruction? What new approaches are being pioneered by peer institutions that may be transferable to others?

In his foreword to the publication, CIC President Richard Ekman states, “My hope is that the clarification of what is realistic and what is possible, as detailed in this paper, will help colleges and universities make better-informed choices—choices that will be reflected in faculty debates about pedagogy, in purchasing and leasing decisions, and in students’ modes of learning.”

This publication may be downloaded at www.center.rpi.edu/PewSym/Mono5.html. For more information, contact the Center for Academic Transformation at Rensselaer Polytechnic Institute at (518) 276-6519.

**Staff News and Notes**

CIC this fall made several shifts in staff responsibilities to enable the Council to implement some of the new ideas emerging from the strategic planning process.

Michelle Gilliard was named Vice President for Planning and Evaluation, in addition to her CAPHE Executive

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**Staff Spotlight – People Who Make CIC Work**

Stephen Gibson is CIC’s Projects Coordinator, and assists in the running of a number of grant programs such as the Teaching Scholar Partnerships program and the Engaging Communities and Campuses program. His work includes data analysis, writing and editing, and making logistical arrangements for conferences and meetings. Recently, he prepared an analysis of the applicant pool for the CIC/Gilder Lehrman Institute of American History seminar on slavery debates that is available on CIC’s website at www.cic.edu/projects_services/other/gilder_lehrman.asp.

Stephen, who grew up in Washington, DC, has been with CIC since March 2001. After graduating from Tufts University and the University of Washington with an MFA in creative writing, Stephen lived in Washington and San Francisco, working as a bicycle messenger and editing the literary magazine Mobile City, which has been featured on NPR’s “Morning Edition.” In his spare time, he enjoys mountain biking and writing poetry. Some of his poems have been published in the magazines Ploughshares, The Boston Review, Poetry Northwest, and Gargoyle. Stephen has helped curate art shows at the new DC arts space, Transformer Gallery.
Director role, and Elizabeth Bishop has assumed additional responsibilities as Vice President for Operations (her previous title was Director of Conferences and Chief of Operations). Elizabeth Hamshaw moved to a newly created position of Communications Assistant, and Monica Amato was recently hired to take over Hamshaw’s duties as Assistant to the President. Christopher Call will assume another newly created position of Data Coordinator. In addition, Thomas Flynn, recently president of Millikin University (IL), is serving as CIC Senior Fellow to direct the project on the liberal arts and the corporate connection. (President’s Desk, cont’d from page 2)

The idea of local, private support for educational opportunities, expertise on subjects of practical use, employment, an infusion of consumer expenditures by students and staff and by the college itself, and cultural programs that are open to the public. In recent years, private colleges and universities have been the pioneers in expanding opportunities for students to learn while addressing community needs. This leading role is not surprising, given the deeply held traditions of service—often religiously-grounded—at private institutions, but it comes as a surprise to those who do not understand the close economic and civic connections between independent colleges and the public.

The idea of local, private support for higher education is not new. The Citizens’ Scholarship Foundation of America has, for nearly half a century, been organizing local and regional chapters to raise scholarship funds, on the premise that it is good for a community to facilitate a college education for its talented young people. More than 1,100 CSFA chapters now exist. Many regional foundations also date from an era when state and federal support of higher education was far less plentiful than it is today; their leaders have long understood the necessarily close connection between the vitality of a region and the well-being of its colleges and universities.

Today, when many Americans are drawn to things that are large and uniform—from national entertainment programming to mass-produced and mass-marketed products—it’s good to see the mutual resolve of so many regional funders and independent colleges and universities to maintaining the strength of institutions that serve Americans in their diverse locations. As these funders have focused on distinct regions, they may have succeeded in the aggregate in formulating a national agenda of support for higher education. Their emphasis on a type of institution that is demonstrably more effective than others is preserving the vitality of distinctively American institutions.
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<tr>
<th>Date</th>
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<td>2003 New Presidents Workshop</td>
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<td>January 4-7, 2003</td>
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