2004 Presidents Institute
“Successful Institutions in a Changing World”

A record-tying number of presidents (290) attended CIC’s 2004 Presidents Institute, held January 4-7 at the Hotel del Coronado near San Diego, California. The Institute continues to be one of the largest annual gatherings of independent college presidents in the nation. Keynote speakers and panelists addressed the theme of presidential leadership in response to the new challenges of a changing world. Participants explored the evolving economic and financial climate, the technological influences on the new student generation, and the president’s role in communicating these changes and setting an institution on course for success.

Nearly 50 presidents explored how to develop new sources of revenue during a post-Institute workshop that featured case studies of imaginative ventures that bring additional revenue.

In addition, a record number of presidential spouses (170) attended the meeting and participated in CIC’s Spouses Program, featuring sessions on the personal and professional interests of presidential spouses. The program included a session with Christie Vilsack, the wife of Iowa Governor Tom Vilsack, on the parallel roles of spouses of political and campus leaders.

(See Special Report on the 2004 Presidents Institute, pages 10-18.)

CIC Announces Participants in 2004 Library Workshops

Sixty-one CIC member institutions have been selected to participate in three regional workshops on the Transformation of the College Library. The first workshop was held in San Francisco, CA, on February 26-28. Additional workshops will be held in Pittsburgh, PA, April 15-17; and Minneapolis, MN, June 3-5.

“We live in an ‘information society’ and as students complete their studies and take up their life’s work, they must be able to find useful information and make discriminating judgments about it amid the clutter of information that now surrounds us all,” said CIC senior advisor Scott Bennett, university librarian emeritus of Yale University, who leads the project with Rita Gulstad, dean of extended studies and learning resources and director of computing at Central Methodist College (MO) and Tom Kirk, library director and coordinator of information services, Earlham College (IN).

The Library Workshops initiative was launched with a pilot workshop in 2002 in cooperation with the Council on Library and Information Resources (CLIR). More than 200 institutions applied to this new series of workshops, funded by the William and Flora Hewlett Foundation, Carl and Lily Pforzheimer Foundation,
Fear of Data

By Richard Ekman

Prior to the mid-20th century, a person who wanted to clinch an argument needed only to reference a pertinent quotation from an authority. Politicians of the day cited Jefferson and Lincoln, while academics frequently cited Aristotle. More recently, those who wish to win arguments often cite numbers, not rhetoric—as if to suggest, for example, that because 58 percent of voters feel a certain way about an issue, the remaining 42 percent ought to feel the same way.

We in higher education also have become more inclined to track a phenomenon through statistics, to argue that a past trend is a vector for the future. We have become adept at collecting some kinds of data, such as demographic projections, which have been particularly useful when combined with the actual patterns of student enrollment—by race and gender, full-time versus part-time, or family income level. Our records of students’ academic performance are also usually meticulous and complete.

But analysts who try to use these records in combination with information about students’ nonacademic activities during their college years and beyond graduation have a more difficult time. The record-keeping systems on our campuses are rarely capable of sustaining ambitious, longitudinal studies.

Increasingly, they will need to be. We cannot dismiss the crude measures of accountability that some in Congress wish to impose on colleges and universities, for there is no denying the sober intent with which Congress, many state governments, and an array of private organizations are questioning the effectiveness of colleges and universities and inventing methods to rate and rank them.

Instead, we should welcome the better efforts to use data to illuminate the circumstances and achievements of colleges and universities. Such information can both enhance institutional decision-making and help to build a case for the effectiveness of private institutions.

One diagnostic tool of particular utility is the National Survey of Student Engagement. Although not perfect, it is a helpful device to gauge the validity of our rhetoric about educational effectiveness. Because NSSE keeps its results confidential, individual colleges that score well will brag about their scores, while those that score badly remain silent. The decision to publicize one’s NSSE ranking can be a tricky choice: for a college to score, say, #10 out of 400 colleges sounds good unless the college’s main competitor is #9 (see story, pages 19-20).

Many other cogent uses of data to assess institutional effectiveness exist. For the stark truth about the connections between academic performance and participation in intercollegiate athletics at certain colleges and universities, the work done by William G. Bowen and his colleagues has been ambitious, longitudinal studies.

Increasingly, they will need to be. We cannot dismiss the crude measures of accountability that some in Congress wish to impose on colleges and universities, for there is no denying the sober intent with which Congress, many state governments, and an array of private organizations are questioning the effectiveness of colleges and universities and inventing methods to rate and rank them.

(continues on page 27)
New Officers Elected to CIC Board of Directors

During the CIC Board of Directors meeting at the 2004 Presidents Institute, members elected a new Executive Committee, to serve two-year terms through January 2006.

Chair
Mary Pat Seurkamp
President, College of Notre Dame of Maryland

Vice Chair for Programs
Antoine M. Garibaldi
President, Gannon University (PA)

Treasurer
Larry L. Earvin
President, Huston-Tillotson College (TX)

Vice Chair for Public Information
William H. Crouch
President, Georgetown College (KY)

Secretary and Vice Chair for Membership
Kathleen Bowman
President, Randolph-Macon Woman’s College (VA)

Vice Chair for Resource Development
Jake B. Schrum
President, Southwestern University (TX)

Vice Chair for Investment
Anita Pampusch
President, The Bush Foundation (MN)

CIC Salutes Margaret McKenna

As Lesley University (MA) President Margaret McKenna steps down from the CIC Board of Directors this year, the Board and staff of CIC salute her for her extraordinary contributions to the Council.

McKenna has served on CIC’s Board for nine years and on the Executive Committee of the Board for the past six years—two years as vice chair for programs (January 1998 to January 2000), two years as chair of the Board (January 2000 to January 2002), and two years as past chair (January 2002 to January 2004).

As Board chair, she presided over the Council during a critical transition period between presidents, and took the lead in the search process that selected CIC President Richard Ekman to succeed Allen Splete. “Her leadership during the transition helped ensure that the Council continued to run smoothly and was crucial in finding the right candidate for leading CIC forward,” said Mary Pat Seurkamp, president of the College of Notre Dame of Maryland and current chair of the CIC Board.

McKenna said her goal as Board chair was to “engage both the Board and the CIC membership in the workings of CIC and its programs, to make the work of the Executive Committee and the Board more transparent, and to involve all Board members in serving as a better source of program ideas for the Council.”

McKenna was instrumental in forming a Nominations Committee for the first time that solicits nominations for the Board from the CIC membership and makes recommendations to the Executive Committee.
CIC Board of Directors Welcomes New Members

CIC is pleased to announce the election of five new members to serve on the Board of Directors.

Daniel Carey has been president of Benedictine College (KS) since 1995. He previously served as vice president for student development at St. Louis University (MO) and St. Mary's University (TX), and also as the dean for student life at Morningside College (IA).

C. Brent DeVore has served as president of Otterbein College (OH) for nearly 20 years, and held other positions in Ohio as vice president for external relations at Hiram College and executive director of the Kent State University Foundation. He also served as president of Davis & Elkins College (WV) before coming to Otterbein.

Jon Moline, president of Texas Lutheran University since 1994, previously served as vice president and dean of the college at St. Olaf College (MN), and professor of philosophy at the University of Wisconsin-Madison. He has also served as vice chairman of the National Council on the Humanities.

Earl Robinson, president of Lees-McRae College (NC) since 1998, was previously executive vice president for academic affairs and dean of the faculty at Briar Cliff College (IA) and dean of the College of Business at Minot State University (ND).

Patrice Werner, OP, has been president of Caldwell College (NJ) since 1994, and served previously at Caldwell as academic dean, professor of French, and chair of the department of foreign languages.

Class of 2005
Esther Barazzone
Chatham College (PA)
JoAnne Boyle
Seton Hill University (PA)
Richard W. Dalrymple
American Red Cross-Nassau County (NY)
James Doti
Chapman University (CA)
E. LeBron Fairbanks
Mount Vernon Nazarene University (OH)
Robert M. Frehse, Jr.
The William Randolph Hearst Foundations (NY)
William E. Hamm
Foundation for Independent Higher Education (DC)
Peggy Ryan Williams
Ithaca College (NY)

Class of 2006
Paul LeBlanc
Southern New Hampshire University
Michael Lomax
Dillard University (LA)
John Morning
Rockefeller Brothers Fund (NY)
Glenda Price
Marygrove College (MI)
Earl J. Robinson
Lees-McRae College (NC)
Matthew J. Quinn
Jack Kent Cooke Foundation (VA)
Henry N. Tisdale
Clairol University (SC)
Richard P. Traina
George I. Alden Trust (MA)
Jeanie Watson
Nebraska Wesleyan University
Katherine H. Will
Whittier College (CA)

Class of 2007
Doreen E. Boyce
The Buhl Foundation (PA)
Daniel J. Carey
Benedictine College (KS)
C. Brent DeVore
Otterbein College (OH)
Jon Moline
Texas Lutheran University
Jeanne H. Neff
The Sage Colleges (NY)
Jerold Panas
Jerold Panas, Linzy & Partners (IL)
Edwin H. Welch
University of Charleston (WV)
Patrice Werner, OP
Caldwell College (NJ)
Department Chair Workshops Focus on Student Retention, Personnel, Preventive Law

The third annual series of spring workshops for department/division chairs sponsored by CIC will focus on the theme of “Handling Front Line Issues of Retention, Personnel, and Preventive Law.” These will help department leaders in small and mid-sized, private colleges and universities explore how they can be most effective.

The workshops are designed to serve both experienced and new chairs of departments or divisions at independent institutions.

Topics will include:

**Student Retention:** Speakers will examine strategies for working with faculty members to improve student retention. Workshop exercises will assist chairs in examining issues such as changing student demographics, understanding the characteristics of “Millennial” students, strengthening faculty/student interaction to retain students, using institutional data to target students needing assistance, and strengthening freshman year programs.

**Recruiting Students:** What are the appropriate roles for the department chair and faculty members in recruiting students? How can the chair work with faculty colleagues to strengthen the number and mix of students?

**Having Difficult Conversations on Personnel Issues:** Preventing personnel issues from mushrooming into major problems through early intervention will be the focus of this session. Participants will explore how to have a frank conversation with a colleague or staff member when he or she may have done something potentially harmful to the institution.

**Legal Issues:** An expert on higher education law will examine basic legal issues and principles with which department chairs should be familiar, as well as procedures for dealing with personnel issues and situations in which it is necessary to document actions.

Among the speakers at the workshops will be Joseph Cuseo, professor of psychology and director of the Freshman Seminar at Marymount College (CA) and author of numerous publications on retention including “Comprehensive Academic Support for Students During the First Year of College,” in Student Academic Services: An Integrated Approach; The Transfer Transition: A Summary of Key Issues, Target Areas, and Tactics for Reform; and co-author with John Gardner of the instructor’s manual for Your College Experience: Strategies for Success; Kathy Kurz, vice president of Scannell & Kurz, Inc., a consulting firm that customizes enrollment management programs for colleges and universities, and a former financial aid administrator at Earlham College (IN) and the University of Rochester (NY); Jerry Pattengale, assistant vice president for academic support and professor of history at Indiana Wesleyan University and author of the leading text on college sophomores, Visible Solutions for Invisible Students: Helping Sophomores Succeed; and John Schuh, distinguished professor of educational leadership and department chair at Iowa State University, and author, co-author, or editor of more than 180 publications including The Life Cycle of the Department Chair, to be published by Jossey Bass in 2004.

Speakers on legal issues will include Claire Guthrie Gastañaga, principal of CG2 Consulting and a seminar leader on a variety of higher education management and legal subjects including faculty hiring procedures, academic ethics, and sexual harassment policies; Kent Weeks, attorney with the law firm of Weeks, Turner, Anderson & Russell, professor of practice at the George Peabody College at Vanderbilt University (TN), and author of Managing Departments: Chairpersons and the Law; and LeVon Wilson, professor of business administration and law at Western Carolina University (NC), and author of numerous articles on higher education law.

Several chief academic officers will also make presentations, including Vernon Miles, dean of the college and professor of English at Lynchburg College (VA); Terry Smith, vice president and dean for academic affairs at Columbia College (MO), and Jo Young Switzer, vice president and dean for academic affairs and professor for communication studies at Manchester College (IN).

Campuses are encouraged to send several department chairs to a workshop so they may support one another in managing change upon return to their institution. Participants may continue their discussions following the workshops by joining the listserv for department chairs at independent colleges and universities (www.cic.edu/projects_services/listservs.asp). To register for the workshops, visit the CIC website at www.cic.edu/conferences_events/workshops/teaching/index.asp. For more information, contact CIC Vice President for Programs Mary Ann Rehnke at (202) 466-7230 or mrehnke@icic.nche.edu.
CIC/Gilder Lehrman Seminar for American Historians

CIC and the Gilder Lehrman Institute of American History have announced the third annual seminar for CIC faculty members in history and related fields. This year’s seminar, to be held at Columbia University in New York City on August 9-11, will focus on “Slavery: Scholarship and Public History.” The seminar will be directed by David Blight, Professor of History at Yale University, and James Oliver Horton, Benjamin Banneker Professor of American Studies and History at George Washington University.

Participants will examine more than a century’s worth of writings by historians who have attempted to explain the history of American slavery and its role in the formation of the nation’s political, economic, and social structure. Their changing interpretations reflect the state of American historical scholarship and the racial dynamics of the nation. This seminar will focus on American slavery scholarship, and the difficulty of public presentation of this most important aspect of American history as it confronts the nation’s memory and sense of heritage.

Blight is the author of Race and Reunion: The Civil War in American Memory, for which he won the 2001 Frederick Douglass Prize and the 2002 Bancroft and Lincoln Prizes. His other books include Beyond the Battlefield: Race, Memory and the Civil War; Frederick Douglass’ Civil War: Keeping Faith in Jubilee; and the edited volumes, When This Cruel War is Over: The Civil War Letters of Charles Harvey Brewster; Narrative of the Life of Frederick Douglass; and The Souls of Black Folk, by W.E.B. DuBois.

Horton is director of the African American Communities Project at the National Museum of American History, a member of the Lincoln Bicentennial Commission, and president-elect of the Organization of American Historians. He is author of Free People of Color: Inside the African American Community, and co-author of In Hope of Liberty: Culture, Community and Protest Among Northern Free Blacks, 1700-1860; Black Bostonians: Family Life and Community Struggle in the Antebellum North; and Hard Road to Freedom: The Story of African America.

Up to 30 faculty members will be selected by competitive nomination; those who wish to participate must be nominated by the chief academic officer of the nominee’s institution. The nomination deadline is April 23, 2004, and selected participants will be announced Friday, May 14. For more information, visit the CIC website at www.cic.edu/projects_services/coops/gilder_lehrman.asp.

CIC/Microsoft Presidents Leadership Summit

Thirty-eight CIC member presidents will participate in a day-long Presidents Leadership Summit sponsored by Microsoft and CIC, to be held at Microsoft’s world headquarters in Redmond, Washington on August 5, 2004.

The Summit will address the implications of two powerful trends for private colleges and universities. The first trend is the technology-influenced approach to learning and communication of the upcoming “Millennial generation” of students; and the second is the evolving nature of work in a global, knowledge-worker economy. Microsoft’s Diana Oblinger, executive director of higher education, framed these issues in her excellent Presidents Institute plenary presentation earlier this month (see story, page 10), and the Summit will allow a more in-depth treatment of these issues.

In particular, participants will explore how current and future generations of students can learn the knowledge, skills, abilities, and dispositions they will need to be effective contributors to the communities and organizations in which they will work and live. The Summit will include sessions with some of Microsoft’s most creative thinkers on these topics.

The goals for the Summit are two-fold: to identify effective approaches at colleges and universities as well as at Microsoft, which can be broadly shared with CIC member institutions; and to develop relationships at the leadership level between CIC campuses and Microsoft for ongoing sharing of this kind of information.

CFOs Invited to 2004 CAO Institute

The 2004 Institute for Chief Academic Officers, being held on October 30-November 2 in San Francisco, CA, will be designed for institutional teams consisting of the CAO and Chief Financial Officer.

In a letter to all CIC member presidents, CIC President Richard Ekman said, “the presidents on CIC’s Board wanted to be sure that all presidents were aware of this special opportunity so that they could choose to encourage participation by both officers.”

The program will focus on those issues requiring the cooperative work of the CFO and CAO, and will include sessions that help CAOs understand the perspective and responsibilities of the CFO (and vice versa). CFOs as well as the National Association of College and University Business Officers are included on the planning task force for the meeting. More details about the event will be available on CIC’s website (www.cic.edu) this spring.
Islam Seminar Informs, Inspires CIC Faculty Members

Twelve CIC faculty members in various fields participated in a well-received three-week seminar January 3-24 on “Teaching About Islam and Middle Eastern Culture” at the American Center of Oriental Research in Amman, Jordan. This seminar, offered by CIC in collaboration with the Council of American Overseas Research Centers (CAORC) and with support from the U.S. Department of State, provided the opportunity for CIC faculty members to learn more about the Middle East, visit archaeological sites such as Petra and Jerash, and think about how to develop courses or adapt existing courses in order to give more attention to the Middle East and/or Islam.

Participants also met with several local experts and dignitaries, including H.R.H. Prince El Hassan bin Talal, who is a sponsor of the Royal Institute for Inter-Faith Studies, to discuss the three monotheistic religions of the Middle East.

Mary Ellen Lane, executive director of CAORC, said the Council was pleased with the CIC partnership and delighted the seminar was so well received. She said, “CAORC hopes to continue to offer future programs on a variety of issues for faculty members from CIC institutions. We are particularly glad to be able to reach out to undergraduate teachers in this way.”

Katherine Hoffman of Saint Anselm College (NH) said the seminar gave her the opportunity “to study and interact with people, gaining insight into a culture and history that I otherwise would never have been able to do on my own. I deeply appreciated the hospitality and generosity of all those that I met, and expect that the new course I am preparing on Islamic Art and Architecture this coming fall will be considerably richer than it would have been had I not taken this trip.”

Other participants were equally enthusiastic about the program. Ernest M. Limbo of Tougaloo College (MS), said he plans to offer two new courses because of his experience in Jordan. “These courses are a history course tentatively titled ‘A History of the Middle East’ and a world religions course through the religion department. This will be the first time that any courses dealing with Islam or the Middle East have ever been offered at Tougaloo College, which is a historically black, liberal arts college in Jackson, Mississippi.”

Ed Macierowski of Benedictine College (KS) said, “Like Rome, Jordan provides the stratification of many historical levels at once: Nabataean, Roman, Byzantine, Umayyad, Abbasid, Ottoman, and contemporary. Two of our most important guides were professional archaeologists, Pierre Bikai (head of ACOR) and Ghazi Bishei (former head

(cont’d on page 8)
CIC Announces Technology Initiatives

This spring and summer, CIC is making available workshops and reports on enhancing and using institutional technological infrastructures. These opportunities are designed for IT staffs and faculty members in small to medium-sized private colleges and universities.

For IT Officers

EDUCAUSE Regional Conferences

At each conference, CIC and EDUCAUSE are co-sponsoring two sessions tailored for private institutions. The first is a presentation and discussion on security issues and identity management. Digital security has assumed increasing importance, but the complexity of the solutions makes this issue particularly problematic for institutions with smaller IT staffs. Significantly, the leadership of the EDUCAUSE/Internet2 Security Task Force (www.educause.edu/security) has taken a special interest in addressing these needs at small institutions, and is arranging for experts to conduct these sessions. The second opportunity for CIC participants is a “birds of a feather” luncheon roundtable discussion. Both of these sessions take place on the second day of each conference. The schedule for the upcoming EDUCAUSE Regional Conferences is:

Midwest—April 21-23 (Chicago, IL)
Southeast—June 7-9 (Atlanta, GA)

To learn more and register for these Regional Conferences, please see www.educause.edu/conference.

Comparing Institutional Uses of Technology

CIC members are also encouraged to participate in the EDUCAUSE Core Data Service 2004 survey on institutional technological infrastructures, which makes possible a range of peer comparisons. The Service was launched last year and, in cooperation with CIC, is available to all CIC members (www.educause.edu/coredata).

For Faculty Members

CIC Teaching and Learning Mentors Institute

Otterbein College (Columbus, OH) July 28-30, 2004. The Institute is designed for faculty members and faculty development professionals who are helping their institutions advance to new levels in using technology in teaching and learning. The Institute covers a broad range of disciplines and topics and uses a variety of formats, from hands-on workshops, to presentations by national experts, to roundtable discussions. An announcement with complete program details will be sent in late March.

Enhancing Physics Education Workshop

Centenary College (Hacketstown, NJ) July 11-17, 2004. The National Computational Science Institute (NCSI) is offering a week-long, hands-on workshop on enhancing undergraduate physics education. Workshop participants will explore how to integrate interactive explorations into undergraduate physics courses and will learn to use software tools to develop their own resources. NCSI will cover all on-site expenses (participants must cover travel) as well as offer opportunities to apply for implementation mini-grants. Information about NCSI is available at www.computationalscience.org.

And Mary Hendrickson of Wilson College (PA) said “Since coming back, I have already shared with students in some of my classes examples from what I learned about the culture and politics in the Middle East. There is an urgent need for citizens of the United States to obtain more accurate information about the Middle East and Islam than that which is portrayed in the mass media. As a seminar participant, I have a responsibility to challenge my students to think beyond the existing stereotypes.”

Participants were selected from 135 nominations.

(College, cont’d from page 7)

of the Ministry of Antiquities) who managed to out-do any other professional guides I’ve ever heard; they practically made the very stones to speak.”

Craig Wansink of Virginia Wesleyan College said the seminar was both helpful and thought-provoking. “When you experience a snowstorm in the Middle East, when Crown Prince Hassan speaks eloquently about both Jordanian and American ideals, when ordinary Jordanians on the street clearly have the ability to differentiate between American policy, on the one hand—and American citizens and ideals—on the other, you then do look at life very differently and you can’t help but be impressed…. Because of my experiences there, I am re-writing an all-campus lecture I am delivering on democracy, adding a one-hour session to my New Testament course on ‘Islam, the Qur’an, and the New Testament,’ and adding a section to my world religions class on ‘Popular Forms of Islam,’ among other activities.”

CIC faculty members attended lectures on “Teaching About Islam and Middle Eastern Culture” during the three-week seminar in Amman, Jordan.
Teaching and learning in an information-rich environment in collaboration with librarians and information technology staff. Presenters: Brenda Marshall, professor of theatre/speech communication and Susan Whyte, library director, Linfield College (OR); Jon Stauff, professor of history and James O’Gorman, reference librarian, St. Ambrose University (IA); and Terrence Lindell, professor of history and Randall Schroeder, information literacy librarian, Wartburg College (IA).

Supporting information literacy through institutional policies and procedures. Presenters: Michael Bell, vice president for academic affairs, Elmhurst College (IL) and Sister Patricia Matthews, vice president for academic affairs, Marywood University (PA); Sister M. Carroll Iselmann, vice president for academic affairs, Immaculata University (PA) and Ferol Menzel, vice president for academic affairs and dean, Wartburg College (IA); and William L. Sipple, provost and vice president for academic affairs, Bay Path College (MA).

Key considerations in advancing an information literacy program. Presenter: Susan Perry, senior advisor, Andrew W. Mellon Foundation and director of programs, Council on Library and Information Resources, Washington, DC.

Introduction to effecting change on campus. Presenters: Richard Detweiler, interim president, Council on Library and Information Resources; Susanne Woods, provost, Wheaton College (MA).

Developing and budgeting library collections for an information-rich teaching environment. Presenter: Thomas Kirk, library director and coordinator of information services, Earlham College (IN).

Measuring success. Presenter: Jeanne H. Hubelbank, evaluation consultant (Sudbury, MA).

Participants in 2004 Library Workshops

**MINNEAPOLIS, MN**
- Alma College, MI
- Austin College, TX
- Bay Path College, MA
- Belmont Abbey College, NC
- California Lutheran University
- Cornell College, IA
- Dakota Wesleyan University, SD
- Dominican University, IL
- Drake University, IA
- Emerson College, MA
- Judson College, IL
- Lindsey Wilson College, KY
- Loras College, IA
- Morningside College, IA
- Mount Marty College, SD
- Saint Anselm College, NH
- Saint Mary-of-the-Woods College, IN
- Southern New Hampshire University
- St. Thomas University, FL
- Viterbo University, WI

**PITTSBURGH, PA**
- Agnes Scott College, GA
- Aurora University, IL
- Cabrini College, PA
- Cazenovia College, NY
- College of Saint Rose, NY
- Gannon University, PA
- Geneva College, PA
- Georgian Court University, NJ
- Hampden-Sydney College, VA
- Holy Family University, PA
- Immaculata University, PA
- Ithaca College, NY
- Merrimack College, MA
- Messiah College, PA
- North Carolina Wesleyan College
- Nyack College, NY
- Saint Mary’s College, IN
- Seton Hill University, PA
- St. Ambrose University, IA
- St. Thomas Aquinas College, NY
- University of the Incarnate Word, TX

**SAN FRANCISCO, CA**
- Alaska Pacific University
- Anderson University, IN
- Arcadia University, PA
- Champlain College, VT
- Dordt College, IA
- East Texas Baptist University
- Elizabethtown College, PA
- George Fox University, OR
- Goucher College, MD
- Jarvis Christian College, TX
- Linfield College, OR
- Olivet Nazarene University, IL
- Paine College, GA
- Saint Michael’s College, VT
- Siena Heights University, MI
- Saint Joseph’s College of Maine
- Texas Lutheran University
- University of Scranton, PA
- University of St. Thomas, TX
- Woodbury University, CA
Excerpts from A Changing World—Part I: Economic Forces and Private Higher Education

Herbert M. Allison  
President and CEO, TIAA-CREF

“...I was asked to give you an overview of how the world economy is changing, and to bring an executive’s perspective to what these changes mean for private colleges and universities…. Difficulty predicting the economic environment makes it especially challenging for businesses and institutions of higher education to plan for raising funds, managing expenses, and sizing their facilities appropriately…. We have to make decisions with far-reaching consequences, and those decisions are more complicated than ever before because our institutions have themselves become more complicated…. In the past few decades, several emerging forces have started to change the conditions of leadership, not only in academia but also throughout industry. Five of these forces are technology, globalization, demographics, collaboration, and budgetary constraints.

New technologies, especially the Internet, are challenging the advantage larger institutions have gained from their massive libraries and traditional research facilities. For better or worse, students and faculty at all levels are increasingly turning to the Web instead of libraries to conduct their research.

(Cont’d on page 11)
As institutions supplement their physical libraries with low-cost, online ‘Cybraries,’ the historic advantage enjoyed by universities with large libraries will diminish, and smaller, less well-endowed institutions will have an opportunity to compete at a more equal level.

The second powerful force for change is **globalization**.... Recently, and mainly for reasons of national security, America has raised barriers to foreign students and researchers who seek entry to our schools.... We all need to work with our government to find practical ways to keep the doors open to foreign students in even greater numbers than before.... Globalization and the volatility of the dollar make it all the more important to consider diversifying your financial assets. Endowment portfolios and retirement savings alike can use international investments to protect their purchasing power.

The third force I see driving change in business and the academy is **demographics**... Over the past 30 years, higher costs, the changing family, and shortcomings in many of America’s K-12 schools have altered the demographic patterns of higher education.... One demographic trend that we are watching closely at TIAA-CREF is the aging of faculty. Many schools are actively involved in helping senior faculty make the transition to retirement. We need to work with you to make sure your institutions’ retirement and retiree health plans help you hold on to your best people. And help them move on when it’s time.

The fourth force is the growing sense among leaders of government, business, and higher education that they must **cooperate to prosper**. Mayors across the country have discovered that the largest employers and the most successful enterprises in their communities are universities, colleges, and affiliated hospitals. Therefore, and this is a key trend, the importance of colleges and universities as economic engines for their communities is growing. This means that your institutions can be more assertive in calling for the local participation, sponsorship, and financial support that you need to thrive....

That brings me to the last major force I see driving change in higher education. It is **pressure on budgets** from slower growth of endowments, seemingly unending increases in operating expenses, and growing efforts of government leaders to slow increases in the cost of college educations and to limit the government’s share of those costs.... Paradoxically, budgetary challenges can lead to strength.... Institutions may decide to outsource the management of services such as campus security, cafeterias, maintenance, payroll, purchasing, and even dormitories. More may also decide to share some course offerings, as a number of local college consortia already do.... Focusing available resources for maximum effect is how small companies become leaders against bigger, more entrenched competition, and it can open new opportunities for your institutions as well.”

(The full text of Allison’s speech is available on CIC’s website, www.cic.edu/conferences_events/presidents/2004resources.asp.)

---

**Oblinger, cont’d from page 10**

watching TV, and 10,000 hours on the cell phone, but only 5,000 hours reading,” she said. “Their learning preferences are team-oriented, technological, structured, engaged, and experiential. And their service expectations are difficult to meet because they expect immediacy, customization, and choice.”

How can colleges and universities help these students to succeed?

“Programs for student success include early outreach, academic support, remediation, early warning, learning communities, and grants versus loans,” Oblinger said. “Students must develop their analytical, creative, and practical intelligence; hone their interpersonal intelligence; engage in open, productive dialogue; work in teams; provide feedback; and negotiate effectively; and develop a strategic perspective (able to see the ‘big picture,’ understand the forces involved, sense change, and identify opportunities).”

“Games are an ideal way to engage NetGen students,” she added, because games promote active, experiential, and problem-based learning.” The games should include “elements of immersive environments, experimentation and role playing, multi-sensorial stimulation, replayability, urgency, complexity, and immediate feedback.” For example, “Environmental Detectives,” developed at MIT, involves students in determining the source of a water contamination program and places students in teams, where “computer simulation on a handheld computer triggered by a real world location combines the physical and virtual world contexts, embeds learning in authentic situations, and engages users in a socially facilitated context.”

Another highly successful learning experience for students is immersion in national and international politics through role-playing. “Taking a real-world example such as the Arab-Israeli conflict, teams will assume different roles, learn the art of negotiation, work both face-to-face and online, work with mentors and facilitators, and go through simulation and debriefing exercises,” she said.

Other activities that promote persistence and success include “student-faculty interaction, an institutional emphasis on diversity, extra-curricular activities, interaction with faculty outside of class, and living and working part-time on campus.”

Providing a diverse campus life is also key, Oblinger stressed. “Students who experience the most diversity benefit in terms of learning outcomes and ‘democracy outcomes.’ To ensure diversity, campus leaders should take steps to affirm the students’ identity, cultivate understanding among diverse groups, and build community.”

---
Among Bowen’s recommendations:
1) Schools need to act together to draw new boundaries in the area of athletics; there needs to be a collective action.
2) Reduce the intensity of athletics; begin important ways to make change.
3) Return to a situation where athletes are more representative of the student body; translate that commitment to athletic departments and the admissions office.

James Dennis, president of McKendree College (IL) and Philip Stone, president of Bridgewater College (VA), who responded to Bowen’s remarks, both agreed that intercollegiate athletics is not working the way it should. Dennis urged presidents to read the book and take it seriously. “The research is based on a small number of institutions, but the conclusions would apply to everyone here.” He suggested that presidents pose a series of questions to determine the state of athletics on their campus: How does athletic participation at your institution fit in with your mission? Are you proud of what happens at your college? What is the athletic culture on your campus? Are you comfortable with it? Are you aware of the ways that recruiting affects the culture and are you deliberate about it? What are the experiences of athletes on your campus?

Stone said a study had been done at his institution that “showed that graduation and retention rates for recruited athletes have improved and that their grade point averages are good.” However, he agreed with Bowen’s assessment and expressed frustration that “the underperformance of athletes continues even when they are not playing during the off-season.”


The President’s Role in Public Discourse

The closing plenary featured two presidents addressing the question “When should presidents express an opinion on a public policy issue?” They sparked a spirited conversation on ways presidents can help campus communities to address controversial issues.

Presidents Margaret McKenna of Lesley University (MA) and Ian Newbould of North Carolina Wesleyan College brought a breadth of experience to the topic as panelists, and session facilitator Robert Zemsky, chair of the Learning Alliance for Higher Education at the University of Pennsylvania, opened the session with the question, “what is the role of the academic leader in a time of national travail?”

McKenna made the case that presidents should take a stand and speak out on important national issues and provide moral leadership not only for the campus community, but for the community at large. Newbould took the opposite stance, stating that while presidents should provide opportunities for debates on campus, they should avoid taking a stand on particular issues that are beyond the college’s immediate concerns.

A closing plenary session on the president’s role in public discourse led by Lesley University President Margaret McKenna and North Carolina Wesleyan College President Ian Newbould sparked a lively debate about whether presidents should express personal opinions on controversial national issues.
McKenna said that “as presidents, we need to ask tough questions about what is the truth” on a whole host of issues such as the Patriot Act, tax reform, health policy, and the Iraq war. On the latter issue, for example, McKenna wondered why more college campuses and presidents were not engaged in the Iraq debate. Following the invasion last spring, she said she posted an e-mail on CIC’s Presidents Listserv questioning why presidents were not more vocal or taking leadership stands on the issue. Respondents gave a variety of reasons, such as “if we take a stand, we will offend some people,” or “the government knows more than you think it knows,” and others suggested that such actions might put the campus at risk.

McKenna told session participants, “If we’re not asking questions about war and civil liberties—and if we don’t speak out about such issues and act as role models for our students—I don’t know who will. My job is as a moral leader, not just a fundraiser.”

Newbould agreed that the role of the president is to foster debate, but said he avoids taking a personal stand on a particular issue “because to do so might upset some constituents. The president has to stand above the fray. The campus, not the president, should be the center of the debate.” On the Iraq war, he said “lots of students’ family members are involved in the military. If I were to say ‘this war is wrong’—that would have a serious impact on those students. Fostering debate is important, but an issue like Iraq is different from speaking out about general issues such as racism.”

Participant Ellen Hurwitz, president of New England College (NH), said that during the debate on the Iraq war, she found herself “more in the role of comforting students—particularly students with parents in the military—and protecting students on campus who could be affected in a detrimental way by war in Iraq.” She also felt that an important part of her role as a college president is “to make sure all sides of the debate are heard.” Peggy Williams of Ithaca College (NY) agreed that “the president’s responsibility is to get a conversation going about issues. Very quickly after the attacks of 9/11,” she said, “we hosted a panel discussion ensuring that many perspectives were represented. Many other events—most of them faculty led—soon followed. After the invasion of Iraq, we distributed a packet of information to faculty about how to frame discussion in class, if students wanted to talk about it. Once again, more events followed. We can’t allow significant moments like these to go by without structuring opportunities for conversation and reflection,” Williams said. But even doing that can be controversial, said Esther Barazzone of Chatham College (PA). “After 9/11 we

“While presidents must look out for the welfare of our institutions, we must also be willing to express our personal, moral views, and be a role model for students.”

—Todd Hutton, Utica College

held a lot of debates with all sides of the issue presented, yet I was accused by a relative few of being anti-Semitic simply for encouraging open discussion. It was not easy for me or the Board [to continue the bipartisan debates], but I’m proud we did it.” Southwestern University (TX) President Jake Schrum saw his role as being one of “helping the campus confront being uncomfortable.”

As the discussion moved to other examples, Todd Hutton of Utica College (NY) stressed the need “to recapture the role of the college/university president as a moral beacon for America. While presidents must look out for the welfare of our institutions, we must also be willing to express our personal, moral views, and be a role model for students. It is sometimes a difficult balance, but we can’t always send a message to students that our role in protecting the campus is more important than speaking on important issues. We need to encourage students to seek out many opinions.”

Other presidents shared their views: “if we voice our personal opinion, we compromise our ability to foster debate and lose our own effectiveness,” and “each of us has a different comfort zone—I agree we should take on big issues such as alcohol abuse on campus, even if we are not comfortable with doing so.”

McKenna said she understood that “people are nervous about speaking out because they don’t want to hurt their institution” but she stood her ground, arguing that “we need to push the envelope of our ‘uncomfortable zone’ and worry less about repercussions. If funds are cut, so be it.” She added that “there are various levels of taking a stand...from financial aid policies to K-12 testing to implications of the Patriot Act. We need to be model leaders for our students while encouraging debate.”

Newbould, however, cautioned that his job was to foster the well-being of his institution, and that the luxury of voicing his opinion had to be set against those with other opinions who supported his institution financially or otherwise.

Zemsky asked participants whether they had ever had a discussion such as this, on the role of presidents on issues of national importance. Many said they had not. David Glenn-Lewin of Unity College (ME) was pessimistic about the role of today’s college and university presidents. “We (and our institutions) were seen as moral beacons 40-50 years ago—not any more. We are just part of the cacophony now, and we are to blame, in part, for constantly promoting ourselves as the means to improved incomes. Our campuses are now seen as places for students to get a degree and double their income potential.”

At the conclusion of the session, Zemsky and McKenna suggested that CIC revisit the discussion during the next Presidents Institute. “This is a tough discussion, but it’s bedrock stuff,” Zemsky concluded.
The 2004 CIC Presidents Institute, at which a record-tying attendance of finance, institutional management, governance, and advancement professionals was attracted, featured several notable awards and panel discussions.

1. Elizabeth McCormack (left) accepted CIC’s Allen P. Splete Award for Outstanding Service on behalf of herself and her husband, Jerome I. Aron, from CIC Board Chair Mary Pat Seurkamp. The couple were honored for their “exceptional and unselfish contributions to independent higher education and to American philanthropy.”

2. Stanley M. Howe and Helen Jensen Howe were presented with the CIC Award for Philanthropy for being “true champions of private higher education in America and for making a significant impact on private higher education in their home state of Iowa.”

3. Scholarship America President William C. Nelsen accepted CIC’s Award for Philanthropy on behalf of Scholarship America, from CIC President Richard Ekman. Founded in 1961 as Citizens’ Scholarship Foundation of America, it is the nation’s largest private sector scholarship and educational support organization.

4. Panelists Philip W. Semas (center), editor in chief of The Chronicle of Higher Education, and Rebecca Trounson, higher education reporter for the Los Angeles Times, provided guidance on how they determine which issues to cover, what current and future topics they are interested in covering, and how to pitch a story. Goucher College (MD) President Sanford Ungar moderated the discussion.
The Hotel del Coronado in California, and featured sessions on the challenges of governance, and making the case.

Presidents who are retiring from CIC's Board of Directors were honored during the Presidents Institute banquet: Dorothy G. Blaney, Cedar Crest College (PA); Scott Miller, Wesley College (DE); Anne L. Deming, Notre Dame College (OH); and Delbert Baker, Oakwood College (AL). Retiring Directors not pictured are Margaret McKenna, Lesley University (MA), and John F. Budd, CEO, Omega Group.

Wilson College (PA) President Lorna Duphiney Edmundson and St. Edward's University (TX) President George Martin shared successful educational strategies for educating low-income students during a Presidents Institute session.

Rick Brockland, Sodexho Campus Services, and Dorothy Cowser Yancy (center), Johnson C. Smith University (NC), chat with Glenda Price, Marygrove College (MI), who assisted with the presentation of awards during the banquet.

Richard and Jani Flynn (left), Springfield College (MA); Antoine and Carol Garibaldi (center), Gannon University (PA); and Paul LeBlanc, Southern New Hampshire University, pause for a photo before heading into the banquet.
Tuition Savings Plans

Representatives of the two national savings and assets development plans for families that are designed specifically for private colleges and universities made a joint presentation during the Institute. The SAGE Scholars program connects parents and grandparents who hold assets in a range of financial institutions with participating colleges. The Independent 529 Plan, a program of a consortium of colleges and universities, has created a savings plan for families that TIAA-CREF administers. The incentive for family participation in both cases is a modestly discounted tuition, when their child or grandchild eventually enters these institutions. To date, more than 200 CIC institutions participate in one or both of these plans. Links to more complete information can be found on CIC’s website at www.cic.edu/conferences_events/presidents/2004resources.asp.

Decisions about Tuition Pricing

Two institutions recently reached quite different decisions about tuition pricing, but experienced similar positive results from their decisions. Jack Calareso, president of Ohio Dominican University, said the decision to increase tuition by 27.3 percent in one year and move to university status was made after a careful analysis of existing conditions on campus, the university’s mission, price-value research, and admissions and financial aid policies, among other factors. He said “the tuition increase generated $3 million in net revenue and the institution’s financial health has turned around. We are building a new student center, have added new staff and programs, and the public’s perception of the school has changed—Ohio Dominican is now considered a school of distinction.”

Catherine Cook, CEO of Miller/Cook Associates, Inc., presented the reasons behind and results of the opposite decision made by Westminster College (MO) with consultation from Miller/Cook. The campus reduced tuition by 20 percent for new students and 5 percent for returning students, in large part because of the adverse economic situation in Missouri in 2002. Cook related how this strategy also resulted in positive outcomes. “Westminster increased the number of new students, added $200,000 in net tuition, improved retention rates, and operated in the black for the first time in decades.” She outlined some of the questions administrators should ask before adopting any tuition strategy:

- Is your audience of prospective students value-conscious or price-conscious? Are you worth the tuition you are presently charging?
- As you compare your price against the price of your competitors and aspirational institutions, compare other features as well. Is your institutional profile similar to the profile reported by your competitors?
- Has the socioeconomic mix of your applicant population changed over time? Does the socioeconomic mix of your student population change as a result of matriculation from first-year to sophomore year? From sophomore to junior year?
- Does a single or comprehensive tuition charge adequately meet your needs?
- Is it important to recognize that only a selected percentage of revenue generated by tuition will be used to support instructional costs? Do you know what your tuition charges actually support?

Cook’s supplemental materials on college pricing, student aid, and processes intended to maximize net tuition revenue are available on CIC’s website at www.cic.edu/conferences_events/presidents/2004resources.asp.

Increasing Your Financial Resources


- Of $240.92 billion contributed for philanthropic causes in the past year, more than 83 percent came from individuals and bequests.
- Corporations are more strategic in their giving, with unrestricted funds less prevalent and sponsorships and partnerships growing.
- Foundation resources are declining and gifts are disappearing for brick and mortar projects.
- When foundations give, they prefer collaborations and public-private (or other) partnerships.
- Federal sources are replacing state resources for funding since 42 states are reporting budget shortfalls.

“Today’s giving psyche,” Panas noted, “is improving with the more favorable economic news.” He pointed out that campaigns are more dependent these days on major gifts. He recalled that “20 years ago the rule was 80 percent of your total campaign donations came from 20 percent of your donors. Then the rates changed to 90 percent/10 percent.” He said his firm recently analyzed 23 campaigns of more than $100 million and found that “97.4 percent of the money came from 1.7 percent of the donors.”

Panas and Mason agreed that today major gifts are more likely to account for 95 percent of a campaign and advised (cont’d on page 17)
presidents to focus their own personal solicitation efforts on 25-50 prospects or fewer. It is imperative, both experts admonished, that presidents personally involve themselves in the cultivation and solicitation of major gifts.

Aim High: The Art of Asking

Jerry Panas also offered, to an overflow house of 100 presidents, an afternoon workshop that addressed the most practical of fundraising details, coaching presidents in how to get it “right”—having the right person do the asking, at the right time, for the right cause, in the right way, for the right amount. His advice ranged from the often-overlooked research on the importance of first impressions (timed to the second) to the skill he argued is the most useful of all the arts of asking—listening. To teach this latter point, he engaged presidents in role-playing exercises seeking to understand the prospective donors’ ideas about the college, the particular project, likely dollar amounts, and the timing of the request.

Gearing Up Your Board for Fundraising

Another session, featuring presidents John Ewing of Mount Union College (OH), Billy Hawkins of Texas College, and Luther Luedtke of California Lutheran University, focused on how to prepare the board of trustees for a fundraising campaign.

Ewing and Hawkins talked about the lessons they had learned in gearing up for fundraising efforts with their trustees. Ewing noted the importance of trustees feeling ownership of the campaign in attaining any goals. He had three chairs of his board in six years at his previous institution, but it wasn’t until he and his third chair together attended a conference on fundraising, that the board chair became energized and personally invested in the campaign.

Hawkins said that trustees can perform several important fundraising services for the college: give money, raise money, lend money, or provide entrée to corporations or foundations. Trustees opened the way for Hawkins to add to the Texas College board of trustees the wife of baseball legend Henry Aaron and radio fundraiser Tom Joyner. And Ewing noted that six weeks after arriving at Mount Union, a trustee volunteered to pay for a new science facility, a gift that eventually totaled $15 million.

Luedtke provided the perspective of a president who had enjoyed a successful tenure at his present institution, having raised over $75 million so far in an $80 million campaign. He said he has learned five important lessons:

1. Be intentional, explicit, and forthcoming about the specific fundraising role of the board member from the outset.
2. Engage the board by holding in-depth sessions at meetings of the trustees on the institution’s academic programs, finance and administration, student affairs, and development. “You’d be surprised how a thorough understanding of the complex operations and difficult challenges of the institution will open up opportunities to make connections, motivate trustees, and excite them to further acts of personal support.”
3. Continually uphold the mission and vision of the university. “Persistence and a clear identity will keep you on course amidst the constant distractions and competing ideas.”
4. Link the fundraising program to strategic planning priorities so there is a logical, compelling reason to contribute. “Ask trustees for money, and they’ll give you advice. Seek advice, and they’ll give you money.”
5. Celebrate your trustees’ victories and achievements. “Continue recognizing the victories and you’ll continue raising the board’s enthusiasm, involvement, and esteem.”

Session participants also provided some valuable cautions to CEOs who are trying to understand and lead the board into a fundraising campaign. During Q&A, a participant told the story of a trustee who was dropped from the board after some internal disagreement on college procedures. The college dropped the trustee because it had to, but it kept the communications channels open and eventually earned a gift of $3 million. “The moral is to not give up on a relationship that has potential because of a sensitive separation.”

Finding Big Savings on Small Campuses with “Indirects”

Paul Pribbenow, president of Rockford College (IL), the alma mater of social crusader Jane Addams, and John Krieger, president of Campus inDirects, presented a session about an accountable and entrepreneurial approach to using the campus physical assets—the “indirect” side of the budget—to bring both new dollars and saved dollars back to the core work of educating students.

Pribbenow shared with his fellow presidents how Rockford is saving or earning money through its physical assets, described as the “magnificent seven”—space, energy, service contracts, maintenance and repair, labor productivity, technology, and business practices. And using Rockford College’s mission and vision as the guiding framework for the indirects, Krieger outlined the new revenue areas developed at the College, the total expense reductions of $2.2 million, and the year-to-year indirect savings of $600,000 (more than $1.10 per square foot).

Pribbenow said he relies on Campus inDirects to bring a level of accountability and a benchmark for performance standards as well as savings solutions. But the ultimate reward, Pribbenow said, “is greater freedom to guide his students and faculty to follow Jane Addams’ path. Honoring her legacy, Rockford College is committed to liberal education, civic engagement, and to being an agile and accountable institution.”
**Developing New Sources of Revenue**

A five-hour workshop immediately following the Institute offered additional ways to increase financial resources, looking beyond fundraising and tuition from the current student populations. The workshop featured presidents who shared their institutional experiences in partnerships, new programs for new markets, and new uses of institutional assets such as land or facilities.

Rev. Michael Sheeran, SJ, described the 25-year growth of the School of Professional Studies at Regis University (CO) to serve adults (now numbering 13,000) through an accelerated degree program, adding distance education, a for-profit component offering corporate training, and outreach to other institutions along the way.

William Crouch explored the revenue generation possibilities in Georgetown College’s (KY) seven-year partnership with the Cincinnati Bengals professional football team, which holds its training camp at the College. In addition, Lesley University’s (MA) Margaret McKenna discussed weekend programs as well as collaborations with other organizations to offer new educational programs, and Paul LeBlanc of Southern New Hampshire University shared information about its long-standing distance education program (2,500 FTE).

**Developing Brand Identity**

“Branding isn’t a tagline—it is a promise and a mark of trust,” said Presidents Institute panelist John Lawlor, president of The Lawlor Group, during a session on branding based upon authentic institutional values.

In corporate America, some brand promises truly are dependent upon the corporate values that are understood by everyone. He showed several examples: Disney (fun, family entertainment), Target (upscale discount or cheap chic), Volvo (safety), FedEx (overnight delivery), Nike (authentic athletic performance), and Starbucks (rewarding everyday moments).

Lawlor said that college and university officials should begin their exploration of brand identity by determining their desired positions based upon their values and the perceptions of the public. Next, they need to design a communications strategy to get out the word. “The key,” said Lawlor, “is determining who you are.” Some campuses can determine who they are and design a communications strategy, “but it too often falls apart because the campus can’t deliver what it promises,” he noted.

To determine whether a campus delivers on its promise, he suggested that a president approach her or his college in a variety of ways: as a visitor to the website, an alumnus perceiving the alma mater, a donor prospect seeking to contribute, a potential student taking an admissions tour. In these ways, he said, the president is evaluating the “brand touchpoints.”

Panelist Saundra J. Tracy, president of Alma College (MI), provided a case study of her institution’s new marketing efforts. Alma College “is a work in progress,” she said. “The college is one of the four ‘A’s’ among Michigan liberal arts colleges (the other three are Albion, Adrian, and Aquinas), and it’s two hours away from anywhere.” With the help of Lawlor, her campus designed a new marketing effort. “First, we had to see ourselves as others viewed us, so we gathered some opinions of others. Then we created a common definition of our core values and a shared sense of direction.... One of the fun experiences in this process is the ‘ah-hah!’ moment that occurs when you all discover that sense of shared direction. But you must be patient,” she added. “I wanted to jump right into creating the key messages that would communicate our positives, but those had to wait. We needed to first invest our campus leaders in this process and build ownership on campus. Finally, we were helped by an alumni who contributed his advertising firm’s energies and staff to identifying those key messages. It’s often helpful to go outside the campus for this expertise.” As a result of this process, Tracy said they are in the process of redesigning their traditional PR organization. “Before we relegated PR to the office in charge of that function. Now we’ve realized that PR is everyone’s job and everyone has a vital part in marketing the institution.”

The third panelist, Daniel F. Sullivan, president of St. Lawrence University (NY), stressed the importance of understanding the current brand of identity an institution has in the minds of key publics. He stressed how important “rose-colored-glasses on” research is to building a brand identity strategy. At St. Lawrence his goal was to restore an image, not change one. His university conducted extensive research to determine public perceptions of St. Lawrence both within and beyond the region. This research reinforced research that he and others had conducted at Carleton College (MN) in the early 1980s showing that no small college has a clear image outside its own region.

“Any attempt to move your institution from one place in the market to another requires an investment in staff, infrastructure and product. If you want to move faster than your competition, expect to invest financially in the move.”

—Daniel F. Sullivan, St. Lawrence University
Two studies commissioned by CIC reveal that private colleges and universities tend to offer a college environment where students are likely to be engaged in the kinds of activities that promote learning. They also demonstrate that alumni of private institutions are likely to say that their college experience prepared them for being active and engaged citizens who are conscious of the world around them and have the skills to contribute to a global society, among other things.

The studies document the value of a private college education in terms of the scope and quality of the education students received during college, as well as the lasting effects of the education. The initial results of the studies were released and discussed during the Presidents Institute in January. CIC will be using the data as part of its “Making the Case” initiative, to help support messages on the effectiveness of private colleges and universities.

CIC asked George Kuh, director of the National Survey of Student Engagement (NSSE), Indiana University, to aggregate his current data on the quality of education students receive during college and to make comparisons of public and private institutions. And Jim Day, a principal with Hardwick-Day, Inc., a higher education research firm, conducted the Alumni Outcomes Study for CIC. He has collected information that measures the long-term effects of a college education, up to 33 years after graduation. CIC asked Day to compare the experiences of students at public and private colleges and universities.

“NSSE and the Alumni Outcomes Study are highly regarded studies that use sound research methods based on current understanding of the college-going experience,” said Michelle Gilliard, CIC vice president for planning and evaluation. “Both studies are deepening our understanding of the private college experience and are beginning to provide the kind of empirical data we’ve long sought. While the studies are relatively new, the analyses were based on thousands of student and alumni responses. When necessary, the databases were expanded to ensure that the comparisons are nationally representative of the two sectors of American higher education,” Gilliard added.

NSSE Study

NSSE measures the extent to which students are engaged in educational practices that correlate with high levels of learning. The analysis CIC commissioned included survey responses from more than 171,631 students (first-year and senior) at 650 four-year colleges and universities during the 2001-2003 survey administrations. Fifty-six percent, or 367 of those institutions are private. The survey measures two things:

### Effectiveness of Private Colleges and Universities

<table>
<thead>
<tr>
<th>Selected Findings Using NSSE Data (Commissioned by CIC)</th>
<th>Class Level</th>
<th>Privates Mean Score</th>
<th>Publics Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>In your experience at your institution during the current school year, about how often have you done the following? 1=never...4=very often</td>
<td>First Year</td>
<td>3.12</td>
<td>2.98</td>
</tr>
<tr>
<td>Worked on a paper or project that required integrating ideas or information from various sources.</td>
<td>Senior</td>
<td>3.40</td>
<td>3.27</td>
</tr>
<tr>
<td>During the current school year, how much has your coursework emphasized the following mental activities? 1=very little...4=very much</td>
<td>First Year</td>
<td>3.23</td>
<td>3.07</td>
</tr>
<tr>
<td>Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components.</td>
<td>Senior</td>
<td>3.33</td>
<td>3.23</td>
</tr>
<tr>
<td>To what extent does your institution emphasize the following? 1=very little...4=very much</td>
<td>First Year</td>
<td>3.18</td>
<td>2.93</td>
</tr>
<tr>
<td>Providing the support you need to help you succeed academically.</td>
<td>Senior</td>
<td>3.06</td>
<td>2.77</td>
</tr>
<tr>
<td>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little...4=very much</td>
<td>First Year</td>
<td>2.74</td>
<td>2.50</td>
</tr>
<tr>
<td>Developing a personal code of values and ethics.</td>
<td>Senior</td>
<td>2.87</td>
<td>2.57</td>
</tr>
<tr>
<td>Contributing to the welfare of your community.</td>
<td>First Year</td>
<td>2.44</td>
<td>2.12</td>
</tr>
<tr>
<td></td>
<td>Senior</td>
<td>2.52</td>
<td>2.23</td>
</tr>
</tbody>
</table>

Note: The study involved 650 four-year institutions that participated in NSSE between 2001 and 2003, and includes 171,631 student responses. Of the 367 private institutions, 220 are CIC members. All of the study’s findings that compare students at private and public institutions are statistically significant.
MAKING THE CASE

(Data, cont’d from page 19)

1) what students do—that is, the time and energy they devote to educationally purposeful activities, and 2) what institutions do—that is, the kinds of educational practices faculty and staff use to induce students to engage in activities that promote learning.

NSSE has created five benchmarks of Effective Educational Practice to represent the multi-dimensional nature of student engagement:
1) Supportive Campus Environment
2) Student-Faculty Interaction
3) Level of Academic Challenge
4) Enriching Educational Experiences
5) Active & Collaborative Learning

Sample Findings

The chart on page 19 contains a few sample findings from the NSSE analysis that illustrate the level of engagement among students at private and public institutions. While students in both sectors tend to be engaged in their learning, the level of engagement varies for different types of institutions. Importantly, these differences are statistically significant. In addition, the findings suggest that throughout a student’s career, from first year to senior year, those enrolled in private institutions tend to be more engaged in their learning than their peers at public institutions.

The Alumni Outcomes Study

This study is organized around key factors identified by education researchers Alexander Astin, Ernest Pascarella, and Patrick Terenzini as critical to educational effectiveness. Specifically, the survey examines those elements of the college environment that contribute to students’ positive outcomes:

- Student-faculty interaction
- Strong community and peer interactions both inside and outside the classroom
- A challenging, active classroom environment

This study was undertaken to assess learning effects, interviewing alumni of each class from five to 33 years after graduation. The survey was conducted by telephone among people from the 1970-1998 graduating classes of four-year institutions. The survey includes interviews with over 1,900 alumni drawn from more than 900 public and private institutions. Alumni of 34 percent of the institutions graduated from private institutions.

Sample Findings

The findings (see below) suggest different effects a college experience has on one’s adult life, depending on the type of institution the person attended. On several measures, it seems that smaller, private institutions are achieving greater success in their efforts to provide a high-quality education whose lasting value is appreciated years after graduation.

Findings From Hardwick-Day Alumni Survey

- Independent college alumni were more likely than public university alumni to have graduated in four years or less—72 percent versus 52 percent.
- Independent college alumni were more likely than public university graduates to say they felt better prepared for life after college—42 percent versus 32 percent.
- Fifty-six percent of alumni of independent colleges and universities said they benefited very much from personal interaction with professors, versus 24 percent of alumni of public universities.
- Fifty-four percent of independent college alumni said they benefited very much from high-quality, teaching-oriented faculty, versus 30 percent from public university alumni.
- Seventy-two percent of alumni of independent colleges and universities said their professors often challenged them academically and personally helped them meet those challenges, compared with 52 percent of public university alumni.
- Sixty-two percent of alumni of independent colleges and universities said they benefited very much from many small classes with fewer than 20 students, versus 15 percent of public university alumni.
- Independent college alumni were more likely than public university graduates to participate in international study or another off-campus study experience—42 percent versus 27 percent.

Note: Complete findings presented by Jim Day during the 2004 Presidents Institute are available on CIC’s website at www.cic.edu/conferences_events/presidents/2004resources.asp.
Campus Update

Front Page News

Randolph-Macon Woman’s College (VA) was given front-page coverage for four consecutive days in January in the Washington Post. The Post coverage focused on the personal story of Kakenya Ntaiya, a Randolph-Macon student from Kenya who has been attending the College on a nearly full scholarship. Ntaiya’s attendance at Randolph-Macon is part of an ongoing effort by the College to diversify its student body—nearly one of every eight students is from overseas. The prominent coverage led to a tremendous response from the public, including a donation that allows Kakenya’s mother to travel from her remote village in Kenya to attend her daughter’s graduation this spring.

Unique Discoveries

An astronomy student at Calvin College (MI) discovered a new object in the solar system—a previously unmapped asteroid, now given the name 2003 RA11. Andrew Vanden Heuvel’s discovery was made in September 2003, and confirmed soon after by the Minor Planet Center, the institution responsible for tracking small bodies in the solar system. The discovery was made using a new 16-inch telescope installed last spring at Calvin, thanks to a $130,000 grant from the National Science Foundation, and features precision computer pointing and imaging techniques identical to those used at major observatories.

Creating Partnerships

Several CIC campuses have enhanced their academic effectiveness by creating new partnerships with other colleges or organizations. Allegheny College (PA) has entered into a teacher preparation partnership with Columbia University’s Teachers College (NY), ensuring Teachers College will give special consideration to Allegheny students who apply for admission; Chatham College (PA) and Carnegie Mellon University’s H. John Heinz III School of Public Policy announced an agreement to create a dual-degree program allowing undergraduate students from Chatham to begin a master’s degree at Carnegie Mellon in their senior year; Lesley University (MA) has partnered with the Audubon Expedition Institute, the culmination of a 20-year relationship that will now become the centerpieces of a new division of environmental studies at Lesley; and Silver Lake College (WI) has been selected as one of the first five partners in a cooperative postsecondary partnership program in higher education with the University of Minnesota’s College of Education and Human Development and its School Technology Leadership Initiative (STLI), a three-year project designed to give technology training to existing school leaders.

Celebrating Achievements

Two CIC faculty members were included among the 12 major presenters at a January 31 symposium that launched the national bicentennial activities about Alexander Hamilton. James Read, professor of political science at the College of Saint Benedict (MN) and Saint John’s University (MN), and Willard Sterne Randall, an historian at Champlain College (VT), spoke at the event in New York, which was sponsored by The New-York Historical Society, the Gilder Lehrman Institute of American History, and the National Park Service.

Johnson C. Smith University (NC) was one of three institutions recently elected to the science consortium of Oak Ridge Associated Universities (ORAU). The benefits of joining include participation in scientific research programs sponsored or administered by ORAU, as well as access to internships, laboratory research, and grants.

Xavier University (OH) Assistant Professor Ann Marie Tracey was recently appointed by Governor Bob Taft to the Ohio Ethics Commission, the state governing body responsible for enforcing Ohio ethics laws.

(continues on next page)
Photo courtesy of Principia College

A 17-student solar car team from Principia College (IL) placed sixth in the 2003 World Solar Challenge held in Australia. The Principia team’s solar car, Ra V, ran from Darwin to Adelaide along Australia’s Stuart Highway, traveling approximately 3,000 kilometers to reach the finish line. Prior to Australia, the Principia team placed fourth in the American Solar Challenge.

(Campus Update, cont’d from page 21)

Four members of the Saint Mary-of-the-Woods College (IN) soccer team were recently honored by the United States Collegiate Athletic Association. Frieda Crispin, Sarah Greenberg, and Sarah Schinkel were awarded Honorable Mentions in All-American balloting. Crispin and Schinkel also joined Jennifer Sahr in being named USCAA Academic All-Americans. St. Norbert College (WI) student Danielle Partain joined First Lady Laura Bush at the White House for the kick-off of Heart Health month. Partain had invited First Lady Laura Bush to the St. Norbert campus to speak on heart health, but instead Lady Bush to the St. Norbert campus to speak on heart health, but instead

Profile of Success

St. Norbert College (WI) was selected as one of five schools nationwide to be profiled by the Association of International Educators (NAFSA) and the U.S. Department of State and Educational Testing Service in their second annual publication, Internationalizing the Campus 2004: Profiles of Success at Colleges and Universities. In addition, St. Norbert was selected by the American Council on Education (ACE) for its second annual Promising Practices: Spotlighting Excellence in Comprehensive Internationalization report. St. Norbert offers programs such as the English as a Second Language Institute; study abroad; interdivisional, international major and minor programs of study; and an international student recruitment program. The college is one of only four schools to be selected by both associations for such a profile. Webster University (MO) was also featured in ACE’s Promising Practices report.

Getting Grants

Hanover College (IN) received an $11.4 million grant from the Lilly Endowment to fund the Rivers Institute, a collaborative, interdisciplinary program to study rivers using the liberal arts. The Institute will become an epicenter for the study of rivers, examining how rivers influence people’s quality of life, culture, ecosystems, and economies, and recommending actions for river protection and better use.

Livingstone College (NC) received a $500,000 challenge grant from the Kresge Foundation to assist in completing a $20 million capital campaign; a $500,000 challenge grant from the Bush Foundation for the renovation of the Duncan Education building—the College already received $487,000 against the match necessary to receive the grant; and a federal $450,000 earmark grant from NASA to establish an Academy of Mathematics, Science, and Aerospace Technology. Dominican University (IL), in partnership with the Alliance Library System, was awarded a $435,456 grant from the Institute of Museum and Library Services (IMLS) to recruit the next generation of library students in Illinois; Springfield College (MA) won a $788,000 Americorps grant to provide financial aid to graduate students who become Americorps members; Ohio Dominican University announced a $1 million naming gift from the Diocese of Columbus, the largest single gift in the University’s 93-year history; and Austin College (TX) announced a $1 million gift from Kenneth and Caroline Elbert Taylor, which will provide scholarship support to students through the new Kenneth and Caroline Elbert Taylor Endowed Founders Scholarship Fund and Endowed International Scholarship Fund. Tri-State University (IN) acquired a $2 million contribution—$1 million from Dr. Clifford W. Sponsel, a 1931 Tri-State civil engineering graduate and trustee emeritus, and $1 million in matching funds from the Lilly Endowment Inc.—to be used toward the renovation of an historic campus administration building; and a $2 million gift from the Callaway Foundation, Inc., was given to LaGrange College (GA) to assist in the renovation of the College’s Callaway Auditorium.

Additionally, Albright College (PA) received a gift of more than $1.5 million from Lillian and Robert R. Gerhart, Jr. to establish Albright’s first faculty chair in communications—it is also the College’s fourth endowed professorship. And Huntington College (IN) has received $2.6 million in matching funds from Lilly Endowment Inc. The grant concludes a 19-month grant-raising effort by Huntington in response to Lilly’s Special Initiative to Strengthen Philanthropy for Indiana Higher Education.

( cont’d on next page)
Campuses Sponsor 2004 Presidential Election Activities

With the 2004 Presidential Election fast approaching, a number of CIC institutions have hosted visits by the candidates and other campaign-related activities. During the week before the Iowa caucuses, Morningside College (IA) hosted two of the largest political rallies in the area for presidential candidates. Sen. John Edwards (D-NC) addressed a crowd of more than 200 students, faculty, and staff; “West Wing” star Martin Sheen and actor/director Rob Reiner spoke to a standing-room-only crowd to show support for former Vermont Gov. Howard Dean; and Rep. Dick Gephardt (D-MO) made a visit to the campus earlier in November. Teresa Heinz Kerry, wife of Sen. John Kerry (D-MA), also visited the campus in October. Saint Anselm College (NH) hosted seven Democratic presidential candidates for their final televised debate before the New Hampshire primary. Hundreds of supporters and more than 600 members of the media attended the event. During the week leading up to primary night, Fox News Channel broadcast many of its programs live from a studio it set up on Saint Anselm’s quad and a newsroom it created in a campus administrative center.

In addition, New England College (NH) and the Center for Civic Engagement held “College Convention 2004,” an event that attracted seven of the nine major Democratic candidates, as well as such prominent speakers as CNN Founder Ted Turner and New Hampshire Secretary of State William Gardner. An estimated 800 students from 38 states and about 140 members of the media attended the event, during which the candidates, students, and other attendees participated in speeches, debate sessions, and panel discussions over a period of several days.

Many CIC institutions have also offered coursework or discussions that help capture the political energy and interest in the presidential race. Lesley University (MA) has organized a summer course, “The Meanings of a Media Event: The Democratic National Convention, Boston 2004.” The course will be centered on the Democratic National Convention, which kicks off in Boston in July. Political scientist professor Bruce Logan and his students will analyze the Democrats’ gathering as a political event, a media event, and through the eyes of the host city. There will be guest lecturers ranging from political experts to members of the national media, as well as an experiential learning component, with enrolled students taking on internship assignments with local and national organizing committees.

At Elizabethtown College (PA), the Political Science Club has organized a panel discussion on the presidential election. The discussion will take place this spring and features David Racer, former campaign manager for Republican presidential candidate Alan Keys; Richard Ridder, former campaign manager for Howard Dean (and Gary Hart); John Baer, political columnist for the Philadelphia Daily News; and E. Fletcher McClellan, professor of political science at Elizabethtown. The Political Science Honor Society for Loras College (IA) conducted an on-campus, pre-caucus straw poll using the internet and paper ballots to survey faculty, staff, and students. The final results of the poll predicted that Sen. Kerry would win the

(cont’d on next page)
Democratic nomination. Sixty-four percent predicted that Sen. Kerry would go on to defeat President Bush in the general election with the following three issues, in order of relevance, most likely to influence their vote: domestic issues, international/foreign affairs, and the Iraq conflict.

In New Hampshire, Franklin Pierce College’s Center for Applied Public Opinion Research continues to conduct monthly polling to track the opinions of its state’s voters. The Center, founded in 1999 and led by Rich Killian, gained national prominence with its chronicling of the 2000 New Hampshire Presidential Primary. In the months leading up to the recent New Hampshire primary, the Center showed the rise and fall in voting popularity of Gov. Dean, as well as predictions of Sen. Kerry’s eventual primary win.

**Political Activity Beyond the Election**

The Center for Political Participation at Allegheny College (PA) will hold Model Campaign USA, a regional “Model United Nations-style” competition designed by Allegheny students to teach high school students about new-style campaign tactics and ethical campaigning. The program, as part of an outreach endeavor to local high schools, will allow students to explore everything from budgeting to delivering speeches and writing press releases, and will “help send the important message to young people that politics is for everyone,” says Center for Political Participation Director Daniel Shea.

**Announcing New Programs**

Numerous CIC schools have expanded their academic offerings with new degree programs. Juniata College (PA) has added a new dual major in religion and philosophy; Regis College (MA) will offer two more master’s programs, a Master of Science in Health Product Regulation and Health Policy and a Master of Science in Organizational and Professional Communication; the University of the Incarnate Word (TX) has announced plans for a Doctor of Pharmacy degree; and Silver Lake College (WI) created its newest accelerated degree-completion program, the criminal justice degree track, which is designed for those with a criminal justice associate degree who want to obtain a bachelor’s degree in the same field.

Seton Hill University (PA) has introduced its newest degree offering, the Bachelor of Science in Forensic Science. The new major incorporates a liberal arts curriculum with in-depth training in the areas of criminalistics and criminal justice. The state’s Bureau of Labor predicts that the need for forensic science personnel will increase 13 percent by 2010, with a similar increase predicted nationwide. In addition, The Sage Colleges (NY) will offer its first doctoral program. The graduate school has received approval from the New York State Education Department to award a clinical Doctorate in Physical Therapy. Also being offered for the first time this year is an accelerated bachelor’s degree program in nursing at the College of Notre Dame of Maryland.

**Planning New Facilities**

Some CIC members have announced plans for new campus facilities. Cabrini College (PA) broke ground in 2003 on the $18.5 million Center for Science, Education, and Technology, a three-story state-of-the-art facility that will include computer/science labs and classrooms, a 60-seat “smart” lecture hall, and a rooftop observatory. The facility is scheduled to open in 2005. Loyola College in Maryland and the College of Notre Dame in Maryland will begin an $18 million renovation of the Loyola-Notre Dame Library. After renovations are complete, the 30-year-old library shared by both schools will have an additional 25,000 square feet of space and a sleek, glass-atrium exterior. The interior will include a new 119-seat auditorium along with space for digital media production. Construction begins in May 2005.

Two CIC schools, Gordon College (MA) and Seton Hill University (PA), have plans for new recreation facilities. Gordon College recently received the necessary approvals to begin construction of the much-anticipated Brigham Athletic Complex. Construction begins this year. The completed complex will provide lighted all-season fields for soccer, field hockey, and lacrosse, as well as track and field facilities. Seton Hill’s groundbreaking ceremony for its recreation complex took place in Spring 2003. The 44,000 square-foot facility will house a 1,000-seat gymnasium as well as an internal running track, fitness rooms, locker areas, event space, and athletic offices.
College Misericordia (PA) recently announced a new Assistive Technology Research Institute. The Institute is part of an effort by the College to apply technology to benefit older Americans and people with disabilities. The Institute will conduct studies to produce data with real-world implications to help such people maximize their benefits from the rapid advances in technology, and will conduct its work in conjunction with Pennsylvania technology and manufacturing firms as well as various local, state, and federal agencies.

Completing Campaigns

Four CIC schools successfully reached the financial goals of their current campaigns: Indiana Wesleyan University recently exceeded its $48 million capital campaign that began five years ago. The money is being used for a new library, chapel, alumni house, and life calling and leadership center; Rockhurst University (MO) surpassed its “Excellence in the City” capital campaign goal with $50.5 million, using the funds for various technological renovations, a new athletic complex, and a new community center; University of the Ozarks (AR) celebrated the completion of its five-year, $60 million “Pride & Promise Campaign,” reaching an amount almost three times larger than the University’s previous largest campaign. And Cedarville University (OH) successfully concluded a $12.8 million capital campaign in support of its new recreation center. The final phase of the campaign included the University’s qualification for a $600,000 challenge grant from The Kresge Foundation.

In addition, North Central College (IL) received $8.6 million from alumnus Dr. Myron Wentz, Class of 1963, to sustain the momentum of the College’s recently completed $50 million “Preparing for a New Century” capital campaign.

Changing Names

Georgian Court University (NJ) recently announced its attainment of University status. In February, the New Jersey Commission on Higher Education unanimously approved Georgian Court as the 16th university in the state.

Campus Expansion

Sterling College (KS) recently expanded its campus with the acquisition of 31 acres of ground. The land was given to the College by friends of Tony Thompson, an alumnus and current trustee of the College, to mark his birthday. The acquisition enlarges the campus grounds by nearly 60 percent. Future plans include the expansion of athletic facilities and the construction of a lighted baseball field.

The University of Puget Sound (WA) begins the first phase of construction for its new Science Center. The new facility will be an extension of the school’s current science center, and will provide state-of-the-art laboratory space, conference rooms, and departmental resource rooms. It is the single largest construction project ever undertaken by the university.

The Board and Staff of CIC Extend a Warm Welcome to the Following New Members Since Fall 2003

New Institutional Members

- Belmont University, TN
- Kenyon College, OH
- Mary Baldwin College, VA
- Southern Wesleyan University, SC
- Swarthmore College, PA
- Tennessee Wesleyan College
- Thomas Aquinas College, CA
**Distinguished Achievements**

Congratulations to CIC Board member Michael Lomax, president of Dillard University (LA), who was recently named the new president of the United Negro College Fund. The UNCF is the major fundraiser for 39 private, historically black colleges and universities. Lomax has a longstanding record of service to historically black colleges, serving before Dillard as a faculty member at both Morehouse College (GA) and Spelman College (GA). He assumes his presidency at UNCF in June.

CIC also salutes CIC Senior Advisor Thomas Kirk, library director at Earlham College (IN), who was recently named “Librarian of the Year” by the Association of College & Research Libraries (ACRL).

**NEH Summer Institutes**

Four CIC member institutions have been selected to host Summer Institutes for the intensive study of important texts and topics in the humanities, with grants from the National Endowment for the Humanities. The College of Notre Dame of Maryland and Calvin (MI), Ferrum (VA), and Oberlin (OH) Colleges will host 2004 programs that serve college and university faculty members as well as school teachers.

**Foundations of Excellence Consortium**

A dozen CIC institutions have formed a consortium to work closely with the Policy Center on the First Year of College to develop “Foundations of Excellence” that can assist colleges and universities to evaluate and improve the first year of college. Another 25 CIC institutions are Affiliate Institutions, receiving all materials and some consultant assistance. All CIC members are invited to participate as Affiliates. For more information, see www.brevard.edu/fyfoundations/affiliates/cic/index.htm or contact Michael Siegel at (828) 883-4093 or siegelmj@brevard.edu.

**CIC Endorses ACRL Literacy Standards**

CIC encourages member campuses to utilize the “Information Literacy Competency Standards for Higher Education” developed by the ACRL. The Standards reinforce key values at private institutions such as the primacy of student learning and the education of the whole student. By fostering the collaboration of librarians and faculty members, the Standards will enhance the information literacy skills of students. Copies of the Standards are available on the web at www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm.

**Staff News and Notes**

CIC welcomes a number of new staff members.

August Adams took over as communications and web coordinator in January. August is from Alabama, earned his BA in English at Emory University (GA), and completed a master’s degree in writing and publishing at Emerson College (MA) last spring. He is a former assistant editor of Southern Flair Magazine in Atlanta.

Christoph Kunkel was appointed assistant to the president in February. Christoph, a native of Germany, was educated at Heidelberg University and the London School of Economics before coming to the U.S. on a Fulbright Scholarship to Cornell University (NY). He has been a coordinator of Cornell’s Summer in Washington program.

Hermoine Jean Wellman joined CIC in March as conference manager. Hermoine brings with her an extensive background in administration and meeting planning for associations, having worked for the National Planning Association, the National AIDS Fund, the Brain Injury Association of America, and Hebrew Home of Greater Washington.

Stephen Gibson has been promoted from projects coordinator to projects manager in recognition of the growing responsibilities that he has assumed for a wide range of projects.

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

Keith Wallace is director of administration at CIC. He assists with staff hiring, acts as liaison with the building manager and engineers, and purchases computer and office equipment. In addition, he supervises various administrative projects, as needed.

Prior to joining CIC in 2001, Keith was office manager for the American MidEast Education and Training Services (AMIDEAST) and Phillips Publishing Inc. He earned a bachelor’s degree in business management from the University of the District of Columbia in 2000.

Keith was born and raised in Washington, DC. He is married to Vanetta and has three children. He is a member of JEG Ministries, an outreach ministry that feeds and clothes the homeless in Washington, DC, and also assists battered women and children at Shepherds Cove in Maryland. He is an enthusiastic fan of the local professional sports teams.
the strong record of independent higher education in comparison with other sectors. CIC continues to sponsor, in collaboration with the Association for Institutional Research, annual workshops for college and university personnel on the use of national databases for benchmarking. Surveys of alumni satisfaction are being carried out through a CIC contract with Hardwick-Day, a research and consulting firm, and we encourage all colleges to participate in such studies (see story, page 19).

In addition, a draft “key indicators” tool, prepared by CIC through a contract with the Austen Group, was distributed at the Presidents Institute in San Diego, and widely praised as a useful benchmarking tool. The problems that were flagged by presidents in the draft (largely reflections of the flaws in the IPEDS data on which it was based) are now being addressed. Some presidents went so far as to say that these “key indicators,” when refined, will be one of the more important benefits of CIC membership.

CIC members have usually been eager to learn from new data. However, for some presidents it may take real courage to use newly available data. One disturbing reaction to the “key indicators” draft from some CIC presidents was their fear that such a report, although intended to be a confidential diagnostic tool, might fall into the hands of an accrediting body or a potential funder that would use it in inappropriate ways. These complaints were just numerous enough to be a cause for concern at CIC, and I regret to say they were concentrated in one region of the country. It is worrisome that there is mistrust of a regional accreditor at a time when we most need to build trust in the importance of an evidence-based culture for higher education’s use of meaningful data.

Two conclusions are suggested. The first is that we must continue to make the most of the emerging data opportunities—taking advantage of a new climate that encourages measurement, makes current data more readily available, and offers new, user-friendly ways for a college to work with these datasets. And the second conclusion is that the path to more and better use of data will probably continue to be mined with less-than-helpful efforts also made in the name of accountability—such as the overly simplistic U.S. News rankings or the punitive uses of data by an accreditor. It will not be easy to remain true to our ideals of candor in the use of new data on institutional effectiveness, but we must.

(President’s Desk, cont’d from page 2)
<table>
<thead>
<tr>
<th>Date</th>
<th>Conference</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2-3, 2004</td>
<td>Department/Division Chairs Workshop</td>
<td>Portland, Oregon</td>
</tr>
<tr>
<td>May 25-27, 2004</td>
<td>Department/Division Chairs Workshop</td>
<td>Richmond, Virginia</td>
</tr>
<tr>
<td>June 1-3, 2004</td>
<td>Department/Division Chairs Workshop</td>
<td>Kansas City, Missouri</td>
</tr>
<tr>
<td>June 8-10, 2004</td>
<td>Department/Division Chairs Workshop</td>
<td>Cincinnati, Ohio</td>
</tr>
<tr>
<td>July 28-30, 2004</td>
<td>Teaching and Learning Mentors Institute</td>
<td>Columbus, Ohio</td>
</tr>
<tr>
<td>September 20, 2004</td>
<td>Foundation Conversation</td>
<td>New York, New York</td>
</tr>
<tr>
<td>October 30, 2004</td>
<td>Workshop for New Chief Academic Officers</td>
<td>San Francisco, California</td>
</tr>
<tr>
<td>October 30-November 2, 2004</td>
<td>32nd Annual Institute for Chief Academic Officers (CFOs invited)</td>
<td>San Francisco, California</td>
</tr>
</tbody>
</table>