A multi-year initiative begun by CIC in 2000 to assist institutions in making connections with local community organizations has moved to a new phase this summer. The centerpiece of the Engaging Communities and Campuses Program—a $1.5 million grant program funded by the Atlantic Philanthropies—officially concluded on June 30. The culminating project activity, an Effective Practices Exchange, is currently being developed, and an ongoing evaluation of the project will be completed by December 2003.

The initiative was comprised of three separate but related activities—regional teaching and learning workshops, the creation of a web-based effective practices network, and the national grant program administered by the Consortium for the Advancement of Private Higher Education (CAPHE), a grantmaking unit of CIC. Grants of up to $80,000 were awarded to 13 colleges and their community partners (out of an applicant pool of 113 college/community teams) in January 2001. The grants helped colleges and universities partner with off-campus community organizations both to enhance student learning and to assist community organizations and residents in addressing critical issues.

A special report on the program (pages 9-13) provides highlights of many activities, including a two-year evaluation and the resulting publications; the effort to collect, document, and disseminate effective practices; and a final conference to develop ways for the partners to strengthen and sustain their work together even as the program concludes. In addition, several grant program participants share some of their important successes in “Voices from the Field.”
A n important juncture was reached on June 10 for all those who care about the quality of America's K-12 teachers, when the U.S. Department of Education's National Advisory Committee on Institutional Quality and Integrity (NACIQI) unanimously approved the petition by the Teacher Education Accreditation Council for formal recognition as an accreditor of teacher preparation programs at colleges and universities. (See story on page 1.)

Long-serving CIC presidents and CAOs will recall that in the mid-1990s the dissatisfaction with the existing mechanisms for obtaining approval for a college to offer a teacher preparation program became very widespread, and a number of CIC members determined to do something about the situation. Frank Murray, former dean of education at the University of Delaware, and former CIC president Allen Splete launched an effort to create an alternative approach to NCATE's. Murray was able to interest several foundations in the idea of creating an approach to teacher education that shifted the basis of accreditation from the input-heavy and complicated requirements of NCATE, to evidence that the teacher education program's graduates knew their subject matter and could actually teach. CIC members contributed to this pool of funds and TEAC set up a small office within CIC's office suite in Washington.

While TEAC was quickly recognized by the Council for Higher Education Accreditation, the Education Department's recognition procedures focus on the very inputs TEAC was seeking to avoid in its accreditation system. Consequently the federal recognition process had to be carefully negotiated in a climate of opposition from NCATE and its members. At last, NACIQI has given its approval and the comments by committee members and staff during the hearing were extremely complimentary to Murray and to TEAC. We have been told that the Secretary of Education will formally accept NACIQI's recommendation quickly, and TEAC will be accepted in states like New York, which require that accreditors be federally recognized.

The natural affinity between CIC and TEAC has from the beginning rested on several key parallels. Many CIC colleges report that the new teachers they prepare are frequently the candidates most sought after by school districts in their regions. The ways in which small colleges prepare new teachers are generally regarded as highly successful.

These attributes include, first, the fact that both CIC colleges and TEAC believe that new teachers should have a broad-based, general education in the liberal arts. Secondly, CIC colleges and TEAC both believe that mastery of subject matter is essential for a new teacher, which small colleges prepare their candidates most sought after by school districts in their regions. The ways in which small colleges prepare new teachers are generally regarded as highly successful.

It's worth noting that small colleges have played a critical role in training disproportionate numbers of scientists and science teachers, fields of urgent national need. As our recent analysis of the applicant pool for CIC's Heuer Awards showed, CIC colleges have a great deal to contribute in this arena. TEAC's approach raises the likelihood that more well-trained science teachers will enter America's K-12 classrooms.
Leadership Roles and Challenges are Focus of 2003 CAO Institute

CIC’s 31st annual Institute for Chief Academic Officers, to be held November 1-4, 2003, in Savannah, Georgia, will explore “Leadership Challenges: Competition, Resources, and Excellence.”

“The leadership roles of chief academic officers at private colleges and universities are shifting. CAOs are increasingly concerned to learn about new ways to provide a high-quality education despite limited resources and growing competition,” said CIC President Richard Ekman. “This conference will provide a forum for CAOs to explore how to take on these new roles and balance competing priorities.”

Participants in the conference will focus on what independent institutions are doing to compete with both public institutions and for-profit providers of higher education—for students, faculty members, and financial resources. They will analyze tuition and financial aid policies that are intended to attract students who fit the institutional mission, and they will discuss ways to ensure that resources are used in the most effective way through strategic budgeting and building effective partnerships with chief financial officers. To preserve and increase educational excellence, the CAOs will explore programs that deepen student learning, new offerings that meet the goals of today’s students, and the findings of educational research that strengthen curricular and co-curricular offerings.

Featured speakers at the Institute include Kent John Chabotar, president and professor of political science at Guilford College (NC), David W. Breneman, an authority on the finance and economics of higher education, will deliver the keynote address. During his three decades of experience in higher education, Breneman has served as president of Kalamazoo College, visiting professor at the Harvard Graduate School of Education, and think-tank scholar at the Brookings Institution. Currently dean of the Curry School of Education at the University of Virginia, his publications include *Finance in Higher Education, Liberal Arts Colleges: Thriving, Surviving, or Endangered?*, and *Strategies for Promoting Excellence in a Time of Scarc Resource*.

**Kent John Chabotar**, president and professor of political science at Guilford College, will receive the CIC Academic Leadership Award for his service to independent college and university chief academic officers. His address on "Strategic Budgeting" will emphasize academic issues, discuss the involvement of faculty members in the budget process, and explain the role of academic officers in budget decisions. Chabotar is the author of many books, monographs, and articles, including *New Yardsticks to Measure Financial Distress, Financial Responsibilities of the Board, and Strategic Finance and Endowment Management* (due for publication late in 2003).

**Esther L. Barazzone**, who began her service as president of Chatham College in 1992, was vice president of academic affairs and dean at Philadelphia University (PA) for the prior five years. She began her academic career as a faculty member in history at Hamilton College (NY) and Kirkland College. Her publications include "Back From the Brink: Combining Tradition and Innovations in a Quest for Revitalization," "Women Studying: The Politics of Educating Women," and "Think Globally, Act Locally: Chatham College Initiatives."

**Susan Resneck Pierce**, president emerita of the University of Puget Sound, led the University from 1992 to 2003 to a highly respected place among national liberal arts colleges. Prior to coming to Puget Sound, Pierce served as academic vice president at Lewis and Clark College (OR), as dean of the college of Arts and Sciences at the University of Tulsa (OK), and as assistant director of the Division of Education Programs at the National Endowment for the Humanities. Pierce is the author of *The Moral of the Story* and many articles on American Literature, and is co-editor of *Approaches to Teaching Ellison’s Invisible Man*.

In addition, **Marie Joan Harris**, CSJ, provost and vice president for academic affairs at Avila University (MO), will receive the 2003 Chief Academic Officer Award for contributions to her colleagues at private colleges and universities. Her service on the CIC CAO Task Force included chairing the group. She has been a member of the advisory board of KC REACHE, a distance-learning consortium in Kansas City, MO; and was a member of the board of trustees of Fontbonne University (MO). She has assisted her new colleagues by speaking at CIC’s New CAO Workshop and serving as a mentor.
CONFERENCES

CIC Historians Participate in Seminar on Political History of the Early Republic

Twenty-six faculty members from CIC institutions participated in a June 22-27 seminar on the recent historiography and interpretation of the early years of the American Republic, co-sponsored by CIC and the Gilder Lehman Institute of American History.

Selected from a pool of 43 nominations in March, the historians met at Columbia University in New York City to discuss “Political History of the Early Republic: New Challenges, Old Strengths” led by Joyce Appleby, Professor Emerita, University of California, Los Angeles. The seminar focused on the nation-building years that stretch from the ratification of the U.S. Constitution through the first five presidential administrations by examining five successive models that have engaged historians studying this period since the late 1960s. The seminar included discussions with guests Andrew Cayton, Professor of History, Miami University, and Andrew Robertson, Professor of History, Lehman College.

Participants also enjoyed the historical resources of New York City, with a visit to the New-York Historical Society and a tour of lower Manhattan led by Professor Kenneth T. Jackson, Barzun Professor of American History at Columbia University and president of the New-York Historical Society.

Many of the historians said they were thrilled to have the opportunity to deepen their understanding of different viewpoints concerning the political history of the early republic; to keep abreast of current research; and to become familiar with fresh approaches to teaching this subject—which is so important in helping students to appreciate their civic responsibilities. The connections made with one another were clearly another important benefit of the week-long seminar. “Being able to network, exchange manuscripts, and share ideas and research,” said Jim Simeone, associate professor of political science at Illinois Wesleyan University, was an added benefit.

Professor Appleby has served as president of the Organization of American Historians, the American Historical Association, and the Society for the History of the Early Republic, and is the author of numerous publications, including Inheriting the Revolution: The First Generation of Americans, which has, since its publication in 2000, stimulated a wave of reinterpretation of the political history of this formative period of American history.

For more information, contact Lesley Herrmann at (646) 366-9666 or herrmann@gilderlehman.org.

CIC/Gilder Lehrman Seminar Participants

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Participants Selected for the 2003 Data and Decisions Workshops

In cooperation with the Association for Institutional Research (AIR), CIC has selected 51 institutional teams to participate in this year’s Data and Decisions Workshops, taking place September 25-27 in Denver, CO and October 9-11 in St. Charles, IL. The workshops assist college and university leaders in making strategic decisions based on targeted information about their own institutions and up-to-date information about peer institutions. As with the pilot workshop on this topic held last December, these new workshops are filled to capacity. CIC and AIR expect to hold one such workshop each year for the next four years.

Concurrent sessions during the conference will focus on such issues as “Making the Case for Private Colleges and Universities: Asserting Value by Documenting Difference,” “Developing ‘Hallmarks’ for First-Year Programs: What are They and How Can CAOs Use Them?” and “The Strategic Use of Financial Aid to Meet Enrollment and Revenue Goals.” Other sessions will discuss preliminary findings of the Council for Aid to Education’s Collegiate Learning Assessment project, the challenges of implementing information literacy initiatives, and ways of creating excellence in science programs. CIC’s survey of historic architecture and design on campus (see related story, page 8) and a compilation of essays from campus presidents on their efforts to help students from low-income families succeed in college are two CIC projects that will also be on the program.

Drawing conference thematic threads together in the concluding conference session, Esther Barazzone and Susan Resneck Pierce will discuss how they led institutional “turnarounds” based primarily on strengthening academic quality. They will explain their strategies, one based largely on creating new programs, the other based largely on eliminating programs that detracted from the core liberal arts mission of the institution.

Two workshops will help CAOs address financial concerns. A preconference workshop on Saturday, November 1, from 8:30 a.m. to 3:30 p.m. will assist teams of chief financial officers (CFOs) and CAOs in understanding the key issues and perspectives of the other role, examining the problem-solving approaches each uses, and learning about effective means of working together to strengthen the institution. Jane Jakoubek, vice president and dean of academic affairs at Hanover College (IN), and John Palmucci, vice president for administration and finance and corporate treasurer of Loyola College in Maryland, will be the co-leaders.

A second workshop on “The CAO and the Budget” is designed for experienced as well as new CAOs, to help participants gain a greater understanding of the budget process as well as financial statements and reports. Topics will include: the essential elements and timeline for the budget process; difficulties CAOs and CFOs encounter in preparing the budget; and providing effective oversight of the budget process. This workshop, led by Carole T. Coleman, vice president for finance and administration, Saint John’s University (MN) and Charles Perkins, provost and executive vice president, Alvernia College (PA), will be held November 3, 2:00-5:30 p.m.

Mark Your Calendars!

Next year’s Presidents Institute, to be held January 4-7, 2004 at the Hotel del Coronado in San Diego (CA), will focus on “Successful Institutions in a Changing World.”

Plenary speakers at the conference include:

- William Damon, director, Stanford Center on Adolescence and professor of education, Stanford University, author of New Era in Character Education, and co-author of Good Work: Where Excellence and Ethics Meet, discusses the dilemma of balancing the pursuit of excellence and ethical conduct. Damon and his colleagues are now extending the research reported on in Good Work to higher education, and the results will be the focus of his keynote address.

- Herbert Allison, president and CEO of TIAA-CREF, will speak on changes in the financial and economic climate and effects on private colleges and universities.

- Diana Oblinger, executive director of higher education, Microsoft Corporation, will focus on changes in colleges enabled by rapidly evolving IT infrastructures.

- A panel of presidents will discuss the president’s role in public discourse.

In addition to the Institute, the New Presidents Workshop will be held January 3-4, 2004, a four-hour, post-Institute workshop on “Beyond Enrollment and Fundraising: Revenue Generation in a Changing World.” will be held on Wednesday, January 7, and a series of sessions on the work of presidential spouses will be offered.
Department Leaders Address Major Challenges During Workshops

More than 250 department/division chairs representing 101 colleges and universities participated this spring in the second annual series of five regional workshops that explored how to strengthen academic leadership in independent colleges and universities.

The workshops were held in San Diego, CA (April 4-5); Atlanta, GA (May 28-30); Philadelphia, PA (June 3-5); and Hartford, CT and Chicago, IL (June 10-12). Participants said highlights included “learning from department chairs at similar institutions,” “having time to plan with our campus team,” “informative and interesting sessions on legal issues,” “help with difficult personnel issues,” and “developing strategies for change.”

The workshops, conducted this year for the second time, provided an important window on the key issues and challenges department chairs are addressing on their campuses, among them:

Promoting collaborative working relations and fostering collegiality among the departmental team. Addressing the range of departmental responsibilities while treating all faculty members fairly is one of the challenges for the departmental team. For some departments, team building is more difficult because of changing faculty cohorts, with newer faculty members having different skills and expectations than their senior colleagues.

Building good relationships between the department and the broader institution. These relationships include promoting collaborative working relationships and good communication with other departments, helping the departmental faculty be accountable to the institution, and promoting institutional service. For example, chairs reported strains between some professional departments and the institution if accreditation standards for that field were not in alignment with institutional policies or practices. Changing administrations ushering in new practices and programs also presented challenges for chairs in their efforts to help their department fit in the institutional culture.

Fostering change. A key part of the chair’s role can be creating a new department, developing new programs, merging programs, or responding to initiatives from the administration. In trying to effect change, chairs report difficulties in overcoming inertia, dealing with entrenched attitudes, and instituting change with limited resources. An additional concern for some was the lack of departmental memory when most of the faculty members are new to the institution.

Finances. Some chairs are proactive in the financial arena, searching for external sources of funds for their department, looking for effective ways to market their program to attract additional students, and developing new programs to build their department as well as the institution. Chairs also are facing financial challenges such as hiring and retaining qualified faculty members, funding professional development with a limited budget, and a low pay scale adversely affecting faculty morale.

Curricular concerns. Creating graduate programs in an undergraduate institution, reviewing programs, ensuring the quality of off-campus programs, creating long-term plans for curriculum development, and developing course schedules that allow majors to graduate in four years are among the chairs’ top curricular concerns.

Student needs. Concerned with differing needs of students, some chairs report a bimodal distribution on campus—excellent students wanting challenges and students who are not adequately prepared for college. Working with both groups, finding students who are a good fit for their departmental program and the institution, and encouraging faculty members to assist in the recruiting of students are among the difficulties confronting chairs.

Faculty hiring and development. A challenge mentioned by many chairs is the constant need to hire, mentor, and retain new faculty members within limited budgets, and to integrate them into the department when they may differ in many ways from the existing faculty members. The increasing role and use of adjunct faculty members—and the need to mentor them, make them part of the department, and gain benefits for them—are additional concerns. Faculty evaluations also present challenges, including striving for a fair system of evaluation for promotion, tenure, and post-tenure review, as well as wrestling with qualifications for merit pay.

Making collegiality work. Resolving conflicts among colleagues, working effectively with individuals who do not meet deadlines or do not pull their own weight on the departmental team, and dealing with ineffective administrators were some of the challenges named by chairs. Some also reported conflicts with the former chair; and women chairs occasionally encounter gender issues. Some departments are headed by chairs who have not yet received tenure, creating additional complications in working with their colleagues who will later play a key role in determining if they receive tenure.

Legal issues. These were wide ranging, including defending oneself and the institution from legal problems; understanding liability for student travel related to courses; closing programs legally; dealing with sexual and racial harassment, student problems with drugs and alcohol, FERPA, and ADA; following the law in hiring and dismissing faculty members; adhering to federal, state, and agency regulations; and handling liability issues associated with facilities.
Winners of CIC Science Competition Awards Announced

Three independent colleges and universities were recently selected to receive the Council of Independent Colleges third annual Heuer Awards for Outstanding Achievement in Undergraduate Science Education. Hendrix College (AR), Roanoke College (VA), and Whitworth College (WA) were chosen out of 47 nominations for demonstrating noteworthy recent achievement in undergraduate science education.

The CIC/Heuer award program, funded by The Russell Pearce and Elizabeth Crimian Heuer Foundation, builds on the documented achievements of independent colleges and universities in undergraduate science education. Each institution has received a $10,000 prize that may be used for further enhancement of its science programs.

In announcing the winners of the competition, CIC President Richard Ekman said the exemplary programs in the science departments of these institutions “give further evidence of the view that science education in independent colleges and universities is a resource of major importance to the nation’s future. The competition this year again demonstrates the signal—and disproportionate—contributions by small colleges to meeting the nation’s need for more and better trained scientists and science teachers.” (See box for a description of each of the winning programs.)

A panel of science educators, knowledgeable about science and mathematics education in private colleges and universities, chose the winners of the Heuer Awards. Panelists included (chair) W. H. Bearce, CIC senior advisor and a retired professor of chemistry and dean of the college at Central College (IA); Brian Beecken, professor of physics at Bethel College (MN); David Koetje, associate professor of biology at Calvin College (MI); and Michael Nichols, associate professor of organic and environmental chemistry at John Carroll University (OH).

The 2003 Heuer Awards For Outstanding Achievement In Undergraduate Science Education

Hendrix College (AR)—Undergraduate research in chemistry and physics: Hendrix science faculty members have been national leaders in the development of the Council on Undergraduate Research as a major influence in small colleges. The two departments of chemistry and physics have impressive records of increasing student/faculty research collaboration, recognized by the publication of numerous papers and the acceptance of many students into graduate programs. A recent NSF study ranks Hendrix College 24th in the number of graduates per total enrollment who had received PhDs in chemistry, 33rd in physics, and 41st in engineering. In addition, the emphasis on student research in the two departments has stimulated similar opportunities to be offered in other disciplines.

Roanoke College (VA)—Introduction of “real world” science into the chemistry major: The chemistry major has been revamped to prepare students for the work chemists do in both academic and industrial settings, through a series of seminars, field trips, service activities, and intensive communications training, as well as increased use of advanced laboratory instrumentation and research experiences. Of particular note is the emphasis on communication skills, with two courses required. Also of significance is the growth of participation in the Enrichment Program in Chemistry (EPIC) seminar series, which has increased student interest, alumni involvement in on-campus activities, and acceptance of students’ work for off-campus presentations. The number of declared majors has risen significantly from an average of 15 during the years 1995-2000 to a new high of 25 this year. A decade ago only 30-40 percent of chemistry students went on to postgraduate study; now 75 percent do so.

Whitworth College (WA)—Undergraduate physics: The physics curriculum has undergone revision and enhancement over ten years, resulting in a four-fold increase in majors in the last five years (from 11 majors in 1997 to 41 in 2002), and the addition of an applied physics major for those interested in engineering. Undergraduate research has been strengthened through participation in NASA’s electronic propulsion program, and collaboration with Pacific Northwest National Labs. Outreach activities by the department to in-service K-12 teachers have been accompanied by an increase in the number of physics students pursuing K-12 certification.
Hundreds Respond to CIC Survey On Historic Architecture

More than 300 colleges and universities have submitted completed surveys to CIC’s Survey of Historic Architecture and Design on the Independent College and University Campus. The Getty Grant Program awarded CIC a two-year, $151,000 grant last spring to support the project—which will compile, interpret, and evaluate an inventory of historically significant architecture and landscape on the campuses of independent colleges and universities across the country.

“We’re pleased with this tremendous response, particularly given the lengthy and detailed information required by the survey,” said CIC President Richard Ekman. “The fact that so many colleges and universities want to participate in the project indicates there is a need for this inventory.” Ekman said Phase II of the project, for which additional funding will be sought, will be the production of one or more publications that will examine the historical and architectural significance of these buildings in the context of their communities.

Barbara S. Christen, CIC Senior Advisor, and an architectural historian formerly serving as a research associate at the Center for Advanced Study in the Visual Arts at the National Gallery of Art, is heading the project. Last November, she convened a meeting of the project’s advisory committee, consisting of Thomas C. Celli, A.I.A., president, Celli Flynn Brennan; Russell V. Keune, F.A.I.A., former director, and Damie Stillman, professor emeritus, University of Delaware; and John Strassburger, president, Ursinus College (PA). Since then the survey has been developed and distributed to all small and mid-sized independent colleges and universities. For questions or more information about the CIC Survey of Historic Architecture and Design project, visit the CIC website at www.cic.edu/projects_services/grants/ getty.asp or contact Barbara Christen at bchristen@cic.nche.edu.

Additional Library Workshops Being Planned

Building on the successful workshop held last September on the Transformation of the College Library, CIC has received additional funding to support three regional library workshops in 2004.

The William and Flora Hewlett Foundation provided a new grant of $200,000 (in addition to last year’s $75,000 planning grant), the Gladys Krieble Delmas Foundation awarded $30,000, and the Carl and Lily Pforzheimer Foundation provided $85,000 to support the workshops, which are being cosponsored by CIC and the Council on Library and Information Resources. In addition, the Association of College and Research Libraries, the main organization for academic libraries, has endorsed the project and contributed $5,000. "The recognition and support of ACRL provides a message to all academic librarians that collaboration with faculty and administration is crucial to the enhancement of student learning,” said Rita Gulstad, dean of extended studies and learning resources, and director of computing at Central Methodist College (MO), who is CIC’s senior advisor for the program with Scott Bennett, university librarian emeritus at Yale University. The library initiative seeks to strengthen the contributions of libraries to teaching and learning. Participating teams will consist of chief academic officers, library directors, directors of information technology, and faculty members. Key workshop topics will include information literacy, renovating campus buildings, using technology effectively, governance, supporting institutional change, and advancing student learning.

Workshops are being planned for San Francisco, CA; Pittsburgh, PA; and Minneapolis, MN. More complete information on the library workshops will be sent to all CIC members in early fall.

CIC Receives Grant for Data Initiative

The William Randolph Hearst Foundations has awarded a grant of $100,000 to CIC in support of the CIC Data Initiative. The goals of the initiative include providing relevant, sector-level data—reports, studies, and technical assistance—that will increase the decision-making capacity of presidents and other campus leaders, and thereby strengthen their institutions. The initiative will also seek information needed to make the case more effectively for independent colleges and universities, and will use the data to improve CIC programs.
Engaging Communities and Campuses Program: A Special Report

Engaging Project Assesses Ambitious Goals

The ambitious goals of the Engaging Communities and Campuses Program included assisting campuses in expanding and deepening their commitments to experiential learning and their community partnerships, while simultaneously addressing community-identified needs.

A national advisory committee of experts, including Edgar Beckham of the Ford Foundation, Nadinne Cruz of Stanford University’s Haas Center for Public Service, Maureen Grant of Marymount Manhattan College (NY), Robert Korstad of the Sanford Institute of Public Policy at Duke University, Mark Langseth of Minnesota Campus Compact, John Ott of Partners in Innovation, and Edward Zlotkowski of Bentley College (MA) helped set goals and outline a road map to achieving the grant program’s goals. The committee’s work was captured in a working paper that outlines the initiative’s conceptual framework, written by CIC Executive Vice President Russell Garth.

The paper identified four key areas of work:

- faculty knowledge and skills (assisting faculty members in developing new experiential learning knowledge and skills);
- academic culture (creating a campus culture supportive of faculty members’ work with experiential learning pedagogies);
- institutional infrastructure (establishing infrastructure to work with community organizations); and
- partner relationships (strengthening institutional partnerships with community organizations).

The grant program, under the direction of CAPHE Executive Director Michelle Gilliard, grew out of CIC and CAPHE’s more than ten years of experience in working with and supporting collaborations among colleges, universities, and community organizations.

Grant awards ranging from $63,000 to $80,000 each were made in February 2001 to 13 institutions in support of their activities with nearly 30 community partners (see list of institutions and partners, page 10). A team of national consultants provided ongoing advice and assistance to each grantee, and provided leadership on monitoring the learning associated with the four key areas of work. Over the life of the grant program, the team included Jon Rubenstein (focus: partner relationships), Jo-Ann Sipple (focus: academic culture), Kelly Ward (focus: institutional infrastructure), Edward Zlotkowski (focus: faculty knowledge and skills), and John Ott (focus: partner relationships).

In order to establish effective community/campus partnerships, Gilliard said the program’s modus operandi was to help institutions develop reciprocal relationships with their community partners based on mutual trust, respect, accountability, and the equal treatment and distribution of resources. The program was administered through an institution’s project director, who was encouraged to implement the grant initiatives in concert with the guidance of a local advisory board of campus and community representatives. “The engagement literature is replete with recommendations and admonitions that successful partnerships, in large measure, are affected by the creation and nurturing of reciprocal partnerships,” Gilliard said. “Although

(cont’d on next page)
such partnerships can be difficult to develop and require the investment of a considerable amount of time and effort, we know that the results are well worth it.”

Over the life of the program, nearly 98,000 people—388 faculty, 2,560 students, and 94,000 community residents and organization staff—have been involved in a myriad of community-related activities.

“The grant program has had a substantial impact on the campuses and communities involved, and has provided valuable information about the interaction between community-based experiential learning opportunities and the nature of community/campus partnerships,” said Gilliard. She said a comprehensive evaluation, to be completed by the end of the year, is examining the successes and challenges that community/campus partners face in meeting their goals (see “Two-Year Study Evaluates Collaborations,” page 11).

Campuses Aided in Developing Community-Based Programs

Sixteen CIC colleges and universities that are pursuing community engagement activities took advantage of a program related to the Engaging initiative that was introduced in the fall of 2001. Technical assistance was offered to all 100 institutions that submitted proposals to the Engaging program but were not funded. Site visits from a 26-member consulting group ranged from faculty development workshops and presentations on service learning to private consultations with campus leaders. Knowledge gained from the site visit reports, provided by both the institutions and the consultants, have been integrated into the Engaging program evaluation, helping to expand and deepen understanding of the issues related to developing, implementing, and maintaining community partnerships.

Final Conference Focuses on Sustaining Community/Campus Partnerships

Participants in CIC’s Engaging Communities and Campuses Program met over four days in February 2003 in Miami, FL, to take account of activities to date and develop ways to strengthen and sustain their engagement work after the grant program ended in June. This was the program’s third and final conference.

Keynote speaker Robert Hogner, associate professor of management and international business at Florida International University, spoke to participants about his experiences as a union organizer and directing a program to feed the homeless in Miami. He challenged Engaging grantees to find “what is going on out there that will morph these activities into new programs. What really counts is keeping your eyes on longer term goals.”

(Engaging, cont’d from page 9)

Institutions and Community Partners

Augsburg College (MN) and Project for Pride in Living, Cedar Cultural Center, Our Saviour’s Center, Cedar Riverside School, Brian Coyle Community Center, Habitat for Humanity, Friends of the Mississippi River, Youth Farm and Market Project, In the Heart of the Beast, Longfellow/Seward Healthy Seniors Project, San Miguel School

Bates College (ME) and LA Excels

Calvin College (MI) and Grand Rapids Area Center for Ecumenism, Garfield Development Corporation

Chatham College (PA) and Communities in Schools, Conservation Consultants, Inc., the East End Neighborhood Forum, Global Connections Pittsburgh

Emory & Henry College (VA) and Washington County Schools, People Incorporated of Southwest

Virginia, Washington County Office on Youth, Highlands Community Services, Damascus Town Council

Loyola University New Orleans (LA) and Catholic Charities, Volunteers for America, Junior Achievement, Association for Retarded Citizens of Greater New Orleans, Help One Student to Succeed, Benjamin Banneker Elementary School

Madonna University (MI) and All Saints Neighborhood Center

Mars Hill College (NC) and North Carolina Juvenile Evaluation Center, Hospitality House of Asheville, Richard L. Hoffman Foundation, Inc.

Otterbein College (OH) and Westerville Area Chamber of Commerce, Communities In School, First Link, Columbus Foundation, Columbus City Schools, Westerville Schools, and City of Columbus

Saint Joseph’s College (ME) and Crooked River Elementary School, Windham Family Resource Center, City of Standish

St. Thomas University (FL) and Florida Memorial College, Campus and Community Alliance for North Dade

Tougaloo College (MS) and United Way of the Capital Area, Inc., Tougaloo Community Civic League, Jackson Public Schools, Tougaloo Community Center, Hinds County Mental Health Commission, International Association of Machinists Center for Administering Rehabilitation and Employment Services

Wartburg College (IA) and Bartels Lutheran Retirement Community, Waverly-Shell Rock School District, Bremwood Lutheran Children’s Home
Two-Year Study Evaluates Collaborations

An intensive two-year study is underway to investigate the ways in which the 13 institutions participating in the Engaging Communities and Campuses grant program are approaching the institutionalization of their community/campus collaborations.

Andrew Furco and Megan Goss from the University of California at Berkeley, and Sally Leiderman and Jennifer Zapf of the Center for Assessment and Policy Development have collaborated on the evaluation—one of only a few national efforts to consider the impact of community/campus engagement activities on the communities with whom educational institutions partner.

The study has five goals:

1) describe the various approaches that campuses employ to advance and institutionalize community engagement efforts that enhance student learning and serve the public good;

2) describe the process by which community residents and community organizations work with campuses to meet their own goals, each other’s goals, and mutual goals to which they have agreed;

3) develop a set of understandings regarding the ways in which campuses’ academic cultures, faculty knowledge and skills, institutional infrastructure, and partnership relationships are shaped as the community/campus partnerships work toward increasing the quality and quantity of experiential education opportunities, expanding their capacity for engagement, and meeting their community partner’s needs;

4) promote further understanding of the ways in which communities benefit through their involvement in community/campus initiatives and identify those benefits that foster sustained interest and participation; and

5) identify key leverage points, activities, and effective practices that successfully promote community/campus engagement.

“While most studies of the program until now have focused principally on issues relevant to higher education, this evaluation is designed to ensure that appropriate attention is paid to issues that are of concern to both the campus and the community,” Gilliard said. She noted that data are being collected from a variety of sources, including grantee reports and documents, phone interviews, and two-day site visits.

“Our research tells us that community partners particularly value campus partners who are willing and able to discuss issues of parity and to prepare students with an understanding of how these issues play out in creating and improving community conditions,” Gilliard said. Evaluator Andrew Furco said “the strong efforts of the 13 colleges and universities are helping the field to understand better the various approaches that enhance higher education’s engagement in the community.”

Disseminating Information and Findings

As part of the evaluation, 21 experienced community leaders associated with the Engaging initiative participated in a two-day summit in September 2002. The summit sought to capture community participants’ perspectives regarding their partnership work with higher education. The principal outgrowth of the summit was the creation of two documents that highlight their experiences. A detailed monograph documenting their experiences will be available on CIC’s website in early September.

(Engaging, cont’d from page 10)

Plenary sessions included project updates, as well as a special invitational workshop for faculty development coordinators facilitated by Edward Zlotkowski, who spoke of the need to impress upon faculty members and colleagues that “service learning is a form of scholarship.” Concurrent sessions provided the opportunity for community/campus partnerships to make their own presentations. The goal at these sessions was to share grantee knowledge and expertise on the following topics: “Reflective Practices,” “Increasing Community Benefits From Partnering With Higher Education,” “Moving Forward With Community Engagement in Fiscally Tight Times,” and “Strengthening the Educational Institution and Community Connections with Engagement.”

The conference allowed time for teams to develop and refine their plans for the continuation of their partnership. Community representatives who had attended a focus group in Washington, DC in September 2002 that sought their perspectives on partnerships with higher education institutions had the opportunity to convene and review a draft of a brochure based on the focus group discussion (see below, Disseminating Information and Findings).
Additionally, a brochure that encapsulates the information in the monograph on the practices and strategies that community partners identified as being important to successful partnerships has been widely distributed. It is also on the website at www.cic.edu/caphe/grants/engaging.asp.

More than 4,000 copies of the brochure, Building Partnerships with College Campuses: Community Perspectives, by Sally Leiderman, Andrew Furco, Jennifer Zapf, and Megan Goss were initially mailed in the spring. Since then, more than 2,000 additional copies have been requested by all types of institutions from around the country. The brochures are often ordered in batches of a dozen or more to share with faculty, students, and others who work with community organizations. For additional copies, contact Elizabeth Hamshaw at ehamshaw@ic.nche.edu.

In the coming months, CIC will continue to disseminate findings from the Engaging initiative.

Grantee Dissemination Efforts. Grant recipients were encouraged to make presentations at local, regional, and national conferences, and funds were made available to help support both college and community representatives’ participation. More than ten presentations were made at meetings sponsored by the American Association for Higher Education, National Society for Experiential Education, and the National Association of Student Personnel Administrators, among others.

Campus and community representatives were also invited to participate in a national summit held this spring sponsored by Campus Compact, the Ford Foundation, and the Johnson Foundation on strengthening the capacity of community-based organizations to partner with institutions of higher education.

Effective Practices Exchange. In addition to those dissemination efforts described above, CIC is developing a web-based Effective Practices Exchange that will document the effective practices of grantees and other CIC member institutions that are engaged in this work. Beginning fall 2003, this electronic network represents the final phase of the project. It will enable large numbers of institutions (not just those who received grants) to share information about their work in community engagement.

The Engaging Communities and Campuses Program is one of many initiatives that CIC campuses are involved in to promote greater civic engagement among students. The Cedar Crest College (PA) Participating in Democracy Project described below is another such effort.

Cedar Crest is playing the lead role in this nationwide initiative that seeks to promote greater civic engagement among college students. The 3-1/2 year, $1.47 million project was begun in 2001 to combat “the growing problems of civic disengagement and political apathy among young Americans.” The goal of the effort, said Cedar Crest President Dorothy Blaney, is to “increase thoughtful and ethical civic engagement…. [It] involves the development of innovative, high-quality, multimedia, educational modules to be used at liberal arts colleges to encourage students to be good citizens.”

Cedar Crest and 12 other institutions, including CIC members St. Thomas Aquinas College (NY), Lesley University (MA), Heidelberg College (OH), Pacific Lutheran University (WA), Notre Dame College (OH), Seton Hill University (PA), and College of Notre Dame of Maryland, “are embedding high quality ethics and civics education in curriculum…and multiplying the off-campus, service learning experiences related to courses,” Blaney said. “Ultimately, we expect thousands of students and faculty across the country to have access to the materials we have developed and to reengage in our common life as good citizens,” she noted.

In fact, an assessment of the Participating in Democracy Project conducted this spring on student learning outcomes provided evidence that the effort is increasing the civic skills of students. “When faculty employ instructional techniques expressly dedicated to the promotion of student engagement, they can have a significant effect on the value and confidence that students express with regard to both civic engagement and participatory democracy,” stated the assessment report. For example, the report found that students who had completed a Democratic Academy course “exhibit statistically significant changes in regard to their attitudes about the value of civic engagement and their ability to serve as agents of social and political change.” In addition, “when it comes to the sense of efficacy that students express in regard to the civic skills essential to the practice of participatory democracy, there are statistically significant differences between students who have completed the course and the general student population,” the report states.

For more information on the Democracy Project and assessment, visit www.cedarcrest.edu/democracy.department.
Voices from the Field

In keeping with the Engaging program’s commitment to give voice to those intimately engaged in this work, and to disseminate and celebrate the efforts undertaken, several grant program participants from campuses and community organizations share some of their important successes from which others may benefit. Additional information about their grant initiatives will be available on the CIC website in the fall.

Loyola University New Orleans

Through Loyola’s involvement in the Engaging grant program, the university has greatly enhanced its long-term commitment to civic engagement and social justice. The grant was the cornerstone in founding the Office of Service Learning and provided the impetus to move service learning from the involvement of individual faculty members to a position in the university’s academic strategic plan. Since the office was established in August 2001, 32 faculty members representing all five colleges are incorporating service learning into their curriculum, with more than 1,000 students now serving at 100-plus community sites.

The grant also provided networking opportunities and funds for faculty development, student engagement, and community partnership initiatives. This work is particularly meaningful to the model partnerships, as they possess firsthand understanding of the importance of experiential education in developing better citizens. Today, Loyola is better able to address needs within metropolitan New Orleans and enhance student learning. While Loyola would have integrated service learning within the institution in any case, it would not have occurred as quickly or as thoroughly as it did as part of the Engaging initiative.

—Carol Jeandron, Director
Office of Service Learning

—Harlen Henegar, Saint Tammany Parish Public School System

Madonna University

Through my years of teaching sociology and doing community work, I’ve come to believe that a truly exemplary student is one who is actively engaged in the community. As a result of our CAPHE partnership, I’m also inclined to think the same way of engaged faculty. The best of them are politically savvy and socially adroit. They are skilled in the practical application of knowledge in their field.

But whether a faculty member is an old hand at community-based learning or a recent initiate, it is the spirit behind the work that counts. Nobody gets it right the first time, and often it takes several attempts before you can foresee all the procedural difficulties, or handle adeptly the inevitable snafus that come with learning in the field. But the attempt itself exemplifies the Franciscan ideal of knowledge for community service upon which our university was founded. In this manner, these faculty members are addressing directly the spirit of our educational mission.

My impression of the students who have made the most of our service-learning opportunities over the past three years is that they have a broader and more open view of their educational experience. They appear confident and ready to try different roles—including leadership roles—both in and outside the classroom. They are able to draw rich lessons from face-to-face interactions and direct social experiences. At the same time, they have the patience and tolerance to suspend their judgments in pursuit of deeper knowledge. They get the most out of what you give them. And they have enriched my work life immeasurably.

—Kevin West, Service Learning Director

Otterbein College

Otterbein College has been able to identify what was working, what could be improved, and how to move our programs to the “next level” for campus and community constituencies, due to our participation in the Engaging grant program. With a strong foundation on which to build, including student engagement activities spanning the entire educational experience from the New Student Weekend to Senior Year Experience activities, the Engaging advisory committee helped organize discussions and activities that would assist the college in planning for future community engagement efforts. The committee believed that Otterbein could be more effective in its engagement activities if it focused on developing depth within partnerships as opposed to seeking breadth of opportunities.

One specific grant activity enabled us to establish a new core partnership at Whittier Elementary School, which has a growing population of Somali students. In recognition of our work with area public schools, we have recently entered into a new and expanded partnership with Columbus Public Schools (CPS) and two other institutions, The Ohio State University and Columbus State Community College. In 2002, CPS established the Higher Education Partnerships to improve academic achievement among all CPS students.

To maintain the high level of conversation and assessment of ongoing and new programs developed over the course of the program, Otterbein is working on a plan specifically addressing resource allocation for future community engagement efforts.

—Denise Shively, Assistant Professor
of Communication
Many people who matter to private colleges and universities—not only prospective students and their families but also reporters and state government officials—still think of public institutions when they think of access for low-income individuals. But I’m reading a set of draft essays, written by CIC presidents, that describe real successes in educating these students.

Let’s remind ourselves of some numbers. NAICU’s recent “Twelve Facts That May Surprise You…” booklet, for example, reports that low-income students (from families earning less than $25,000 per year) in private institutions constitute the same percentage of undergraduate enrollment as at public institutions (16 percent). Even more significantly, 37 percent of those students graduate in four years from private institutions compared with only 44 percent in six years from publics. These facts don’t actually “surprise” me…or probably you. The question is: how do independent institutions do this?

And here is where the essays are instructive. Last fall, with support from the Lumina Foundation for Education, CIC asked member presidents whether they would like to prepare an essay describing their own successes in educating low-income students. We invited 16 of the presidents (out of 43 who responded) to set forth their institutions’ numbers and to make some assessments about the reasons for their success.

The book containing these essays should be ready later this year, but as a teaser I’ll highlight three emerging patterns. The first, of course, is dollars. A student’s financial situation is the definitional characteristic here, and all of the colleges profiled tackle this head on—first rounding up all relevant government dollars (Pell, state need-based grants, and federal and state educational opportunity program monies) then making real institutional commitments from both tuition dollars and fundraising revenue. And several, such as Dillard University (LA), work directly with families to reach a mutual understanding of financial feasibility.

While the essays tell similar stories about money, they offer quite different—and compelling—rationales for the second pattern—the ways in which institutions reach out to particular low-income populations and tailor programs in quite precise ways.

“While the essays tell similar stories about money, they offer quite different—and compelling—rationales for the...ways in which institutions reach out to particular low-income populations...”

Hampshire College (MA), for instance, maintains cooperative relationships with two community-based organizations 20 miles away in Springfield, MA. These organizations have successful track records in preparing young African-American males through academic skills courses and the GED program. Merrimack College (MA) also begins the process of working with students before college. Students in the English as a Second Language program at a nearby high school are accepted into an Accept the Challenge program as freshmen or sophomores. They attend after-school programs two to four days per week, and are guaranteed full four-year tuition, room, and board scholarships if accepted to Merrimack.

Alaska Pacific University, working with Alaska Natives, has developed a distinctive curriculum, with subject matter directly relevant to their situation and a format that includes a short-term residency coupled with Internet seminars. Wilson College (PA), serving single mothers, has established an unusual on-campus residential approach, so that student-mothers can live with the children in specially designed on-campus residencies that include day and evening child care services. St. Edward’s University (TX), in creating one of the very first College Assistance Migrant Programs (CAMP), has found that partnering with parents is one key piece of the puzzle in educating first-generation students who have very close family ties. I suspect that the willingness and ability of small to mid-sized private institutions to develop these finely nuanced programs is an important institutional strength when educating populations with whom other sectors of higher education have not been as successful.

But now, to note a third general pattern, many of these essays also attribute their successes to more basic, overall characteristics of liberal arts institutions. Several essays include a sentence such as, “Our culture at St. Edward’s encourages an individual commitment on the part of faculty and staff to serving low-income students as a part of the university’s mission. In fact, many of our faculty members ask for CAMP students in their classes.” Or, in the Southern Vermont College essay, “Of considerable relevance is the availability of individual attention for students.” Indeed, I was struck by the almost matter-of-fact assumption that faculty members and other staff would devote attention to individual students—that what may well appear to others as critically important in helping these students succeed can be counted on by these presidents as merely routine. Southern Vermont’s president framed it as connection to college and opportunity to take advantage of those connections. These institutions have a foundation already in place that is more than half-way there.
Photo courtesy of Warren Wilson College

With a grant from the Steelcase Foundation (MI), construction of a new environment-friendly dorm is set for completion this summer at Warren Wilson College (NC). The 36-bed “EcoDorm” features energy-efficient building designs and will serve as a live-in educational facility for students while meeting the need for additional campus housing.

**Winning NSF Fellowships**

Three College of Wooster (OH) students—the most in school history—have each received $27,500 fellowships from the National Science Foundation to conduct research over the next three years. The three projects include: a study of the El Niño phenomenon, with a trip to the Galapagos Islands; a research experiment to improve the next generation of particle accelerators, such as a machine that accelerates two beams of protons to near light speed and then collides them in order to create exotic and never-before-seen particles; and an experiment with ultrafast lasers used to study surface science and control chemical reactions.

**Serving Communities**

Springfield College (MA) was recently featured by the U.S. Department of Housing and Urban Development in the first of four “Lasting Engagement” books that will recognize strong community involvement by institutions of higher education. The 104-page book about Springfield examines its shift from a “missionary style” model of carrying out its public services, to working in partnerships with a broad array of stakeholders in community improvement. For example, Springfield is currently engaged in transforming the “Old Hill” area of Springfield into a model of educational resources, new and rehabilitated housing, recreational space, and improved traffic patterns.

Five institutions in Pennsylvania (three of them CIC members) will team up and share a $35,000 “Stay Invent the Future” grant to create a “Downtown Collegetown Initiative.” The project will enlist college students to revitalize and improve the quality of place in downtown Wilkes-Barre, PA. Participating institutions are College Misercordia, King’s College, and Wilkes University, as well as Luzerne County Community College and Pennsylvania State University.

In another community service effort, Houghton College (NY) is encouraging education majors to develop a mentoring relationship with urban children from Eastside Buffalo. Typical requirements of Houghton students will include observing a child’s development throughout the school year, learning about his or her family and school life, and better understanding the workings of an urban school system. Houghton’s goal is to train future teachers who can work successfully in urban schools. Houghton students also participated in a more “hair-raising” community service project this spring. Several students helped initiate a project that donated more than 467 inches of hair to the nonprofit organization Locks of Love, which provides hairpieces to financially disadvantaged children suffering from long-term medical hair loss.

Milsaps College (MS) is also proud of a recent student initiative on its campus—the gathering of more than 8,000 pink yogurt carton lids for the benefit of breast cancer research. The effort represented the largest team contribution nationwide in Yoplait’s Save Lids to Save Lives campaign. And last March, at University of Puget Sound (WA), 25 students lived and slept in makeshift tents on the campus’ north quad, to draw attention to the reality of refugees worldwide. While eating the same limited food rations provided to refugees by relief organizations, the students used the experience to run an “awareness campaign” that brought students and local community members to the makeshift refugee camp for discussions and fundraising efforts.

**Moving Up**

A Regent University (VA) student has been appointed vice president of the African nation of Zambia. Dr. Nevers
Nazareth's culture of service to the community.

Nazareth’s culture of service to the community is an annual event held during Freshman Orientation to introduce new students to Nazareth’s culture of service to the community.

(Campus Update, cont’d from page 15)

Mumba, 43, who is currently pursuing a master’s degree in public policy at Regent (through distance education), was chosen by Zambian president Levi Mwanawasa for his “evangelical belief in the salvation of Zambia and his deep religious convictions.” The program at Regent allows him to participate in classes and interact with students through online discussion. Another CIC member, Flagler College (FL), announced that a junior will become the first Flagerl student to serve as an intern at the U.S. Supreme Court. Nicolas Matlach, a political science major, was selected for a paid internship this summer at the U.S. Marshal’s Office.

Going Green

A number of CIC members are going green with environment-friendly projects. Warren Wilson College (NC) will open a new “Ecodorm” in August to house 36 students, selected by lottery. The $1.5 million facility, which is being constructed partly by student work teams, includes a radiant floor-heating system to keep the 10,000 square-foot space comfortable for an estimated one-third the cost of conventional heating systems; solar hot water collectors that preheat water before it comes into the boiler; and photovoltaic panels that convert the sun’s energy into electricity. Overall, the College expects to save about $2,600 each winter on its natural gas bill, estimated to be around $400, compared with $3,000 for heating traditional dorms.

Students at Saint Martin’s College (WA) are working with South Puget Sound Habitat for Humanity to design the first cottage housing development in Olympia. The 15-home development is making major advances toward fulfilling a zero-to-low-impact design, which requires that the majority of the site remain undisturbed from its predevelopment state. The design includes a community building to be shared by the development, an energy- and resource-efficient home design, and a storm water management plan.

At Roanoke College (VA) this spring, environmental studies students planted seedlings in the College’s “historic” arboretum from a weeping willow that stands near author and naturalist Henry David Thoreau’s cabin at Walden Pond, and from the last tree planted by Johnny Appleseed in Nova, Ohio. Last year, students planted seedlings in the arboretum from five sycamore trees on the Civil War battlefields of Gettysburg, Antietam, Manassas, Fredericksburg, and Appomattox.

Announcing New Programs

Many CIC schools have expanded their academic offerings with new degree programs to begin this fall: Bluffton College (OH) will offer two new majors, one in writing and one in information technology, as well as a new MBA program; Gwynedd-Mercy College (PA) offers its students a new major in Criminal Justice, and students at Brevard College (NC) will have two additional majors to choose from—Theatre Studies, and Music with an emphasis in performance. Franciscan University of Steubenville (OH) will offer a Bachelor of Arts in Religious Education, as a response to Pope John Paul II’s call for “a new springtime of evangelization” and St. Bonaventure University (NY) has launched three new graduate programs at its School of Education that will help develop the skills needed to succeed in a rapidly changing K-12 environment (a Master of Science in Education)—in Health Education, Advanced Inclusive Processes, and Adolescence Education (Initial Certification). Barry University (FL) will offer a new Professional Master of Public Health; Marywood University (PA) will begin a master’s program in Physician Assistant Studies; and Southern Vermont College has added Radiologic Technology as a new degree program designed in association with Southwestern Vermont Medical Center.

In addition, Merrimack College (MA) has teamed up with Northern Essex Community College to offer a new Bachelor of Science in Nursing degree. The program was created in part to address the shortage of nurses in the health care industry, and to combine a strong science foundation with the clinical experience of working with nurses, physicians, and patients in a hospital setting. In another collaboration, Saint Martin’s College (WA) and Olympic College (WA) will offer a bachelor of science in mechanical engineering. Saint Martin’s professors will teach courses at Olympic beginning this fall, with the laboratory sections conducted on certain weekends at Saint Martin’s.

Preparing for Business

Saint Leo University (FL) currently ranks first in awarding business degrees to African Americans, according to a recent report from Black Issues in Higher Education. The magazine annually identifies the top 100 institutions of higher education granting bachelor’s degrees to minorities. Saint Leo enrolled its first African American student in 1898, although it was still illegal at the time to do so. Last year, the college awarded bachelor’s degrees to 519 African American students (334 of them business degrees).

Pikeville College (KY) is interested in preparing its students better for a business environment driven by
technology and cutting-edge communication. Beginning this summer, the college will offer its business students a new emphasis in management information systems. Courses such as e-commerce, web design, and business programming will present technology as an empowering agent of change and efficiency within an organization. St. Bonaventure University (NY) is offering its business students a rare opportunity this fall: the chance to manage a real stock portfolio on the open market. The student-managed investment fund, which received start-up funding from two alumni, will involve 15 students working toward a goal of having $50,000 in the fund by the start of the 2004-2005 academic year. A portion of the earnings will be donated to charitable causes. Finally, business majors at Notre Dame College of Maryland will soon have a unique opportunity available to them. The college is planning to launch “Accelerated College” this fall, providing a bachelor’s degree in as little as 2.5 years. Students pursuing a degree in nursing will also be eligible for Accelerated College.

Honoring Blooms

Noted literary critic Harold Bloom has donated his personal library and archives to St. Michael’s College (VT). The collection of some 25,000 volumes encompasses most of American and British poetry, criticism, and literary history, many with Bloom’s handwritten notes in the margins. Also included are his personal papers, notebooks, and manuscripts as well as his art collection, which contains a frontispiece of William Blake’s “For the Sexes.” In addition, an alumnus who was inspired by the acquisition donated a $5 million gift to St. Michael’s—the largest in its history. The College will use the money to build the Harold Bloom Reading Room, adjacent to the library and connected by an underground passage that will display Bloom’s art collection.

Pitzer College (CA) is mourning the loss of a member of its class of 1985, television news correspondent David Bloom, who died earlier this year while on assignment for NBC covering the war in Iraq. In remembrance of his death, the College is creating a garden where family and friends may memorialize alumni, students, faculty, and staff.

Evolving Campuses

Albertson College (ID) announced it will cut tuition by 30 percent, to $13,900, and Waldorf College (IA) is dropping tuition rates by 15 percent for the upcoming academic year. Last year, Bethany College (WV) cut tuition by 42 percent, and College officials indicate that the increased enrollment more than made up for the drop in revenue, and even helped offset some losses in its endowment earnings.

Bluffton College (OH) will attain university status this summer, and become Bluffton University. On July 1, Madonna University (MI) and St. Mary’s College of Orchard Lake joined forces. St. Mary’s will no longer be an autonomous institution, but will operate under the charter of Madonna. In addition, Regent University (VA) has entered into an affiliate agreement with Tyndale College (MI).

Getting Grants

Several CIC members have procured federal funding with the help of their local Congressmen. Representative Bob Ney announced last February that Mount Vernon Nazarene University (OH) will receive $600,000 in federal funds to use toward an expanded and renovated natural science facility. Mount Union College (OH) will receive a $200,000 appropriation, thanks to the efforts of Representative Ralph Regula. The money will fund two collaborative education projects with the Alliance City Schools in Ohio. And in Pennsylvania, Representative John Murtha announced the approval of a $100,000 Department of Education grant to Mount Aloysius College (PA). The funds will help develop a technology-based curriculum that gives faculty and students access to the latest technologies. Also receiving a five-year, $1.38 million federal grant is Rockford College (IL). The award from the Office of English Language Acquisition of the U.S. Department of Education will expand teacher-training opportunities for bilingual teachers and administrators.

Two CIC member schools have received $100,000 each from the George I. Alden Trust. Otterbein College (OH) will use its grant for two science projects; the first to offer Raman spectroscopy technology to all of its undergraduate students, and the other a collaborative effort of biology and chemistry faculty to develop curricula in molecular biology and biochemistry. Susquehanna University (PA) will also receive a grant in support of upgrades to the university’s science laboratories. The money will make possible the purchase of new computer and information technology equipment, to be used in 18 different labs. In another science-related grant, the National Science Foundation has agreed to support Washington & Jefferson College (PA) in acquiring a new scientific instrument that enables students to examine the three-dimensional structure of molecules. The “nuclear magnetic resonance (NMR) spectrometer,” designed by 2002 Nobel Prize winner Kurt Wüthrich, will be used in teaching and research at Washington & Jefferson.

(Campus Update, cont’d from page 16)
Rocky Mountain College (MT) broke ground this summer on a new $5.5 million residence hall, which will cover over 47,000 square feet, and feature award-winning schematic designs of living and study space, including state-of-the-art computer access rooms. It is scheduled to be completed next summer.

(Campus Update, cont’d from page 17)

NSF also awarded a grant to Georgian Court College (NJ) to help fund a research project that could lead to growing artificial human bones for prosthetics and industrial ceramics use.

In April, the National Endowment for the Humanities announced a total of 228 grants to museums, colleges, and other educational institutions across the country, totaling $25.2 million. Faculty members at 14 CIC member schools each received a $5,000 summer research stipend. Awardees include faculty members at Austin College (TX), Franklin and Marshall College (PA), Hampden-Sydney College (VA), Illinois Wesleyan University, Judson College (IL), Loyola College in Maryland, Lycoming College (PA), Milligan College (TN), Mount Holyoke College (MA), Quincy University (IL), Stonehill College (MA), Wilkes University (PA), and Willamette University (OR). Fisk University (TN) received a $1,000 public programs grant for its “Forever Free: Abraham Lincoln’s Journey to Emancipation” project.

In other grant news, the James Irvine Foundation has awarded Holy Names College (CA) a three-year, $800,000 grant to establish a “Campus Diversity Initiative.” The program seeks to improve the academic success of minority students by integrating in-class and out-of-class learning. Holy Names will begin this summer by offering a faculty development seminar on diverse learning styles and a five-week Summer Bridge Program for incoming freshmen in Fall 2003. The Goizueta Foundation has awarded Barry University (FL) a $2 million grant to provide need-based scholarship assistance to minority students. Barry will use the grant to establish two endowed scholarship funds. The Hillman Foundation, Inc. has granted $2.95 million to Chatham College (PA) to create the Pennsylvania Center for Women, Politics, and Public Policy. The center will be housed on Chatham’s campus, with the goal of bringing women in the Pittsburgh region to the forefront of the public agenda. Dominican University of California has received a $1 million endowment from the Bernard Osher Foundation. The endowment will be used solely for student scholarships. And the National Institutes of Health recently awarded Saint Joseph’s University’s (PA) department of biology a $121,000 grant to fund student research.

Alumni of several CIC schools have been especially generous in their giving this year. Mount Mary College (WI) received a $1.2 million gift from alumna Rita Stevens in support of a new Science, Technology, and Campus Center. And a Gettysburg College (PA) graduate, who died at age 104, has bestowed $14 million upon his alma mater, the largest gift in the school’s history.

Opening New Facilities

Sterling College (KS) recently opened its historically renovated “Old Main,” Cooper Hall. The 116-year-old building was originally built of limestone quarried in eastern Kansas, and its fortress-like structure and central tower are on the National Registry of Historic Sites and Landmarks. Sterling will use the renovated facility to house leadership organizations such as Habitat for Humanity International and Feed the Children. Another CIC member, Monmouth College (IL) also renovated its oldest standing academic facility, Dahl Chapel and Auditorium. For over a century, the building has hosted campus lectures, recitals, and religious services.

Allegheny College (PA) recently opened its new Women’s Center in Walker Hall Annex. The center will serve as a resource for gender issues and women’s history research, as well as a comfortable meeting place for various student activities.

Recognizing Leadership

University of Puget Sound (WA) President Emerita Susan Resneck Pierce has been selected by the Council for the Advancement and Support of Education (CASE) to receive the 2003 Distinguished Leadership Award. She was honored particularly for taking a counter-cyclical path in making her institution “smaller by design.” For example, under Pierce’s leadership, Puget Sound transferred its law school to another institution, phased out athletic scholarships, and established itself as a national residential liberal arts college, gaining markedly in academic quality and financial strength.
Combating Alcohol Abuse

The University of Scranton (PA) was recently recognized by the National Collegiate Alcohol Awareness Committee for outstanding year-round alcohol abuse prevention efforts. The innovative “Life after the Party” program, which encourages responsible decision-making about alcohol, is an umbrella organization at Scranton that promotes education, prevention, research, and national initiatives to help eliminate substance and alcohol abuse on college and university campuses. The National Collegiate Athletic Association (NCAA) Foundation has awarded St. Bonaventure University (NY) a $30,000 grant to encourage healthy choices about drinking and reduce alcohol abuse. The grant was inspired by St. Bonaventure’s “Winning Choices” project, which seeks to launch a series of student-led initiatives to encourage peer discussion about alcohol-related choices.

Kosovo Refugees Graduate from CIC Colleges

Thirty former Kosovo refugees earned degrees this spring from CIC member schools across the country. The refugees were given a chance for a free education back in 1999, thanks to “Project Concern,” a program established by Carol Detweiler with help from her husband, Richard Detweiler, former president of Hartwick College (NY) and past chair of the CIC Board of Directors. After watching news images of thousands of fleeing refugees, the Detweisers convinced Hartwick to extend a full scholarship (tuition, room, and board) to one Kosovo refugee. They then persuaded other CIC member institutions to sign on and, eventually, nearly 50 college-age refugees from Kosovo were placed in about 20 colleges and universities across the country.

“The small, independent college was a perfect fit for this project,” said Carol Detweiler. “The students received so much support. They were not just a number.” This spring, she attended a number of their graduations, meeting many students for the first time who she had tracked closely over the years.

At Chatham College (PA), she watched two Kosovo refugees, Arbana Dermaku and Teuta Doko, graduate on May 19 to the cheers of friends and relatives. Both women left behind families living in the midst of a civil war to come halfway around the world for a chance at a new life. Dermaku plans to return to Kosovo for at least a year before going on to law school or possibly graduate school in business. And Doko, who graduated cum laude, has already secured a job at the Mellon Financial Corporation, as a business analyst in its e-commerce department.

A documentary film of the students’ experiences by a Kosovar television director and his assistant is set to air in Kosovo in September. The filmmakers spent several weeks in the U.S. this spring interviewing the Detweisers and the Kosovo students enrolled in Project Concern.

Kosovo students have graduated (or are about to graduate) from a number of colleges that participated in Project Concern, including Chatham College (PA), College Misercordia (PA), Culver-Stockton College (MO), Elmhurst College (IL), George Fox University (OR), Greensboro College (NC), Hartwick College (NY), Juniata College (PA), Manchester College (IN), McMurry University (TX), Millikin University (IL), Ohio Dominican University, Point Park College (PA), Quincy University (IL), Rockhurst University (MO), Union College (KY), and Utica College (NY).

Robert Beck

Anita Briggs, The Daily Star

Fatos Berisha (left), a director of film, television, and theater in Kosovo, interviews two Hartwick College (NY) students—Mentor Ferataj (left) and Rezarta Simoni (right)—who came to the U.S. as refugees and were given a free college education by Project Concern. Carol Detweiler (center), who with help from her husband, former Hartwick President Richard Detweiler, created the scholarship program, was also interviewed for the documentary film.

Lewis University (IL) became the first non-Division I school ever to win the NCAA national volleyball championship. Their team beat Brigham Young University in a dramatic five-set victory on May 3.
CIC launches a program in July that is intended to encourage dialogue among presidents and trustee leaders. This initiative, funded by the Luce Foundation, is one of several CIC services available to presidents, including the Presidential Forums and the Presidents Consulting Service.

This new program, President-Trustee Dialogues, will enable presidents to discuss important issues facing their institutions with a small group of presidents and trustee leaders from similar institutions. In announcing the program, CIC President Richard Ekman said, “Presidents have noted that it is often valuable for their own board leaders to compare perspectives with leaders at other institutions and to exchange ideas about ‘best practices’ in governance as well as challenges and opportunities faced by their institutions.”

Ekman said CIC would organize, on a regional basis, day-long meetings of about six to seven presidents and one or two trustee leaders from each institution. In announcing the program, CIC President Richard Ekman said, “Presidents have noted that it is often valuable for their own board leaders to compare perspectives with leaders at other institutions and to exchange ideas about ‘best practices’ in governance as well as challenges and opportunities faced by their institutions.”

Ekman said CIC would organize, on a regional basis, day-long meetings of about six to seven presidents and one or two trustee leaders from each institution. CIC will cover the costs of gracious meeting spaces and meals, while participants will cover travel costs. The project will be managed by Tom Flynn, former president of Millikin University (IL), who now serves as CIC Senior Advisor and has worked on several recent governance projects with the Association of Governing Boards.

The impetus for creating the program, according to Flynn, came from both long-time and newly installed CIC presidents, who expressed interest in informal discussion involving presidents and trustee leaders from similar institutions. “The relationship with the board of trustees and, especially, with the board chair and other trustee leaders, is one of the most critical partnerships that every college president must develop. Yet for most first-time presidents, effective board relations is a somewhat elusive concept and a mysterious challenge; prior experience serving as staff liaison for one or more board committees, while helpful, provides only limited preparation and perspective. Experienced presidents, though citing their close relationship with trustee leaders as key to their success, frequently concede that board development remains one of their most formidable tasks,” Flynn said.

CIC hopes to hold one or two meetings later this fall and several additional ones in the spring at convenient locations across the country. Each meeting will have a few pre-announced items on the agenda as well as ‘unstructured’ time for participants to compare notes on a wide array of subjects.

CIC Members Partner with New York Times

More than 30 CIC members have joined in a partnership with the New York Times that will provide discounted subscriptions, advertising rates, and rights and permissions site licenses for the Times archives, among other benefits. The partnership is being officially launched this fall with copies of the paper on campus available free for students, speakers from the Times on some member campuses, and an announcement on the Times College website (www.NYTimes.com/college) about the partnership with a listing of the member campuses, among other activities.

Presidents of institutions that joined the partnership have been invited to serve on a Presidents Advisory Council that will guide the partnership and be convened by the Times once or twice annually beginning this fall. Other benefits of the partnership will include programs and events on campus sponsored by the Times, priority privileges for securing reporters and editors for speaking engagements on campus, and help in developing coursepacks and educational material using current Times content for classroom use.

The minimum obligation for a college to be considered a partner is a discounted subscription to the newspaper based on FTE enrollment. CIC colleges and universities can join the partnership at any time. For more information, contact Laura Wilcox at CIC at (202) 466-7230 or Felice Nudelman at the Times at (212) 556-4581.
Staff Spotlight - People Who Make CIC Work

Tiwanda Washington is CIC’s Development Coordinator. She manages CIC’s database on funders; maintains fundraising paper files, payments, and funder reports; and prepares correspondence and mass mailings for fundraising. In addition, Tiwanda assists CIC’s business manager by processing all incoming checks.

Tiwanda grew up in Washington, D.C. and has been at CIC since August 1996, where she began as a secretary and two years later was promoted to administrative assistant. She was promoted to Development Coordinator in 2000.

After obtaining an Entrepreneurial Certificate from Howard University’s Small Business School in Washington, D.C., she took courses at the University of the District of Columbia in business management. Before coming to CIC, from 1992 to 1995 Tiwanda worked at Children’s Hospital as an administrative assistant in the hematology/oncology department.

Tiwanda enjoys spending time with her family, reading to her seven-year-old daughter, Taniqua, and activities such as baking, hairstyling, and gardening.

Woodrow Wilson Foundation Offers Special Program for CIC Members

The Woodrow Wilson National Fellowship Foundation (NJ) is offering colleges and universities that are CIC members a special opportunity to participate in its Visiting Fellows Program at a discounted fee for the initial year of participation. This Program brings notable, non-academic figures to college and university campuses for weeklong residencies.

The roster of Woodrow Wilson Visiting Fellows includes diplomats, ethicists, prize-winning journalists, filmmakers, writers, artists, biogeneticists, military strategists, entrepreneurs, and public servants. “The visits are intensive—including participation in many classes, special lectures, seminars, workshops, and informal conversations with students and faculty groups,” CIC President Richard Ekman said in announcing the offer. “The individuals who have volunteered to be Woodrow Wilson Visiting Fellows—many of whom are quite distinguished—have done so because they want a deeper engagement on college campuses than they find possible when they come to campus simply to give a public lecture. Through the program, students and faculty members gain perspective on the relationship between the classroom and the broader society, as well as opportunities to establish relationships that can continue long after the visit,” Ekman noted.

The special offer by the Woodrow Wilson National Fellowship Foundation to CIC members (the Foundation itself is a CIC Affiliate Member) is that for those who are new to the program, the program fee will be reduced by 20 percent for the college’s first Visiting Fellow residency. Normally, the fee for participating colleges and universities is $5,000, plus housing and meals during the week-long visit. For CIC members new to the program, it will be $4,000. One college dean who recently hosted a Visiting Fellow commented, “For half of what these people would normally charge for one evening’s lecture, we get an entire week of their dedicated attention in a range of settings—a remarkable opportunity.”

Ekman encourages CIC members to take advantage of the offer if they have not already. “This is not a competitive program with fixed deadlines. All interested colleges will be accommodated. The program is specifically designed for small colleges that are dedicated to excellent teaching, high scholarly standards, and informed citizenship. Fifty-two CIC members have shown interest in the program since it began in 1973. Among those that have scheduled visits in the past: Central College (IA)—Lynne Sharon Schwartz, poet and author, and Harry Schwartz, urban developer; Earlham College (IN)—Dwight Pitcaithely, chief historian, National Park Service; Goshen College (IN)—Bob Levey, journalist at the Washington Post, and Jane Freundel Levey, public historian; Juniata College (PA)—Dimon Liu, Hong Kong architect and Chinese civil rights activist; Susquehanna University (PA)—Marcia Grant, founding dean of Effat College, the first women’s college in Saudi Arabia; University of Indianapolis (IN)—Ambassador Edward Perkins, Former U.S. ambassador to Liberia, South Africa, and Australia; and University of Scranton (PA)—June Carter Perry, deputy chief of mission/chargé d’Affaires at the American Embassies in Madagascar and the Central African Republic.

For more information, visit the Foundation’s website at www.woodrow.org/visiting-fellows.
Staff News and Notes

CIC President Richard Ekman delivered the commencement address at Bethany College (WV) on May 17 and received an honorary Doctor of Humanities degree. On April 29, he spoke and then led a faculty discussion on issues in private higher education at New England College (NH). In addition, Ekman was recently invited to join the Editorial Advisory Board of University Business magazine.

Senior Counsel Marylouise Fennell received an honorary doctoral degree from Carlow College (PA) on May 10 and spoke at the graduation of Mercy College (OH) on May 7, where she received the College's highest honor, Misericordia et Cara Honor (Compassion and Care).

Jacqueline Skinner, associate director of CAPHE, presented “Creating an Assessment Framework: Evaluation Strategies from the Engaging Communities and Campuses Program” at the HBCU Service Learning Summer Institute held in June at LeMoyne-Owen College (TN).

(Prince’s Desk, cont’d from page 2)

CIC colleges are places where the teaching ethos is pervasive and where faculty members take their roles seriously as classroom teachers and mentors. Promotion and tenure decisions weigh teaching effectiveness heavily, and senior faculty, not graduate students, are in the front lines of teaching those who aspire to be K-12 teachers. In other words, small colleges and universities exemplify TEAC’s emphasis on continuous quality assurance. Faculty members are models, in their own professional conduct, of the values we hope all new K-12 teachers will cherish.

Perhaps it is because small, private colleges are flexible and entrepreneurial—as well as resourceful and frugal—that they place more emphasis on the outcomes of teacher preparation programs than on procedures or inputs.

Some 48 CIC members are already TEAC members, and dozens more will likely wish to join now that TEAC has been recognized by the U.S. Department of Education. It’s noteworthy that the 48 institutions include both bachelor’s and master's level institutions, and a representative sampling of church-related colleges, historically black colleges, women's colleges, urban and rural institutions, and universities that are in the vanguard nationally in their uses of technology, as well as those that are more traditional. This diversity suggests that TEAC’s approach can serve the needs of all colleges and universities.

Indeed, at the NACIQI hearing on June 10, a strong endorsement of TEAC was provided by Peter McGrath, president of the National Association of State Universities and Land Grant Colleges. Sandra Cohen of the University of Virginia described the contrasting experiences of going through the TEAC and NCATE accreditation processes during the same year. Abraham Lackman, president of the Commission on Independent Colleges and Universities in New York, also spoke at the hearing of the importance of approving TEAC quickly so that the many private institutions in New York State can choose TEAC in time to comply with a new state law that requires a college to choose NCATE, TEAC, or a state board of regents process. I hope that other states will soon adopt similar legislation, and give to each college and university a choice among several means to gain approval for their teacher preparation programs. Earlier, statements of support for TEAC’s recognition by the Department of Education had been furnished by the Association of American Universities, the American Association of State Colleges and Universities, and the National Association of Independent Colleges and Universities.

Of all the reasons for public dissatisfaction with K-12 education, it is the failure of so many new teachers to demonstrate mastery of the content that they are entrusted to teach that has been at the heart of most of the recent criticism. This sentiment has given rise to the recently approved Congressional “Ready to Teach” Act. This piece of legislation is not perfect, but it is an important step in the right direction because it puts emphasis on the demonstrable results of teacher training and it focuses on the subject matter knowledge of new teachers.

Congratulations are in order to Frank Murray and to all those at CIC member institutions who worked so hard to bring TEAC to this point. When the Secretary of Education gives final approval, CIC members will be notified.
There was no real need on the part of the Council of Independent Colleges and eventually the involvement of public research universities, to create TEAC,” Ekman said.

Sandra B. Cohen, associate professor and director of teacher education at the Curry School of Education, University of Virginia, also testified on behalf of TEAC, noting that she oversaw both the university’s TEAC and its National Council for Accreditation of Teacher Education (NCATE) accrediting processes in 1999-2000. UVA’s program is unique among the nation’s schools of education, she said, because it is the first to be fully accredited by TEAC and is the only institution with accreditation from both TEAC and NCATE. In comparing the accreditation processes of both agencies, Cohen said “although the Curry School of Education had been professionally accredited by NCATE since 1960, we had never been forced to examine our own philosophy, policies, or structures in such a meaningful way.... TEAC, on the other hand, forced us to look at our program in a way that drove us to understand its very structure and to face our own shortcomings.”

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