New Initiatives Undertaken for Independent Higher Education

The Board of Directors of the Council of Independent Colleges (CIC) at its June meeting approved several new initiatives aimed at addressing key issues facing private colleges and universities. The Board approved plans to launch additional presidential leadership development activities, establish an Information Technology Advisory Service, and create the capacity to collect and analyze data on private higher education, among other activities. These initiatives grow out of a major effort at strategic planning in which CIC is now engaged. AdhDITIONAL INITIATIVES ARE LIKELY TO FOLLOW IN DUE COURSE.

"I’m delighted that the Board of Directors wants CIC to address these challenges for small and medium sized private colleges and universities,” said CIC President Richard Ekman. During the meeting, Board Chair Margaret McKenna, president of Lesley University (MA), said “Each of these activities will help our institutions grapple with ongoing leadership, governance, technological, and other concerns. The database on independent higher education is a much-needed initiative that undoubtedly will help our members make the case more effectively for smaller, teaching-oriented colleges.”

(Cont'd on page 9)

Winners of Science Award Competition Announced

Benedictine College (KS) and Nebraska Wesleyan University (NE) are the first recipients of the Council of Independent Colleges (CIC) Heuer Awards for Outstanding Achievement in Undergraduate Science Education. The new awards, funded by The Russell Pearce and Elizabeth Crimian Heuer Foundation, recognize two institutions that have demonstrated noteworthy recent achievement in undergraduate science education. Each institution will receive a $10,000 prize that may be used for further enhancement of its science programs. This awards program builds on the documented achievements of independent colleges and universities in undergraduate science education.

In announcing the winners of the competition in June, CIC President Richard Ekman said the science departments at these institutions “have transformed the teaching of sciences and proved that creativity and rigor in program design can indeed increase student interest and success in the sciences, as well as strengthen programs in K-12 schools.”

The biology department of Benedictine College is recognized for its development of an extensive student-faculty research program in biology and ecology that is fully integrated throughout the biology program.
Judging Educational Quality—Let’s Take a Longer Term View

By Richard Ekman

The good news is that high school seniors, their parents, journalists, and state legislators increasingly seek indicators of quality in higher education. A college with distinction in one or more programs or in the track record of alumni has a more attentive audience now than a generation ago. In combination with such familiar factors as a college’s location or price, soaring numbers of applications to some colleges and universities and precipitously falling numbers to others suggest a degree of discrimination by prospective students not seen earlier in this century.

The bad news is that the public’s measures of educational quality are not always the ones that we who are in the field believe are accurate. The disproportionate influence of the U.S. News & World Report rankings is symptomatic. But meanwhile, more fundamental aspects of educational quality are not being addressed adequately—such as how much students learn and how well they use their knowledge.

To fill the vacuum, in the world of small colleges we have seized upon the National Survey of Student Engagement (NSSE) (a survey conducted for the first time last year, funded by the Pew Charitable Trusts) because it suggests that students are more deeply involved in their education at small, private institutions. The NSSE was not intended to be a measure of institutional quality, but it is being used in that way, given the paucity of other measures. And surveys—by the Lutheran colleges, for example—that illustrate the greater civic and moral commitment of graduates of church-related colleges have become handy measures of quality. We also look at the record of small colleges in producing career scientists—in disproportionate numbers. Accreditors who have in the past looked at student-faculty ratios and the numbers of books in libraries—simple, if insufficient, indicators of quality—need to expand upon these measures.

More emphasis on student learning outcomes would be useful, especially when tied to issues that already have the public’s attention. The “new” Knight Commission, for example, has suggested a link between athletes’ academic performance and continued eligibility to compete that could be incorporated into regional accrediting standards. To be sure, every specialized accrediting agency thinks its concerns should be given more prominence in general accreditation of institutions, but that in itself is not a reason to refrain from adopting some of them. Accreditors have an obligation to choose those that are most important.

More use of longitudinal data could also illuminate the connection between the in-school experience and the long-term returns from higher education. William G. Bowen and Derek Bok’s The Shape of the River: Long-Term Consequences of Considering Race in College and University Admissions is a

(continued on page 7)
CIC Board of Directors Welcomes New Members, Salutes Current Member

CIC Announces Election of Two New Board Members

Richard W. Dalrymple, senior executive with 30 years of diverse experience in the commercial banking and thrift business, is a “corporate/lay” member appointed to the CIC Board for a three-year term. He is the founder and president of Teamwork Management, Inc., an executive recruitment firm. While president and chief operating officer of Anchor Bank in the mid-1990s, Dalrymple was credited with orchestrating and implementing one of the major turnarounds in the financial services industry. He also has had a variety of corporate assignments in the areas of lending, retail banking, credit, and human resources management.

Among other leadership positions he holds in New York, Dalrymple is a director of Dime Bancorp and Waterhouse Investors Family of Funds, and he is chair of Dime Bank Foundation, the executive committee of the National Center for Disability Services, and the Brain Trauma Foundation. He holds a bachelor’s degree from the University of Notre Dame and is a graduate of the Harvard Management Program.

William E. Hamm was elected to a one-year term beginning in January 2002, ex officio, as president of the Foundation for Independent Higher Education (FIHE). FIHE is the national partner in a network of 37 state and regional associations leading federated efforts to raise funds in support of 670 of America’s private colleges and universities. Prior to coming to FIHE, Hamm was president of Waldorf College (IA) for 13 years. His early career was in admissions, institutional advancement, and consulting, and he served institutions in Iowa, Alabama, and California before Waldorf College. Since being appointed to FIHE, Hamm has led the foundation’s move from Chicago to Washington, DC, and helped to develop new agreements for collaboration among CIC, FIHE, and the National Association of Independent Colleges and Universities. Hamm has served on a host of state, regional, and national boards, and in 1999 was named Iowa’s Global Citizen of the Year. He is a graduate of Wartburg College and the University of Iowa, and also completed the College Management Program of Carnegie-Mellon University.

CIC Board Member Receives Award

CIC Board member Richard Kimball, president of the Teagle Foundation, this spring received the United Hospital Fund’s 2001 Distinguished Trustee Award for his outstanding service to healthcare institutions and the patients they serve.

As a trustee of St. Luke’s-Roosevelt Hospital Center, Kimball was one of 37 New York City hospital trustees to be honored at the Fund’s annual tribute luncheon at the Waldorf-Astoria on June 18.
The Council of Independent Colleges 29th annual Institute for Chief Academic Officers in the fall will focus on helping today’s students develop strengths that can be translated into success in college and beyond. The conference will be held November 3-6 in Palm Springs, California.

The meeting, “Educating Today’s Students: Strategies for Success,” will assist both chief academic officers (CAOs) and chief student affairs officers (CSAOs) at independent colleges and universities in working together to educate today’s students. CAOs are urged to participate in the conference this year, the first time since 1996. The Institute is planned with the interests of both groups in mind.

Educators in both areas report that the challenges are growing as students on campus have wider differences in prior academic preparation and motivation, in time commitments of work or family, and even—for some students—in personal challenges such as learning disabilities or destructive and potentially addictive behaviors.

Conference participants will discuss a variety of student cultures, which require an increasingly complex set of educational strategies and techniques. They will examine what recent research tells campus administrators about dealing with these issues and learn which programs and systems have been proven effective. In addition, the conference will focus on successful programs for improved academic achievement, retention, service learning, learning communities, assessment, and diversity.

The featured keynote speaker will be George D. Kuh, chancellors’ professor and director of the National Survey of Student Engagement, a research project sponsored by the Pew Charitable Trusts and administered by the Indiana University Center for Survey Research. His address will discuss what it takes to create a learner-centered campus—that is, one that is committed to helping today’s students succeed academically and socially during college and after graduation. CIC will honor Kuh during the conference with the Council’s 2001 Academic Leadership Award.

“Professor Kuh’s research on student learning has already benefited many CIC institutions,” said CIC President Richard Ekman. “His work on the National Survey of Student Engagement has given private colleges and universities a new way of demonstrating the success of their students.”

Another key speaker is Richard J. Light, professor in the Graduate School of Education and Kennedy School of Government at Harvard University. Light will present highlights of findings from his ten years of work to strengthen undergraduate education. His research has included in-depth interviews with more than 1,600 undergraduates on a variety of campuses. He will discuss what his research shows about strengthening teaching, learning, advising, and the campus experience, as well as some of the ways campus leaders can enhance students’ positive learning from racial and ethnic diversity. CIC will provide free of charge one copy of Professor Light’s newly published book, Making the Most of College: Students Speak Their Minds, to each campus registered for the Institute by September 28.

During the Institute, CAOs and CSAOs also will have an opportunity to examine key challenges by participating with their colleagues in Working Group Seminars; some of the groups will have nationally-known experts serving as resource persons. Among the topics to be discussed by the Working Groups:

- Building Collaborations Between Academic Affairs and Student Affairs for Student Success
- The Future of Independent Colleges and Universities
- Redefining Faculty Workload Within Fiscal Constraints
- The Role of the Liberal Arts in Today’s World
- Technology and Human Relationships

For more information about the Institute for Chief Academic Officers, visit CIC’s website at www.cic.edu/conferences.
2002 Presidents Institute to Highlight Financing, Governance Issues

The Council of Independent Colleges 2002 Presidents Institute will focus on financing and governance issues in a significant number of its sessions. The meeting, titled "Framing Conversations for the Future," will be held January 4-7 in Fort Myers, Florida, at the Sanibel Harbour Resort & Spa.

The financial "track" will include sessions on some of the financial challenges presidents face: How can technological developments be funded? How should institutional financial aid be used as a strategic tool in enrollment management? What are the implications of growing competition in the adult-oriented, master's-level programs? In what ways can presidents capitalize on opportunities for fund raising?

Participants will examine current governance and decision-making structures on their campuses. For example, do they facilitate effective and timely decisions? Do the financial and admissions challenges inherent in today's higher education marketplace create tensions between collegial governance patterns and the new trustee activism that threatens to introduce new ways of governing and delivering education? How can colleges modify governance structures and processes while addressing complex issues such as retention or financial solvency?

The Institute is an annually held meeting for presidents of independent colleges and universities that includes a two-day workshop for new presidents. The New Presidents Workshop, to be held January 3-4 in the same location as the Presidents Institute, addresses a wide range of issues from the perspective of experienced presidents and other experts.

For more information on both the Presidents Institute and the New Presidents Workshop meetings, visit the CIC website at www.cic.edu/conferences.

Relations Between Colleges and K-12 Education is Topic of Foundation Meeting

Presidents of CIC member institutions are invited to meet with foundation officers on September 19, 2001 as part of the Council's Annual Conversation Between Foundation Officers and College and University Presidents. The theme for this year's meeting will be "K-12 Institutions: The Liberal Arts College's Role and Responsibilities." The meeting will be held at the TIAA-CREF Conference Center/W harton Auditorium in New York City. TIAA-CREF will once again donate use of the conference facilities and has arranged for discounted rates for meeting participants at a conveniently located hotel.

Daniel Fallon, chair of the education division of the Carnegie Corporation of New York, will be the primary speaker. Fallon oversees the Corporation's grant-making efforts to improve educational achievement from preschool through the postsecondary level.

The core of the program will consist of the exchange of ideas and sharing of perspectives between presidents and foundation officers centered around four topics: 1) teacher preparation; 2) partnerships between schools and colleges; 3) national priorities and the core curriculum; and 4) intercultural awareness for both teachers and students.

Among the questions to be addressed during the meeting: What should be the role of liberal arts colleges and universities in preparing teachers? What is the connection between the quality of K-12 education and the quality of higher education? Is there a connection between the nature and quality of the bridges built between liberal arts colleges and K-12 institutions, on the one hand, and college student retention levels, on the other? What are the expectations of foundations with respect to partnerships between liberal arts colleges and K-12 institutions? How can, and how should foundations with a focus on K-12 institutions find a place for higher education?

Using Technology to Improve Student Learning was Focus of Teaching and Learning Workshops

Campus teams of faculty members, academic administrators, and information technology staff explored how to use technology to improve student learning during the 2001 Teaching and Learning Workshops sponsored by the Council of Independent Colleges.

Teams at the five workshops held this spring in Portland, Oregon; Raleigh, North Carolina; Des Moines, Iowa; Nashville, Tennessee; and Albany, New York each developed a plan to take back to campus that incorporated concrete objectives and strategies on ways to foster student learning with technology. In particular, they defined goals for a learner-centered faculty development program and assessed institutional resources to support such a program, and determined achievable goals with existing resources.

Formal invitations and registration materials for the meeting were mailed to CIC member presidents in June. Hotel accommodations may be reserved by calling (212) 490-8900 or (800) 221-4982 at the New York Helmsley Hotel.

Mark Your Calendars!

2001 CAO Institute
Palm Springs Marquis
Palm Springs Hilton Resort
Palm Springs, California
November 3-6, 2001

2002 Presidents Institute
The Sanibel Harbour Resort & Spa
Fort Myers, Florida
January 4-7, 2002

Visit www.cic.edu or call CIC at (202) 466-7230 for more information on the conferences listed above.
(Workshop, cont’d from page 5)

Workshop participants learned how to utilize the concept of campus Teaching and Learning Mentors (TLMs), who would help train their colleagues in the effective use of technology to enhance teaching and learning (the “train the trainer” concept). The participants were provided with access to resources they will use to develop their own expertise and to support the implementation of their faculty development strategies.

Participants gave the workshops high marks for providing the opportunity to work in campus teams and learn from colleagues from similar institutions, and for supplying “excellent materials that had been tested with campus faculty.” Participants evaluating the program said the leaders were “very knowledgeable and familiar with issues and practices at independent colleges and universities” and were “flexible enough to help each institution at its own stage of development.”

Workshop leaders were J. Wesley Baker, professor of communication arts at Cedarville College (OH); CIC Senior Advisor Edward J. Barboni; Debra L. Fleming, assistant provost for institutional effectiveness and a professor of accounting at Palm Beach Atlantic College (FL); and Mace sor of accounting at an institution at its own stage of development.

Cedarville University Professor J. Wesley Baker encouraged colleges to enter into consortial arrangements to keep costs down when purchasing course management systems such as Blackboard, WebCT, and Jenzabar. Baker provided a side-by-side comparison of the licensing options for the three systems, and cautioned institutions before purchasing a system to explore whether it can be integrated into existing administrative systems.

In addition to cost, managing change is another enormous challenge when considering new technology systems. Frederick V. Moore, president of Buena Vista University (IA), shared his story of developing the nation’s first completely wireless laptop campus. The program, called eBVyou, provides all full-time students and faculty with laptop computers connected to a wireless network accessible anywhere on the 60-acre campus, and represents nearly three years of planning, development, and implementation.

“We had to overcome a great deal of resistance to the plan,” Moore said, “but we recognized this resistance as legitimate, kept a sharp eye on our goal, and focused on the students.” He outlined several successful strategies to manage the change process, among them: secure the support of the faculty; establish a cross-functional team; get the students involved; conduct careful research and detailed financial planning; document every step of the initiative; communicate plans constantly; refrain from imposing the plan as a mandate—let success breed success; and build for future capacity.

Once new technology systems are in place, perhaps the biggest challenge facing IT programs on campuses is the ability to recruit and retain qualified technology support staff. Juniata College (PA) has established a student-directed IT support program, in which Juniata students serve as managers for vital IT services. Anthony Bichel, director of teaching and learning technologies and assistant professor of politics and information technology, said the program has not only vastly improved IT support capabilities but also has increased the educational opportunities available to Juniata students.

Campus Public Relations Professionals Learn Publicity Tips from Media

Nearly 200 higher education media professionals attended a recent conference aimed at helping them attract news coverage for their campuses.

During the June 21-22 conference in Philadelphia, PA, “How Colleges Can Obtain National (and Regional) Publicity,” reporters and editors from dozens of national newspapers, magazines, wire services, and radio and television networks shared tips and advice on how to work with the print and broadcast media. The conference is sponsored by Keith Moore Associates.

The Council of Independent Colleges co-sponsored a pre-conference workshop on June 20, “What the Media Wants from Faculty,” and organized a dinner for more than 25 public affairs/communications officials from CIC colleges.

Among the tips offered to attract media attention and handle media calls:

- Be accessible (reporters are usually on deadline), available (treat media calls as top priority), helpful (refer them to other sources), articulate (give concise answers and state opinions succinctly), and colorful (provide interesting quotations).
- Create an experts list of media-savvy professors on your campus, and put the list on your website under an easy-to-see “media” button.

(Workshop, cont’d on next page)
good example of the kind of helpful study of correlations between success and satisfaction at intervals after graduation, with aspects of the undergraduate experience. The long-term effectiveness of colleges and universities ought to be more prominent in accreditation reviews.

Accrediting agencies can help also with addressing the twin challenges of distance education and growing numbers of transfer students. The issue here is that, although colleges are reasonably effective in judging how much a student has learned from a single course (and whether the course itself is of high quality), our institutions are not very good at judging the totality of an undergraduate education. We claim that the whole is greater than the sum of its parts, especially in small, residential, liberal arts institutions, but we are hard pressed to document the claims of superior results of this form of education. As more students attend several colleges before obtaining their degrees and more distance education courses are included in a student’s dossier, it is urgent that we document our claims for the effectiveness of live, small-class, interactive instruction and of settings where the out-of-classroom complements the in-classroom experience.

Colleges and universities continue to need help in “making the case.” The drumbeat of public complaint over such issues as escalating tuition charges, perceived grade inflation, incoherent curricula, and overuse of graduate teaching assistants has not abated over two decades, despite significant efforts to rein in tuition increases, rethink graduation requirements, and put more emphasis on classroom effectiveness by senior faculty. These achievements have apparently not been enough, as activist trustees and state legislators have begun delving into details of educational programs that are, by normal standards, inappropriate. Only better evidence of the results of higher education will answer these skeptics.

Colleges vary in their affluence and selectivity, but that is not a reason for colleges that are medium-selective or financially hard-pressed to avoid making judgments about their own educational quality. There is already ample anecdotal evidence for us to believe that our kind of institution is of greater effectiveness than others, and that the “value added” from matriculation to graduation in smaller, teaching-oriented, arts-and-science-based institutions is greater than at other kinds of colleges and universities. Statistics compiled by ACT on student retention, for example, suggest that retention is better at small, private colleges than at larger, public counterparts—at all levels of selectivity.

If accrediting agencies do not move in the direction of a longer term view, an outcomes orientation, and comparative judgments or benchmarking, the danger is that public complaints about institutional quality will persist, the worst form of a market mentality will prevail, and governmental agencies will fill the gap left by the voluntary bodies that failed to provide “quality assurance.” To an unusual degree, American colleges and universities are still trusted by other institutions of society to make judgments—through grades and degrees—about the quality of individuals who are being considered for employment, civic service, and admission to further educational programs. We must do all we can to insure that the public’s trust is not diminished.

(ProVen’t Desk, cont’d from page 2)
CIC Announces Grantees for Program to Support Math, Science Teaching Scholars

Ten colleges and universities have been chosen by the Council of Independent Colleges (CIC) to receive grants from the Teaching Scholar Partnerships (TSP) program. These grants will assist postsecondary institutions—working in partnerships with K-12 schools—to strengthen mathematics and science education in the nation’s elementary and secondary classrooms.

The centerpiece of the program is the involvement of undergraduate science and mathematics students in enhancing instruction in K-12 school classrooms. These students, with the guidance of both K-12 teachers and college mathematics and science faculty members, will be known as Teaching Scholars and will receive annual stipends. Ten institutions chosen by CIC will receive grants of up to $30,000 over two years. The grant winners are: Carroll College (WI); Central Methodist College (MO); Drury University (MO); Millikin University (IL); North Central College (IL); Pfeiffer University (NC); St. Edwards University (TX); St. Joseph’s College (IN); West Virginia Wesleyan College (WV); and Widener University (PA).

(cont’d on next page)
Summer 2001

Independent

www.cic.edu

Awards

The Teaching Scholars program, funded by the National Science Foundation, is part of a larger initiative in which CIC is cooperating with the American Association of Community Colleges (AACC) and the Independent Colleges Office (ICO, the coordinator of Project Kaleidoscope). Each of these national organizations has selected up to ten participating institutions, and project meetings will include representatives of all 28 of these colleges and universities.

The goals of the program are to encourage undergraduate students in science and mathematics to consider K-12 mathematics and science teaching as a career option; enrich and strengthen the learning experience of K-12 students in mathematics and science; and generate national attention to the critical contribution that collaborative K-16 partnerships make to ensure the vitality of local institutions. The winners of the Heuer awards were chosen from 34 programs nominated for the award by a panel of science educators consisting of Brian Beasley, associate professor of mathematics at Presbyterian College (SC); James Hampton, associate professor of biology at Buena Vista University (IA); J. William Moncrief, CIC Senior Advisor and recently-retired professor of chemistry, provost and dean of the faculty at Lyon College (AR); Mary Ellen Murphy, professor of chemistry at Saint Joseph’s College (ME) and recently visiting astrochemist at NASA’s Goddard Space Flight Center; and Susan Young, assistant professor of chemistry at Hartwick College (NY).

The ten colleges and universities chosen for the Teaching Scholar Partnerships program were selected from 28 highly competitive proposals by the same committee, with the addition of Nadine McHenry, associate professor of education at Neumann College (PA) and Connie Skelton, science specialist for the Arlington, VA public schools.

The TSP program, funded by the National Science Foundation, is part of a larger initiative in which CIC is cooperating with the American Association of Community Colleges (AACC) and the Independent Colleges Office (ICO, the coordinator of Project Kaleidoscope). Each of these national organizations has selected up to ten participating institutions, and project meetings will include representatives of all 28 of these colleges and universities.

The goals of the program are to encourage undergraduate students in science and mathematics to consider K-12 mathematics and science teaching as a career option; enrich and strengthen the learning experience of K-12 students in mathematics and science; and generate national attention to the critical contribution that collaborative K-16 partnerships make to ensure the vitality of local institutions. The winners of the Heuer awards were chosen from 34 programs nominated for the award by a panel of science educators consisting of Brian Beasley, associate professor of mathematics at Presbyterian College (SC); James Hampton, associate professor of biology at Buena Vista University (IA); J. William Moncrief, CIC Senior Advisor and recently-retired professor of chemistry, provost and dean of the faculty at Lyon College (AR); Mary Ellen Murphy, professor of chemistry at Saint Joseph’s College (ME) and recently visiting astrochemist at NASA’s Goddard Space Flight Center; and Susan Young, assistant professor of chemistry at Hartwick College (NY).

The ten colleges and universities chosen for the Teaching Scholar Partnerships program were selected from 28 highly competitive proposals by the same committee, with the addition of Nadine McHenry, associate professor of education at Neumann College (PA) and Connie Skelton, science specialist for the Arlington, VA public schools.

The goals of the program are to encourage undergraduate students in science and mathematics to consider K-12 mathematics and science teaching as a career option; enrich and strengthen the learning experience of K-12 students in mathematics and science; and generate national attention to the critical contribution that collaborative K-16 partnerships make to ensure the vitality of local institutions. The winners of the Heuer awards were chosen from 34 programs nominated for the award by a panel of science educators consisting of Brian Beasley, associate professor of mathematics at Presbyterian College (SC); James Hampton, associate professor of biology at Buena Vista University (IA); J. William Moncrief, CIC Senior Advisor and recently-retired professor of chemistry, provost and dean of the faculty at Lyon College (AR); Mary Ellen Murphy, professor of chemistry at Saint Joseph’s College (ME) and recently visiting astrochemist at NASA’s Goddard Space Flight Center; and Susan Young, assistant professor of chemistry at Hartwick College (NY).

The ten colleges and universities chosen for the Teaching Scholar Partnerships program were selected from 28 highly competitive proposals by the same committee, with the addition of Nadine McHenry, associate professor of education at Neumann College (PA) and Connie Skelton, science specialist for the Arlington, VA public schools.
A Fresh Look at Alumni Can Reap Surprising Benefits

By Russell Garth

About this time a year ago, both Georgetown College (KY) president Bill Crouch and his Allegheny College (PA) counterpart Richard Cook mentioned to me that they were undertaking some new approaches with their alumni. Since this topic had previously not registered very prominently on my radar screen of presidential interest, I was intrigued and asked them to share what they were doing in a session at the Presidents Institute. Other presidents indeed seemed interested, so recently I checked in with each institution’s alumni director to get more details.

Over the past half decade, Allegheny has been instituting a number of programs that involve alumni. For example, six years ago, they began an alumni mentoring option offered to incoming freshman (10 percent take advantage of it), and three years ago they combined several campus offices into the Center for Experiential Learning, through which alumni in three cities (Boston, New York, and Washington, DC) offer three-week internships to students during a May term. They also, like many other institutions, involve alumni as interviewers and friendly correspondents in the recruitment of prospective students.

During the 1999-2000 academic year, they ratcheted up this effort, with a new alumni director moving over from student services and an unusual, I think, mentoring option offered to incoming freshman (10 percent take advantage of it), and three years ago they combined several campus offices into the Center for Experiential Learning, through which alumni in three cities (Boston, New York, and Washington, DC) offer three-week internships to students during a May term. They also, like many other institutions, involve alumni as interviewers and friendly correspondents in the recruitment of prospective students.

In one key respect, however, Georgetown represents an important contrast to Allegheny. Georgetown has outsourced the management of its alumni office to Host Communications, a sports marketing company. Thus the staff of the alumni office includes two full-time Host employees located on the campus (including the director), and two 20-hours-a-week student interns, who receive scholarships contributed by Host. The College specifically wanted someone as director who was not an alumnus but who would approach this very much as a business endeavor.

Moreover, the staff assigned solely to Georgetown can call on other Host employees for relevant expertise. For instance, Host has a publishing arm that prints the alumni magazine. The college has been able to get not only an affinity credit card but also a membership card that provides discounts on cell and long-distance phones, car rentals, hotels, long-term health care, and some retail businesses—services usually requiring larger numbers of participants than many small institutions can guarantee. With experience in event management, Host is not only adding corporate sponsorship to homecoming but also is using existing contacts to arrange distinctive alumni trips. Finally, Host has in-house web design and database expertise that Georgetown has used.

Both alumni directors report that they are still in early stages of analyzing such key results as increased financial contributions, but that the responses they have been getting to the new events and services definitely indicate that more alumni feel a stronger connection with the institution.
National Associations Assess Collaborations

Leaders of three national higher education associations that represent independent colleges and universities recently met to assess the progress of several cooperative initiatives undertaken in the past year.

The joint projects are the result of a “Protocol of Collaboration” signed last summer by the boards of the Council of Independent Colleges, the Foundation for Independent Higher Education (FIHE), and the National Association of Independent Colleges and Universities (NAICU). NAICU concentrates on federal legislative and regulatory issues, while FIHE is an association of state fundraising associations. The Protocol is a formal agreement signed by the three organizations to work together more closely on joint projects and programs benefiting private colleges and universities.

CIC President Richard Ekman met with counterparts Bill Hamm of FIHE and David Warren of NAICU in early July to take stock of progress in a significant number of cooperative initiatives. “Bill, David, and I were impressed by the ease with which we have been able to find areas in which to cooperate in less than a year,” Ekman said. “Each of the projects we’ve undertaken is progressing successfully, and we look forward to additional work together.”

At the time the Protocol was being considered and approved by the respective organizational boards last summer, CIC and FIHE were already embarking on a joint application as institutional partners to the then-new Multimedia Educational Resource for Learning and Online Teaching (MERLOT), an electronic clearinghouse and library of teaching and learning materials. Later in the summer, NAICU also became a MERLOT partner, as did the National Association of College and University State Executives. MERLOT is a free resource designed primarily for faculty and students in higher education to improve the effectiveness of teaching and learning by expanding the quantity and quality of peer-reviewed online learning materials. The collection of these materials is growing rapidly—to such an extent that MERLOT soon will be established as a non-profit organization to advance the current collaborative framework and sustain the project.

CIC also joined the existing partnership of NAICU and FIHE in conducting a set of public opinion surveys and focus groups last summer and fall and producing Independent Colleges and Universities: A National Profile, a booklet of facts and statistics that tells the story of America’s private colleges and universities through six people with firsthand experience at these institutions. The Profile was widely disseminated this spring to private colleges and universities, the media, and others in higher education.

And finally, as part of its technical assistance to corporations and foundations, CIC’s CA PHE unit has been helping to review proposals and to evaluate funded projects for FIHE’s UPS-endowed National Venture Fund (NVF) grant program.

CA PHE staff is providing general consultative support to FIHE on the administration of the NVF program, and CA PHE’s executive director, Michelle Gilliard, was appointed to the National Venture Fund’s Committee, which oversees the program, reviews proposals, and awards grants. CA PHE already has conducted a comprehensive analysis of the first two years of the grant program and will design and administer a variety of evaluations of the ongoing NVF program at FIHE’s request.

CAPHE Evaluates Collaborative Ventures Program

CAPHE recently conducted a study of the Teagle Foundation’s Collaborative Ventures Program. The results of the study will be published in spring 2002. The study will reveal the ways in which private colleges, universities, and seminaries are collaborating with other institutions to maximize their resources and reconsider the ways in which institutions operate.

Higher education researchers Mary Armacost, James Coriden, and Sharon Miller have been working with CA PHE to collect information from presidents, deans, faculty members, and other administrators involved in grant projects via telephone interviews, site visits, and roundtable meetings in Chicago, New York, Washington, DC, and Marco Island, FL.

The research team also has interviewed leaders from a number of consortia involved in collaborations, including Five Colleges, Inc., the Independent College Fund of New Jersey, and several state associations.

The published study, intended for institutional leaders and boards of directors, will tell the full story of what has been learned and the essential ingredients of forming and nurturing different kinds of collaborations.

In addition, a workbook outlining the key “do’s” and “don’ts” of collaboration will assist institutions in their planning efforts. A series of conference presentations also will be held, beginning in January 2002 during CIC’s Presidents Institute in Fort Myers, FL.
Private colleges and universities continue to establish creative partnerships that enable them to purchase the latest information technology, invest in infrastructure and human resources, and offer new programs and services—expenditures that otherwise would not have been feasible.

An innovative new program being launched by Oberlin College (OH) in collaboration with the University of Michigan offers recent Ph.D. recipients from Michigan teaching fellowships at Oberlin, and current Oberlin faculty members will be able to go to Michigan to pursue research or immerse themselves in new fields. The Oberlin-Michigan program “is unique because it is a direct, formal, cooperative, and ongoing link between two very different types of institutions,” said Clayton R. Koppes, Oberlin Vice President for Academic Affairs and Dean of the College of Arts and Sciences.

Five small, independent West Virginia and Virginia institutions—the University of Charleston and the colleges of West Virginia Wesleyan, Davis & Elkins, Alderson-Broaddus, and Emory & Henry have established the Independent College Enterprise Consortium. The Consortium will invest in and manage an integrated information management system by Datatel. William Haden, president of West Virginia Wesleyan, says, “To remain competitive in today’s higher education marketplace, small colleges need to adopt the latest technology to optimally manage administrative workloads and deliver the services most demanded by students.”

Latino education from elementary school to college and beyond is the focus of a collaborative effort spearheaded by the W. K. Kellogg Foundation and the Houston Endowment Inc. The funders earmarked $28 million for ENLACE (“Enlace” is a Spanish word meaning link or weave) projects in seven states. ENLACE seeks to link partner resources to “weave a blanket of support” for students in the K-16 pathway.

For example, in Austin, Texas, a $1.5 million Kellogg grant establishes a partnership among St. Edward’s University, Austin Independent School District, Austin Community College, and Austin Latino Alliance that places Latino education at the center of community-wide attempts to work across social, economic, and educational boundaries.

Lake Erie College is deeply into community-related initiatives in Lake County, Ohio, an area with a strong influx of Hispanic immigrants. In collaboration with the Lake County Hispanic Task Force, and with funding from the Cleveland Foundation, Lake Erie’s International Center (IC) has developed a certificate program in community interpretation. Individuals who are already fluent in Spanish and English are training to work as interpreters in a variety of community settings such as hospitals, schools, and government offices. IC also is working to develop accounting resources through a program funded by the Internal Revenue Service to help participants compile their own tax returns.

New Programs

In other cooperative arrangements, St. Ambrose University (IA) has partnered with the Diocese of Davenport, IA, to establish a new Master of Educational Leadership program to address “the need for quality administrators in diocesan schools.” A long similar lines, Gwynedd-Mercy College (PA), sponsored by the Sisters of Mercy, has signed an agreement with its suburban Philadelphia neighbor, LaSalle University, one of seven Christian Brother colleges and universities in America. Gwynedd-Mercy will feature (cont’d on next page)

At 81, Iris Royster’s dream of a college degree came true when, in April, she graduated from Columbia Union College (MD). A daughter of a sharecropper, she began her studies 60 years ago, but was interrupted by World War II.
La Salle’s MBA degree program on Gwynedd-Mercy’s Sunneytown Pike campus in fall 2001.

Dominican University (IL) this fall will add a Graduate School of Social Work, and Sage Graduate School, one of The Sage Colleges (NY), will launch a Master of Arts in Teaching. Also this fall, Robert Morris College (PA), which recently received approval from the Commonwealth of Pennsylvania for designation as a university, will offer for the first time a Master of Science in engineering management, the college’s 13th graduate degree program.

Duquesne University (PA) recently announced it would begin a multidisciplinary degree program of forensic science and law, the first academic program of its kind in the nation. The new program, with the Duquesne University School of Law and the Cyril H. Wecht Institute of Forensic Science & Law, begins offering courses in January 2002.

And Goshen College (IN) beginning in May 2002 will offer the only Christian-based, semester-long program in Cuba that combines faith, in-depth cultural study, and service to Cuban society. “Many people come to Cuba for short-term learning. Many come in on work brigades. The Cubans are geared up for that, but they have not seen the two together,” said Carlos Romera, vice president for student life and dean of students.

Naming News
Robert Morris College’s switch to Robert Morris University (PA) continues the trend of colleges becoming universities. The official change to university status occurs in January. In addition, A llentown College of St. Francis de Sales just experienced its first commencement as DeSales University (PA). Briar Cliff College (IA) has changed its name to Briar Cliff University, and College of Notre Dame (CA) in late August will become the College of Notre Dame de Namur University. (Namur is the city in Belgium that the Sisters of Notre Dame consider to be their spiritual home.)

Out of the Ordinary Happenings
During recent months, visitors to Benedictine University (IL) may have seen a polar bear, moose, or even Socrates on the streets. The very large (but stuffed) animals were being relocated to a new building housing the campus’ Jurica Nature Museum. The museum’s staff and student workers this spring moved about 10,000 specimens to the new building. Socrates was not part of that move, but Benedictine President William J. Carroll played the role of Socrates at a fundraiser for the Naperville (IL) Education Foundation. His presentation was part of a discussion on how education has evolved through the centuries.

Cyber Happenings
Faculty and staff at Alverno College (WI) have developed a way of harnessing technology in the service of learning. Alverno reports designing the Diagnostic Digital Portfolio, a web-based electronic tool that collects student work, feedback from assessors, and self-assessments of key performances. The Portfolio enables the student to reflect on her or his progress at key points in the curriculum.

At Jacksonville University (FL), officials are excited about Retention TRAX, a web-based tool that tracks, manages, and supports student success. It is a centralized database designed to help advisors easily understand and nurture the needs of all JU students. It allows selected campus personnel (including key faculty, coaches, counselors, etc.) to identify who is progressing satisfactorily toward graduation and who is not. JU is one of six institutions (CIC member Loyola University in New Orleans is another) that is pilot testing the system.

In addition, the University of St. Thomas (TX) won a highly competitive $850,000 grant from the Telecommunications Infrastructure Board of the State of Texas to develop a distance learning program with local and international connections. The project will include a teleconference center and distance education classrooms, as well as the purchase of media equipment for faculty web page development and multi-media presentations.
Raising Spirits

Allegheny College (PA) has been around for 185 years, but never before has the college attracted a gift as large as the one it recently received. A 1965 alumnus, who President Richard Cook calls “an entrepreneur in medical science,” presented a gift of $22.2 million to support the development and construction of a new theater and communication arts complex.

Two anonymous alumnae of Georgian Court College (NJ) have bequeathed $3.5 million and $1.6 million for building projects, new programs, upgraded information technology, scholarships, and a host of other initiatives.

Georgetown College (KY) received a gift of $1 million from the son of an alumnus to help the college upgrade its liberal arts programs and meet Phi Beta Kappa’s requirements for membership.

At King College (TN), $30 million had already been raised when campus executives announced recently a $50 million capital campaign for curriculum and capital improvements. Among the slated projects are construction of a new recreation/convocation complex and establishment of schools in business and economics, Christian mission, and education.

Executives at Drury University (MO) announced they had reached the goal they had set for its two-year-old fund drive. They raised $18.9 million for its Campaign for Science. Construction has already begun for the campus’ new science center.

Architects will begin designing Union College’s (KY) new technology center after the Small Business Administration gave the school a $1.5 million grant to help with construction.

Kresge Foundation has given St. Ambrose University (IA) a challenge gift of $850,000 to support the campaign for a $15.3 million university center, and Quincy University (IL) is cashing its Kresge Foundation check for $650,000 for a new health and fitness center, after reaching the challenge grant’s required total of an additional $3.88 million.

Bethel College (IN) was awarded $635,000 by the Lilly Endowment, Inc., to fund scholarships and other educational initiatives, and a Notre Dame, IN, philanthropist endowed a chair at St. Mary’s College (IN) for music.

Elsewhere, a Stephens College (MO) alumna endowed the first faculty chair position in the Natural Sciences Program with a $755,000 gift.

Estimated to cost $16 million ultimately, Anderson University’s Wellness Center is under construction. The facility will connect the campus’ O.C. Lewis Gymnasium and Bennett Natatorium.

Mount Saint Mary’s College (MD) also broke ground for its new William G. McGowan Student Center, the campus’ most ambitious capital project since 1987. Construction is expected to be completed in spring 2002. A web-cam has been installed to illustrate progress to visitors to the college’s website, www.msmary.edu.

Anniversaries, Appointments, and Awards

Milligan College (TN) has become the newest U.S. chapter of the national history honor society, Phi Alpha Theta. As an employee at Western Maryland College since 1973, Joan Develin Coley has served as assistant professor, associate professor, professor of education, director of the graduate reading program, department chair, director of admissions and financial affairs, dean of graduate affairs, provost, dean of the faculty, and acting president. Now, since the campus’ April 21 inauguration, she’s Western Maryland College’s eighth president. Dr. Coley is the first woman president in the school’s history, and the first faculty member to rise through the ranks to president.

President Thomas Flynn of Millikin University (IL) has been appointed to the Presidential Commission on Persistence and Degree Completion, an initiative of the Illinois Board of Higher Education.

Three CIC member presidents were featured speakers at the March graduation ceremony at the Universidad Interamericana de Panamá (UIP) because they are members of an international consortium of colleges in North and Latin America. Pictured from left to right are Scott Miller, president of Wesley College (DE); William Salom, president of UIP; Thomas K. Meier, president of Elmira College (NY); and Harold Laydon, president of Lake Erie College (OH). Each institution is a member of the Consorcio Interamericano de Educación Superior (CIDES), which cultivates relationships among colleges in the U.S., Panama, Costa Rica, and other countries in order to provide learning exchanges for students and faculty members of affiliated institutions.
Reaching Out

After El Salvador’s earthquake in January, groups of students moved to provide relief efforts. One group of students and faculty members from Austin College (TX) collected funds, medicines, medical supplies, computers, and other technological needs and traveled in March to El Salvador to provide aid, supplies, and support to the people there.

Artwick College (NY) and at least 20 other CIC members are still helping to find a new life for 38 Kosovo refugee students. The refugees are attending college in the U.S. through Project Concern, initiated by Hartwick President Rick Detweiler and his wife, Carol, in 1999. CIC institutions have been stepping forward to assist ever since. Each college provides tuition, room, and board for every prospective Kosovo student it enrolls.

Speaking Out

With the graduation season at an end, news stories of commencements around the country are circulating, including The Times Herald’s description of a tradition by students at Houghton College (NY) during graduation ceremonies to give their professors items that relate to their field of specialty. For example, a math professor received a pile of protractors and compasses, an English professor covered a metal box with magnetic words from her students, and—a biology professor received a tin bowl full of bones to which each student added (with a loud “clink”) as he or she crossed the stage.

When the national media cover commencement ceremonies, individual colleges are rarely singled out. However, ABC News has featured several CIC member colleges on the World News Tonight section of the network’s website (http://abcnews.go.com/Sections/WNT/) in a segment on commencement addresses. Video and audio clips on the website highlight remarks of the commencement speakers at 22 colleges and universities nationwide, including Austin College (TX)—poet Maya Angelou; Hastings College (NE)—Richard Ekman; Scripps College (CA)—World Bank Executive Director Jan Piercy; and William Woods University (MO)—actor William Shatner.

An additional sampling of commencement speakers on CIC campuses this spring include: College of Saint Benedict (MN)—Helen Thomas, longtime UPI reporter and first woman officer and president of the White House Correspondents Association; Dominican University (IL)—William M. Daley, 2000 Democratic Presidential Campaign chairman; George Fox University (OR)—Jay Kesler, chancellor of Taylor University; and former president of Youth for Christ; Green Mountain College (VT)—David Orr, environmental scholar and author of two books, “Earth in Mind” and “Ecological Literacy;” Huston-Tillotson College (TX)—Judge Glenda A. Hatchett, authority on juvenile and social issues and host of syndicated courtroom series; Montreat College (NC)—Leighton Ford, social activist, leader, communicator, and author of ten books, including Sandy: A Heart for God and The Power of Story; Mount Union College (OH)—Brian Stafford, director of the United States Secret Service; Northwestern College (MN)—Stanley D. Toussaint, senior professor of Bible exposition emeritus at Dallas Theological Seminary and author of numerous articles and publications; Palm Beach Atlantic College (FL)—Vonette Zachary Bright, co-founder of Campus Crusade for Christ; Quincy University (IL)—Hazel E. Loucks, Illinois Deputy Governor for Education and Workforce; St. Ambrose University (IA)—Lech Walesa, Nobel Peace Prize recipient and first democratically elected president of Poland (see below); St. Edward’s University (TX)—Father Theodore Hesburgh, president emeritus of Notre Dame University; St. Mary’s College (IN)—Paula Madison, president and general manager of KNBC-TV in Los Angeles; and finally, Shenandoah University (VA)—Roger Mudd, network television journalist.

Commencement Highlight

Commencement speaker and Nobel Peace Prize recipient, Lech Walesa, receives his regalia and honorary doctorate degree from St. Ambrose University (IA) President Edward Rogalski.

Baltimore’s Mayor O’Malley (second from left), was overwhelmingly chosen by the student body to be the commencement speaker at Villa Julie College (MD). He is presented with an honorary Doctor of Humane Letters by President Kevin J. Manning. -Photo courtesy of Villa Julie College.
CIC News

Strategic Planning Initiative Involves Leaders from Nearly 100 Campuses

The strategic planning initiative begun by the Council of Independent Colleges in January is well underway and has already included participation by presidents and chief academic officers from nearly 100 colleges and universities.

The major activity to date of the initiative has been a series of roundtable discussions held on campuses throughout the country. Throughout the spring, summer, and early fall, CIC will be convening 19 regional roundtable discussions with a total of nearly 100 presidents of member and nonmember institutions and five roundtables with a total of about 50 chief academic officers.

“Tese conversations have been extremely useful in advancing new ideas about the future of CIC and independent higher education, and to determine the projects and activities that the Council might undertake that would be of greatest benefit to our members,” said CIC President Richard Ekman. “Participants have been remarkably candid and have offered a number of specific recommendations for CIC to consider,” he added.

The goals of CIC’s strategic planning process include:

- Taking stock of issues facing independent higher education in America, as well as the particular needs and interests of member institutions.
- Assessing the effectiveness of existing CIC programs and other activities.
- Estimating CIC’s distinctive role(s) in assisting all small and medium sized private colleges and universities.
- Suggesting new initiatives, and identifying programs that duplicate others’ resources and could be eliminated.
- Gauging CIC’s current and prospective role as a national voice for independent higher education.
- Determining which other higher education or state associations currently serve member interests.

Roundtable meetings with presidents and CAOs will have been held by the end of September at the following institutions: Augsburg College (MN), Austin College (TX), Bloomfield College (NJ), Clarke College (IA); Edgewood College (WI), Elon University (NC), Franklin & Marshall College (PA), Goshen College (IN), Huntingdon College (AL), Lesley University (MA), Millikin University (IL), Mount St. Mary’s College (CA), Nazareth College (NY), Otterbein College (OH), Pacific Lutheran University (WA), Rockhurst University (MO), and Spelman College (GA).

The strategic plan will be drafted this fall and presented to the Board of Directors and CIC membership for approval in January 2002 during the Council’s Presidents Institute and Annual Meeting in Florida.

Roundtable meetings with presidents and CAOs will have been held by the end of September at the following institutions: Augsburg College (MN), Austin College (TX), Bloomfield College (NJ), Clarke College (IA); Edgewood College (WI), Elon University (NC), Franklin & Marshall College (PA), Goshen College (IN), Huntingdon College (AL), Lesley University (MA), Millikin University (IL), Mount St. Mary’s College (CA), Nazareth College (NY), Otterbein College (OH), Pacific Lutheran University (WA), Rockhurst University (MO), and Spelman College (GA).
SEVERAL RECENT GRANT AWARDS TO FUND RANGE OF CIC ACTIVITIES

The Council of Independent Colleges has recently been awarded several grants totaling nearly $600,000 from foundations for myriad projects and activities.

- The Henry Luce Foundation, Inc. ($200,000) – Presidential Leadership Development
- The Andrew W. Mellon Foundation ($125,000) – Database on Private Higher Education
- The William Randolph Hearst Foundations, Inc. ($100,000) – Strategic Planning Initiative
- Verizon Foundation ($100,000) – Information Technology Advisory Service
- Lumina Foundation for Education ($64,380) – Support for 2001 Institute for Chief Academic Officers
- The Henry Luce Foundation, Inc. ($200,000) – Presidential Leadership Development
- The Andrew W. Mellon Foundation ($125,000) – Database on Private Higher Education
- The William Randolph Hearst Foundations, Inc. ($100,000) – Strategic Planning Initiative
- Verizon Foundation ($100,000) – Information Technology Advisory Service
- Lumina Foundation for Education ($64,380) – Support for 2001 Institute for Chief Academic Officers

A description of each of the new CIC initiatives follows:

Presidential Leadership Development. A two-year $200,000 grant from The Henry Luce Foundation, Inc., will support several new presidential leadership initiatives:

- Establish a roster of consultants comprised mainly of recently retired college and university presidents who will be available to provide short-term assistance to current presidents in targeted areas that require specific expertise, including financial management, president/board relations, and crisis management. Consultants will be available either to give advice by telephone, free of charge to CIC member presidents, or to provide a few days of “live” consulting time on campus, with the cost partially subsidized by CIC.
- Organize presidential forums for groups of seasoned and new college presidents (from non-competing institutions), who will meet several times over the course of a year in convenient locations to share problems and solutions on a wide range of issues.

Information Technology Advisory Service. CIC will establish an Information Technology Advisory Service to assist presidents and other institutional leaders in their decisions about purchasing and using information technology to improve student learning and institutional management. Project activities, funded in part by a $100,000 Verizon Foundation grant, will include the establishment of:

- a board of consultants and colleagues who are able to advise institutional leaders in these decisions;
- a small library and bibliography of materials such as “instructional modules” and charts comparing various technology products. These materials will be available on CIC’s website and possibly in print.

Database on Private Higher Education. To help colleges “benchmark” their activities and give greater precision to claims for the effectiveness of independent higher education, CIC will develop a new database on small and medium sized private institutions and establish an ongoing program of research and analysis. With help from a $125,000 grant from The Andrew Mellon Foundation, data on a range of issues such as retention rates (which appear to be better at small, private institutions at all levels of selectivity) will be collected, analyzed, and made available.

In addition, CIC’s efforts to develop a strategic plan, with help from The William Randolph Hearst Foundations, Inc., will strengthen the organization’s work in addressing some of the key issues facing private colleges and universities. A series of roundtable discussions with presidents and chief academic officers nationwide is taking stock of issues facing independent higher education in America, assessing the effectiveness of CIC programs and activities, and gauging CIC’s current and prospective role as a national voice for independent higher education, among other issues (see Strategic Planning story on page 16).
CIC Newsletter Goes Electronic!
The Independent, CIC’s quarterly newsletter, is now available in an electronic version that will be posted on the website and e-mailed to all CIC member presidents, chief academic officers, and public relations directors.

The move to this electronic format will enable CIC to deliver the news more quickly to a wider audience, and allows the news to be updated as events warrant before the next printed issue comes out. The online newsletter will include all of the information contained in the printed version and has been designed so that viewers can click on specific articles without having to scroll through the entire document to find a particular article. In addition, it will remain on CIC’s website (www.cic.edu/newspubs) in an accessible archive, so that individuals are able to return to it at a later date.

A s a means of increasing the potential readership, recipients of the electronic newsletter are encouraged to forward it to anyone who might be interested in CIC activities or news about the private sector of higher education.

CIC’S New Logo Wins Gold Award
The new “Infinity” logo for the Council of Independent Colleges this spring was named a “Gold Winner” in the Admissions Advertising Award sponsored by The National Newspaper of Admissions Marketing’s Admissions Marketing Report, a publication covering aspects of marketing for higher education.

During the 16th annual competition, a national panel of judges that consisted of admissions marketers, advertising creative directors, marketing and advertising professionals, and the editorial board of Admissions Marketing Report, selected CIC’s logo as one of many gold winners from among nearly 2,000 entries from more than 900 colleges, universities, and secondary schools.

The redesign of CIC’s logo and visual identity was completed in 2000 by the Baltimore-based design firm, Robert Ritter & Associates, who won the bid in competition with approximately two dozen design firms.

“We’re very pleased with the ‘Infinity’ logo, which, in addition to being a visually interesting twist on our initials, also creatively reflects CIC’s ongoing blending of tradition (the column) with a focus on the future (infinity symbol) in serving private higher education,” said CIC Executive Vice President Russell Garth.

CIC Issues Call for Campus Art
The Council of Independent Colleges is redesigning its website to take advantage of new web technologies, incorporate CIC’s new graphic identity, and add features such as a more user-friendly navigation system, a search function, and a members only site.

The redesign also will incorporate more pleasing visual elements. For example, one of the new features on the site will be rotating photos or artwork depicting scenes of CIC member campuses. Many framed paintings, sketches, and photos of member colleges and universities now hang in CIC’s renovated office space and many of these will be used for the website. However, CIC’s membership has been growing steadily, and images of new members’ campuses will need to be displayed as well—both on the website and in the office.

The Council requests artwork of member campuses for both the website and for the office.

- For the website, please send the image via e-mail in tif or jpeg format (no less than 300 dpi) to CIC’s Director of Communications, Laura Wilcox, at lwilcox@ cic.nche.edu.
- For the office walls, framed artwork—with minimum dimensions of 12” x 14” and maximum dimensions of 20” x 25”—can be mailed to CIC, One Dupont Circle, Suite 320, Washington, DC 20036.

Thank you!
Staff Notes

This past May, CIC President Richard Ekman was the commencement speaker at the 115th annual commencement ceremony of Hastings College (NE), where he received an honorary doctor of humane letters degree. Ekman’s speech focused on the benefits of a liberal arts education. Also in May, Ekman gave the keynote address at an event commemorating the completion after 71 years of the Middle English Dictionary, a project sponsored by the University of Michigan at Ann Arbor.

Executive Vice President Russell Garth participated in a summer program on “service quality” for teams of private college and university leaders sponsored by CIC and the Disney Institute. Seven teams of five to nine officials each from Alderson-Broaddus College, Indiana Wesleyan University, Palm Beach Atlantic College, Saint Edward’s University, Siena Heights University, Simpson College, and Villa Julie College traveled to Lake Buena Vista, FL on July 8-10 to learn from the strategies and philosophies that Disney uses to build and deliver a positive “guest” experience.

On July 17, Vice President of Development Candace Groudine presents a seminar at Bryn Mawr College (PA) on “Accountability and Fundraising: Ethical Issues in Planning and Conducting Capital Campaigns.” The presentation is part of the annual HER Summer Institute for Women in Higher Education at Bryn Mawr.

Jacqueline Skinner, Associate Director of CAPHE, co-presented a program entitled “Completing the Doctorate by Students of Color: A Dream in Progress?” at the 13th annual National Conference on Race & Ethnicity, May 30-June 3 in Seattle, WA. This was the third year in a row that Skinner has co-presented a variation of this program at NCORE.

New CIC Institutional and Affiliate Members

The board and staff of CIC extend a warm welcome to the following new members:

Institutional Members
Cazenovia College (NY)
Gettysburg College (PA)
Schreiner University (TX)
Oberlin College (OH)
Willamette University (OR)

Affiliate Members
American Council of Learned Societies
American Historical Association
College Art Association
Folger Shakespeare Library
Foundation for Independent Higher Education
The Woodrow Wilson National Fellowship Foundation

There are several ways to reach CIC. Let us hear from you.

Phone: (202)466.7230
Fax: (202)466.7238
E-mail: cic@cic.nche.edu
Tip: Always include your name, address and phone number when sending e-mail to CIC’s general e-mail address.

Website
CIC’s website—www.cic.edu—is a rich resource of information. Visit the site for news about CIC conferences and programs, to download CIC publications, and for links to other sites in higher education.

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

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

CICPRES-LIST: Open only to sitting presidents of CIC member institutions.

CICDEAN-LIST: Open to private-college chief academic officers, provosts and those with similar rank; open to those from CIC member and member-eligible institutions.

CICSTUAFF-LIST: Open to student affairs officers and staff at CIC member institutions.

CICPR-LIST: Open to public relations officers and staff at CIC member institutions.

CICADVANCE-LIST: Open to development officers and staff at CIC member institutions.

CICFINANCE-LIST: Open to business officers at CIC member institutions.

CICPSPOUSE-LIST: Open to spouses of sitting presidents of CIC member institutions.

CICNET-LIST: Open to those at CIC campuses interested in discussing issues of information technology, especially campus networking.

The Independent is published by:
The Council of Independent Colleges
One Dupont Circle, Suite 320, Washington, DC 20036
Richard Ekman, President rekman@cic.nche.edu
Laura Wilcox, Editor lwilcox@cic.nche.edu
Maxine Morris, Layout/Production mmorris@cic.nche.edu

The Independent is published by:
The Council of Independent Colleges
One Dupont Circle, Suite 320, Washington, DC 20036
Richard Ekman, President rekman@cic.nche.edu
Laura Wilcox, Editor lwilcox@cic.nche.edu
Maxine Morris, Layout/Production mmorris@cic.nche.edu
<table>
<thead>
<tr>
<th>Date</th>
<th>Conference</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 8-10, 2001</td>
<td>Disney Institute</td>
<td>Lake Buena Vista, Florida</td>
</tr>
<tr>
<td>September 19, 2001</td>
<td>Foundation Conversation</td>
<td>New York, New York</td>
</tr>
<tr>
<td>November 3-6, 2001</td>
<td>Institute for Chief Academic Officers</td>
<td>Palm Springs, California</td>
</tr>
<tr>
<td>January 3-4, 2002</td>
<td>New Presidents Workshop</td>
<td>Fort Myers, Florida</td>
</tr>
<tr>
<td>January 4-7, 2002</td>
<td>Presidents Institute</td>
<td>Fort Myers, Florida</td>
</tr>
</tbody>
</table>