Helping presidents meet the challenges of balancing multiple priorities was the goal of the Council of Independent Colleges 2003 Presidents Institute. CIC’s annual meeting, held January 4-7 in Naples, Florida, again attracted record-breaking attendance (290 presidents and 169 spouses) and record financial contributions from sponsors. Several of the plenary speakers and panelists at this year’s Institute had recently published books or have books in progress that were the focus of their talks.

During the four-day conference, presidents explored financial topics such as alternative tuition pricing and discounting strategies, and leadership issues such as achieving and maintaining legitimacy in the academic presidency.

A number of sessions were devoted to an exploration of the changing nature of the student population and what presidents can expect to see in the new generation of students entering college, while other sessions focused on how presidents can make the case for their institutions. (See Special Report on the 2003 Presidents Institute, pages 8 to 18.)

CIC Launches Making the Case, Data Initiatives

Twenty campus officials, including several CIC presidents and campus communications professionals, participated in a special day-long meeting hosted by CIC on March 6 in Washington, DC to help develop the Council’s new “Making the Case” and Data Initiatives.

The initiatives are being launched this spring as a result of the year-long strategic planning effort in 2001, during which presidents and chief academic officers in 22 roundtable discussions urged CIC to help make a stronger case for the forms of education offered by small to mid-sized, teaching-oriented, private colleges and universities, and to collect and disseminate data and information on the independent sector of higher education.

In announcing the initiatives, CIC President Richard Ekman said, “Our goals for the Data Initiative include providing data to presidents and other campus leaders to make better-informed decisions, providing the information needed to make the case more effectively for independent colleges, and improving CIC programs. The Making the Case Initiative will help campus officials in their efforts to communicate the values and

(cont’d on page 20)
FROM THE PRESIDENT’S DESK

Standing Up When It Matters

By Richard Ekman

The voluminous literature on “leadership” is so intent on articulating universal truths that generalizations often crowd out concrete examples. Yet it is in the specific cases that one can understand best the marks of a leader's unusual success and distinguish it from the responsible, but more conventional performance of duties.

On a national stage, it is easy to see the exemplars. When Nathan Pusey, Harvard’s president in the 1950s, refused to cooperate with Senator Joseph McCarthy’s reckless search for Communists on American campuses, the newspapers reported it widely, and with admiration. More recently (and focused on the academic enterprise itself), Richard Levin, Yale’s current president, eliminated binding Early Decision procedures, and was praised by countless high school students, parents, and guidance counselors for easing the pressure on students.

Similarly impressive acts of leadership occur on less visible campuses all the time and, unfortunately, they pass without wider notice. It took courage, for example, for Bill Crouch, president of Georgetown College in Kentucky, to defend an art exhibition in the college’s art gallery, “Beatitudes Betrayed,” which focused on religious injustice. Some in the community initially considered the exhibit obscene, and Crouch organized guest lectures, including some by religious leaders, to turn the controversy into a learning experience for all, and a testament to the principle of freedom of expression. It took leadership for Susan Pierce, president of the University of Puget Sound, to deaccession the university’s locally popular law school, because it detracted from the university’s aspirations to become a national liberal arts institution. Fervent commitment to breaking the escalating tuition spiral prompted Samuel W. Speck and Anne C. Steele, successive presidents of Muskingum College in Ohio, to carry out a direct assault on this national problem by reducing Muskingum’s tuition in 1996 by 29 percent and since then, maintaining Muskingum’s lower tuition rate. And Pace University’s president, David Caputo, demonstrated heroic calm, confidence, and a rational plan to prevent panic in the hours and days following the terrorist attacks and collapse of the World Trade Center, which was, literally, adjacent to the campus.

Good leadership fosters change that is both transformative and sustainable. It can be concerned with moral or organizational matters. It can define the college’s role in the world beyond its walls or it can determine the internal dynamics of the institution. Most importantly, it requires a worthy goal—a vision, if you will—but it also requires persistence. It is no accident that the many independent colleges and universities that have enjoyed long periods of enrollment growth and program innovation, are known for especially effective leadership over long time spans. Of CIC’s 513 member institutions, 120 are now led by presidents who have served for ten years or longer. Longevity is not always synonymous with good leadership, to be sure, but it is a measure of both the courage to take a stand and persistence in working it through—long after the headlines have shifted to another topic.

Does a college president need to engage a controversial issue—especially one that has resonance with a national
CIC Board of Directors Welcomes New Members

CIC is pleased to announce the election of 12 new members to serve on the Board of Directors.

Kathleen Bowman has been president of Randolph-Macon Woman’s College (VA) since 1994. She previously served as vice provost for international affairs at the University of Oregon. She currently serves as president-elect of the Council of Independent Colleges of Virginia and on the executive committee of the Women’s College Coalition.

Larry Earvin, president of Huston-Tillotson College (TX) since 2000, previously served as dean of the School of Arts and Sciences at Clark Atlanta University (GA), where he led successful initiatives designed to expand minority participation in the sciences, mathematics, engineering, and technology fields. He has been recently elected to serve on the board of Project Kaleidoscope, a D.C.-based organization that promotes innovation in science.

Antoine Garibaldi has been president of Gannon University (PA) for the past two years. With more than 30 years of teaching and administrative experience in higher education, he is past chairman of AAHE’s board of directors and a member of the Wheeling Jesuit University (WV) board of trustees. Before coming to Gannon, he served as provost and chief academic officer of Howard University (DC).

Paul LeBlanc, president of Marlboro College (VT) since 1996, has led significant institutional growth on his campus, including an increase in endowment from less than $1 million to $16 million, and the creation of a new technology-based campus. Previously, he was vice president and director at Houghton Mifflin Company (MA). LeBlanc serves on a number of community service boards, including the Vermont Business Roundtable.

Michael Lomax has been president of Dillard University (LA) since 1997. Previously, he served as president of The National Faculty in Atlanta. He is the founding chair of the National Black Arts Festival, and currently serves on the board of the Studio Museum in Harlem, the United Way of America board of governors, and the President’s Board of Advisors on Historically Black Colleges and Universities.

Jeanne Neff, president of The Sage Colleges (NY) since 1995, has led a number of institutional achievements on her campus, including a growth in annual giving and endowment, and the creation of college-community partnerships that have contributed to regional economic development. She currently serves on the American Council on Education’s Commission on Women, and on the board of directors of the Association of American Colleges and Universities.

Glenda Price has been president of Marygrove College (MI) since 1998. Previously provost of Spelman College (GA), she has published a wealth of articles in the medical field and is active in a number of medical associations, including the American Society for Clinical Laboratory Science and the Association of Schools of Allied Health Professions.

Matthew Quinn, executive director of the Jack Kent Cooke Foundation (VA), previously served in a number of higher education posts, including president of Carroll College (MT), executive vice president of Saint Joseph’s University (PA), and dean of the graduate school of arts and sciences, Iona College (NY).

(contin’d on page 4)
Richard Traina, a current trustee of the George I. Alden Trust (MA), previously served as president of Clark University (MA), dean of the faculty of Wabash College (IN), and dean of Franklin and Marshall College (PA). He was trained as a specialist in American diplomatic history. Among his current board memberships is the Council on Higher Education Accreditation.

Jeanie Watson has been president of Nebraska Wesleyan University since 1997. Prior to her appointment, she served as vice president for academic affairs and dean of faculty at Susquehanna University (PA). Watson has helped the university implement a general education program, “Preparing for Global Citizenship,” and has significantly increased the study-abroad opportunities for students. She serves on a number of professional and community service boards, including the NCAA Division III President’s Council, the ACE Network Executive Board, and the BryanLGH Medical Center board of trustees.

Edwin Welch has been president of the University of Charleston (WV) since 1989. He previously served as provost and dean of the faculty of Wartburg College (IA), dean of Lakeland College (WI), and assistant dean of Lebanon Valley College (PA). He is the chair of the Appalachian College Association.

Katherine Haley Will is president and professor of English of Whittier College (CA). She serves on a number of higher education boards, including ACE’s Commission on Government and Public Policy, NAICU’s Commission on Government and Public Policy, and FIHE’s board of directors. Before coming to Whittier in 1999, she was provost of Kenyon College (OH).

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Department Chair Workshops Focus on Leadership, Campus Culture, and Change

CIC is offering its second annual series of spring workshops for department/division chairs that focus on the distinctive challenges of department leadership in small and mid-sized, private colleges and universities. The 2003 Workshops for Department and Division Chairs will focus on the theme of “Leadership, Campus Culture, and Change,” and will explore leadership styles, the cultures of institutions, and leadership effectiveness.

The workshops, to be held in the San Diego area, CA (April 4-5); Atlanta, GA (May 28-30); Philadelphia, PA (June 3-5); Hartford, CT (June 10-12); and Chicago, IL (June 10-12), are designed to serve both experienced and new chairs of departments or divisions at independent institutions.

Topics will include:

Leadership Approaches and Campus Culture: Chairs will explore the varieties of leadership styles—charismatic or “servant leader,” “top-down” or delegational, collegial or hierarchical decision-making—and approaches that are appropriate in a variety of contexts.

The Chair’s Vision for the Department/Division: Participants will examine the variety of reasons chairs assume this leadership role and the rewarding aspects of being a department chair. They will consider their vision for their departments and how they might keep the vision in mind as they move the department forward.

Leading Departmental Change: Facilitating lasting change will be another focus of the workshop. Chairs will wrestle with issues such as managing change under difficult conditions and attaining “buy in” by faculty members.

Dealing with Difficult Personnel Issues: Participants will address questions such as: How do you have a frank conversation with a colleague who has done something potentially harmful to the institution? How do you encourage civility and collegiality in the department?

Legal Issues: Lawyers familiar with legal issues at private institutions will explain the 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.

Camperes are encouraged to send several department chairs to one of the regional workshops so they may support one another in managing change upon return to their institution.

Working with the Chief Academic Officer: What do chief academic officers expect of department chairs? What are the do’s and don’ts for department chairs in creating an effective working relationship with the CAO?

Among the speakers at the workshops are Kelly Ward, assistant professor, educational leadership, Washington State University, and co-author, The Department Chair’s Role in Developing New Faculty into Teachers and Scholars; Philip Moots, president of Moots, Cope and Stanton, a private practice of law with concentration on legal problems of colleges and universities and employment law; Jon F. Wergin, professor of educational studies, Virginia Commonwealth University, and author of Departments That Work: Building and Sustaining Cultures of Excellence in Academic Programs; Kent Weeks, attorney with the law firm of Weeks, Turner, Anderson & Russell, professor of practice at the George Peabody College, Vanderbilt University (TN), and author of Managing Departments: Chairpersons and the Law; Daniel W. Wheeler, professor of agriculture leadership, education and communication, University of Nebraska-Lincoln, and co-author of The Department Chair: New Roles, Responsibilities and Challenges; and Claire Guthrie Gastañaga, principal of CG^2 Consulting, and an expert on faculty hiring, ethics, and sexual harassment policies.

Other speakers include Michele Atkins, director of graduate studies in education, Union University (TN); Sister Sally Furay, provost emerita of the University of San Diego (CA), and a member of the Legal Services Review Panel of the National Association of Independent Colleges and Universities; and Ann Singleton, education department chair, Union University.

Four chief academic officers—Helen Ray, Brenau University (GA); Carol Hinds, Mount St. Mary’s College (MD); Michael Bell, Elmhurst College (IL); and Clark Hendley, Saint Joseph College (CT)—will discuss the work of department chairs with CAOs.

Camperes 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 department chair listserver (www.cic.edu/projects_services/listservs.asp). To register for the workshops, visit the CIC website at www.cic.edu/conferences_events/workshop/teaching/index.asp. For more information, contact Mary Ann Rehnke, CIC vice president for programs, at (202) 466-7230 or mrehnke@ic.nche.edu.
Presidents and Foundation Officers To Discuss Liberal Arts College’s Role in Democratic Society

More than 100 presidents will meet with a score of high-level foundation officers in New York City on March 21 for CIC’s annual “Conversation Between Foundation Officers and College and University Presidents.” Participants this year will explore the theme of “Making the Case: The Liberal Arts College’s Role and Responsibilities in a Democratic Society.”

The meeting, to be held again at the TIAA-CREF Conference Center/Wharton Auditorium, will focus on how colleges can increase and strengthen civic engagement (i.e., community volunteerism, political involvement, and the acquisition of skills, attitudes, and dispositions that are essential for responsible participation in the democratic process) by students and how foundations can help in that effort.

Speakers will include Leslie Lenkowsky, chief executive officer of The Corporation for National and Community Service; Gara LaMarche, vice president and director of U.S. programs for The Open Society Institute; Eugene Lang, chairman of the E.M. Lang Foundation and founder of Project Pericles; and Richard Guarasci, president of Wagner College and author of Democratic Education in the Age of Difference: Redefining Citizenship in Higher Education.

Among the questions to be addressed: What are the appropriate roles of faculty members, trustees, and administrators in informing students about civic engagement, and encouraging students to think critically about our democratic institutions? To what extent should foundations be concerned with, and support by way of grantmaking, specific content changes in a college’s curriculum so as to foster civic engagement? Will the “virtual campus” erode civic participation, or enhance it among students? How can foundations interested in strengthening civic engagement use liberal arts colleges and universities as resources? How can liberal arts colleges and universities work with foundations to strengthen and foster civic engagement? Is there a distinctive role for faith-based colleges and universities in helping to “make the case” about civic participation in a democratic society? And is it necessary for colleges and universities to incorporate a values and ethics component into their educational processes?

The core of the program will consist of the exchange of ideas and sharing of perspectives between presidents and foundation officers about such issues. In announcing the meeting, CIC President Richard Ekman said “the annual meeting between presidents and foundation officers serves a dual purpose: it provides opportunities for the philanthropic community to learn more about the interests of CIC colleges and universities, and for college and university presidents to hear about the interests and perspectives of philanthropic foundations.”

For more information about the meeting, visit the CIC website at www.cic.edu/conferences_events/foundations/2003.asp.

CIC/Gilder Lehrman Program For American Historians

CIC and the Gilder Lehrman Institute of American History have announced the second annual seminar for CIC history faculty members. This year’s seminar, to be held on the Columbia University campus in New York City on June 22-27, will focus on “Political History of the Early Republic: New Challenges, Old Strengths.”

Joyce Appleby, professor of history emerita at the University of California, Los Angeles, will lead the week-long seminar on the recent historiography and reinterpretation of the history of the early years of the American Republic. Up to 25 faculty members in American history and related fields at CIC member institutions will be selected to participate in the seminar.

Participants will examine the tumultuous years of the sovereign states, the start of constitutional government, the eruption of partisan politics, and the institutionalization of a two-party system. But Appleby will take them beyond the usual American historiography sequence by including the perspective of political culture—adding rhetoric, public rites, commemorations, and the influence of the new print medium to the staples of elections, party systems, and presidential relations with Congress and the courts.

Appleby is the author of Inheriting the Revolution: The First Generation of Americans, which has, since its publication in 2000, stimulated a wave of reinterpretation of the political history of the period spanning the first five presidential administrations—from Washington to Monroe—the formative period of American history. CIC President Richard Ekman said Appleby’s work has “greatly enriched our appreciation of the play of participation and power in American politics. We are fortunate to have Joyce leading this unique seminar, and we are grateful to the Gilder Lehrman Institute for partnering again with CIC to provide this opportunity for American historians.”

Twenty-five individuals will be selected by competitive nomination; faculty members who wish to participate must be nominated by the chief academic officer of the nominee’s institution. The nomination deadline was Friday, March 7, 2003, and selected participants will be announced Friday, March 28. For more information, visit the CIC website at www.cic.edu/projects_services/other/gilder_lehrman.asp.
A two and one-half day workshop helped campus leaders use national data sets and new web-based tools to develop comparative analyses that can aid institutional decision-making.

CIC and the Association for Institutional Research (AIR) cosponsored the technical assistance workshop, Data and Decisions: A Workshop for Independent Colleges and Universities, held December 11-13, 2002 in Lansdowne, VA. Twenty-five member institutions participated, out of more than 40 that applied.

“Our goal for this workshop was to bring together the diverse individuals on campus who are responsible for institutional research and planning functions, to look at the data available and how best to use it, and to provide a fertile ground for networking and the sharing of best practices,” said Michelle Gilliard, CIC vice president for planning and evaluation. “While a small proportion of campuses have research and planning vice presidents or directors, often the work is shared among enrollment management, information technology, academic affairs, student affairs, and finance professionals. The interaction of the participants with workshop staff also afforded CIC the opportunity to access the general data needs of the membership,” she said.

The 25 campus teams that participated include Agnes Scott College (GA), Alderson-Broaddus College (WV), Augsburg College (MN), Blackburn College (IL), College of St. Mary (NE), College Misericordia (PA), College of the Southwest (NM), Duquesne University (PA), Hiram College (OH), Hollins University (VA), LaGrange College (GA), Marian College (WI), Midway College (KY), Montreat College (NC), Mount Union College (OH), Nebraska Wesleyan University, Rivier College (NH), Seattle Pacific University (WA), Seton Hill University (PA), St. John Fisher College (NY), Stonehill College (MA), University of Sioux Falls (SD), Viterbo University (WI), Westminster College (UT), and Xavier University (OH).

Planning for two additional regional workshops to be held in September and October is underway and will be announced shortly.

CIC Colleges to Participate in Frye Leadership Institute

Administrators at seven CIC institutions have been selected to participate in the prestigious 2003 Frye Leadership Institute. Rosie Albritton, director of the college library and associate professor, Florida Memorial College; Rachel Applegate, director of the library and institutional research, The College of Saint Scholastica (MN); Barry Bandstra, professor of religion, Hope College (MI); William Beyer, director of technology services and CTO, Hartwick College (NY); Linda Simmons Henry, director of library services, St. Augustine’s College (NC); Nikki Reynolds, director of instruction technology services, Hamilton College (NY); and David Weil, associate director of academic computing and client services, Ithaca College (NY), will join individuals from 47 other colleges and universities for the intensive, two-week residential program to be held June 1-13 at Emory University (GA).

The Frye Leadership Institute focuses on challenges in higher education leadership, and the qualities needed to confront strategic change in higher education. It is designed to instill in campus leaders new competencies and perspectives on technology, economics, public policy, and constituent-relations.

“CIC encouraged member presidents to nominate participants,” said CIC President Richard Ekman. “Out of 190 applications overall, 29 small liberal arts colleges applied and nine were accepted. The number of successful nominations suggests how competitive CIC schools can be in national programs that are open to all types of institutions,” he said.

The institute is sponsored by the Council on Library and Information Resources (www.cilr.org), EDUCAUSE (www.educause.edu), and Emory University (www.emory.edu) and is supported by a grant from the Robert W. Woodruff Foundation.

Upcoming EDUCAUSE Conferences

As part of its continuing collaboration with EDUCAUSE, CIC is creating opportunities at EDUCAUSE Regional Conferences for information technology officers from small and mid-sized private institutions to meet one another and to share best practices and ideas, while benefiting from the wide range of presenters and vendors at these events. Upcoming EDUCAUSE Conferences include:

The EDUCAUSE Midwest Regional Conference, “Strategic Leadership in Challenging Times,” March 24-26, Chicago, IL

The EDUCAUSE Southeast Regional Conference, June 18-20, Atlanta, GA

CUMREC, an EDUCAUSE affiliate, will be holding its Annual Conference May 11-14 in Lake Buena Vista, FL. The CUMREC Annual Conference focuses on the uses of administrative computing in higher education.

More information about each of these conferences is available at www.educause.edu/conference.
The 2003 Presidents Institute, with the theme of "Challenges of the Presidency: Balancing Multiple Priorities" followed four main tracks: financing high quality education, developing leadership, understanding changing student populations, and making the case for independent colleges and universities.

FINANCING HIGHER EDUCATION

Charting the Course for Tuition Pricing and Discounting

Three CIC presidents and a student financial aid management consultant told a packed room of more than 120 presidents about their experiences with diverse approaches to setting tuition and determining financial aid policies.

“There is no one right answer in tuition pricing and discounting for every college,” said Kathy Kurz, vice president with the Rochester, NY firm of Scannell and Kurz. She advised that “a correct strategy is very dependent upon your market position and whether or not you’re already at maximum capacity.” Kurz said there are four key questions presidents should ask when considering setting tuition: Are you perceived as worth the price you’re charging? Have you convinced students that you’re affordable? Are you spending your dollars efficiently? And are you investing the right level of institutional resources in financial aid to meet your enrollment needs?

The presidents described the situations at their colleges and explained how they have been turned around through different, yet aggressive and strategic approaches to tuition pricing and discounting.

When Jerry Cain was appointed president of Judson College (IL) in 1998, he inherited a strategic plan for marketing Presidents Can Reduce Financial Risk Levels, Say Moody’s Reps

Despite current economic challenges facing private colleges and universities, presidents can adopt management strategies that help maintain an institution’s fiscal health, according to representatives of Moody’s Investor Services.

Susan Fitzgerald and Naomi Richman, both senior vice presidents at Moody’s, said during a Presidents Institute session that colleges face significant financial challenges driven by endowment losses, declining philanthropic support, an increased focus on affordability, the need to invest in campus facilities, and increased competition for students. When all of these pressures are added up and applied to small, regional, lesser-endowed private institutions, the institutions tend to be regarded as a significant financial risk. Accordingly, the financial services sector will often assign their lowest investment grade rating, which is a Baa at Moody’s, she explained. Data from Moody’s show that private institutions with this rating tend to have revenue streams heavily dependent upon student charges (90 percent), with the remaining 10 percent derived from gifts, endowment, grants, and contracts. Institutions with the strongest rating, Aaa, tend to receive approximately 25 percent of their revenue from student charges, 45 percent from gifts and investment income, and 30 percent from grants and contracts.

Saving on “Back-Office” Services

Two recent collaborative efforts among CIC colleges are proving their worth—saving dollars, creating efficiencies, and even generating income. But their implementation has not been a simple or straightforward process, said presenters at a Presidents Institute session.

Gordon Haaland, president of Gettysburg College (PA), described an effort involving several institutions in Pennsylvania (Franklin & Marshall College, Dickinson College, and Bucknell University) that established a separate for-profit company to administer joint insurance programs for long-term disability and group life, long-distance telephone service, printing, human resource in-service training, and some computing functions. Haaland said that the schools also formed a self-insured workers’ compensation trust that purchased reinsurance and retained an experienced third-party claims administrator. “The trust is now experiencing substantial growth in the number of participating schools and there has been $275,000 in annual savings and more than $70,000 in annual income for the schools,” Haaland noted. In addition, he said, colleges are saving money by instituting group bidding of student health insurance, which reduces the cost of coverage per student. “These savings were used to retain the services of an insurance consultant who manages the programs for the schools,” he said, adding that more schools are expected to join the group this year, and that this initiative has produced more than $21,000 in annual income for the schools.
(Tuition Discounting, cont’d from page 8)

the institution that was not succeeding in attracting teenagers from Chicago’s 8.6 million population. Soon after he arrived, the college established a new approach that guaranteed 40 percent of financial aid need from any and all sources to its traditional student registrants. “The plan has been working well in attracting students,” Cain noted. In addition, modifications to strategies adopted at Judson at that time have since decreased Judson’s net tuition discount from 41.35 percent to 33.69 percent in 2002. This reduction “opened a $1 million amount for spending on other college needs,” Cain noted.

David Pollick, president of Lebanon Valley College (PA), identified a former college needs,” Cain noted. This action received widespread national publicity and skeptics have since questioned whether the move would ultimately improve or diminish the character of the institution.

Steele related that in 1996 Muskingum had a stable enrollment of approximately 300 freshmen and a discount rate of 31 percent. It enrolled about 1,000 students, yet suffered from excess capacity while boasting a 12-to-one student-to-faculty ratio and underused residences (only 68 percent of residences housed students). Shortage of revenue was also preventing long-delayed maintenance. “The first fall, we increased applications by 450 and our first-year class enrollment by 100 students—without diminishing our average ACT scores,” she said. “This ACT level has held steady—as has our discount rate of 31 percent.” Muskingum is now in Phase II of its aggressive approach. This phase demands that the college upgrade its capacity to keep up with demand. Steele explained particulars of the growing pains and how Muskingum has confronted those needs. “We’re now at 99 percent capacity, and this past year we also had our first waiting list of applicants in school history.” The only downside, she warns, is that student retention levels are erratic. She blames the disruption of building new facilities as well as the growing population of Muskingum (enrollment is up to 1,610) for some changes that students dislike. Steele is quick to add, “It was not the price reduction that brought Muskingum more students. It was the quality of the college that brought more students. Our reducing of the price got more students. It was the quality of the institution that was worthy of our promises. We also paid close attention to our net dollars.”

Anne Steele, president of Muskingum College (OH), brought the participants up to date with what has transpired since Muskingum cut $4,000 from its tuition in the fall of 1996, well before she arrived. “One of the primary reasons we lowered tuition from $13,850 to $9,850,” Steele says, “was to increase the numbers in our applicant pool.” This action received widespread national publicity and skeptics have since questioned whether the move would ultimately improve or diminish the character of the institution.

Steele related that in 1996 Muskingum had a stable enrollment of approximately 300 freshmen and a discount rate of 31 percent. It enrolled about 1,000 students, yet suffered from excess capacity while boasting a 12-to-one student-to-faculty ratio and underused residences (only 68 percent of residences housed students). Shortage of revenue was also preventing long-delayed maintenance. “The first fall, we increased applications by 450 and our first-year class enrollment by 100 students—without diminishing our average ACT scores,” she said. “This ACT level has held steady—as has our discount rate of 31 percent.” Muskingum is now in Phase II of its aggressive approach. This phase demands that the college upgrade its capacity to keep up with demand. Steele explained particulars of the growing pains and how Muskingum has confronted those needs. “We’re now at 99 percent capacity, and this past year we also had our first waiting list of applicants in school history.” The only downside, she warns, is that student retention levels are erratic. She blames the disruption of building new facilities as well as the growing population of Muskingum (enrollment is up to 1,610) for some changes that students dislike. Steele is quick to add, “It was not the price reduction that brought Muskingum more students. It was the quality of the college that brought more students. Our reducing of the price got more students to look at us.”

Kurz concluded that these three different approaches show the effectiveness of using pricing and student aid strategically.

(Moody, cont’d from page 8)

Although institutions have little control over the external factors that create these economic challenges, Fitzgerald suggested that presidents could manage their institutions so that the level of risk is reduced. One strategy is to achieve an appropriate balance between mission-driven activities that tend to increase financial risk, mission-driven activities that have a positive impact on the margin, and other activities that have a positive impact on the margin, but are less closely connected to mission. Additionally, she and Fitzgerald indicated that institutions can improve their ratings by doing the following:

• stratify pricing to capitalize on areas of strength;
• expand the student market without abandoning the core constituency;
• establish a fundraising contingency plan;
• manage expenses—for example, retirement benefits;
• engage in realistic budget planning and modeling;
• focus on investment allocation—find alternatives to equities; and
• rethink capital spending plans by focusing on functionality and flexibility in capital projects.

Campus Facilities Development Requires Partnerships

Presidents who intend to develop campus facilities should form partnerships with financial and real estate firms, said presenters at a Presidents Institute session on what presidents need to know in developing campus facilities.

F. Stuart Gulley, president of LaGrange College (GA), a United Methodist institution that has experienced steady growth in recent years; Patrick Russell, senior vice president of
(Facilities, cont’d from page 9)

Rolf Wegenke, president of the Wisconsin Association of Independent Colleges and Universities (WAICU), reported on a statewide initiative, launched in 2001, to perform all administrative support functions on a collaborative basis for the 20 members of WAICU. WAICU is creating group purchasing organizations, contracting with a single collection agency, and conducting a joint selection process for administrative software. While parts of the initiative succeeded in streamlining administrative support functions and saving money for the colleges, Wegenke said some projects were terminated after a thorough assessment. For example, the travel services program was terminated because of “too much flux in the industry...and internal resistance from the affected institutional departments,” he said.

Haaland and Wegenke said they learned several important lessons in implementing these collaborative projects that could benefit others:

- **Provide a clear sense of the reason for the project.** Projects will be much easier to implement if the institutions have a clear sense of the reason for the project, and the impact that it will have on their college.

- **Establish the priority of the project among participants.** Individuals from the involved institutions must have a clear sense of the priority they must give to a consortial project.

- **Communicate clearly and frequently.** Collaborative projects need to be effectively communicated among the participating institutions, so that the institutions are not working independently on the same projects that are being pursued on a consortial basis.

- **Focus on a few projects at a time.** It is better to give a lot of attention to the development of a few projects than it is to give a little attention to a large number of projects.

(Back-office, cont’d from page 8)

> POST-INSTITUTE WORKSHOP SPEAKERS:
>
> Robert W. Pearce, President, Mount Mercy College
> Kent John Chabotar, President, Guilford College
> James E. Morley, Jr., President, NACUBO
> Margaret M. Healy, President Emeritus, Rosemont College
> Emerson M. Wickwire, Principal, E.M. Wickwire Associates, L.L.C.
> Michael K. Townsley, President, Pennsylvania Institute of Technology
> Susan Fitzgerald, Senior Vice President, Moody’s Investors Service

> Post-Institute Workshop Tackles Financial Management
>
> Once again, CIC held a one-day workshop for presidents immediately following the Presidents Institute, this year focusing on financial management. Co-sponsored with the National Association of College and University Business Officers (NACUBO), the event attracted 63 presidents.

> Presenters included current and former presidents who had been chief financial officers, as well as representatives from Moody’s Investors Service and NACUBO and other experts. The sessions covered ways to assess the financial health of institutions; the critical relationships that the president has with the chief financial officer, business staff, and board of trustees; and key decision processes such as budgeting and controls. Other topics included making maximum use of financial statements, understanding cash flow, managing debt and endowment, discounting tuition, outsourcing, and determining compensation.

> Participating presidents pinpointed several areas where additional assistance, perhaps by CIC, would be useful. For example, many asked for additional guidance on the subtleties of balance sheets and of income and expense reports. A number of presidents hope for better access to comparative financial data, especially for institutions not seeking bond ratings from such groups as Moody’s, as well as for recommendations on key ratios and specific benchmarks.

> "post-institute workshop speakers: Robert W. Pearce, President, Mount Mercy College Kent John Chabotar, President, Guilford College James E. Morley, Jr., President, NACUBO Margaret M. Healy, President Emeritus, Rosemont College Emerson M. Wickwire, Principal, E.M. Wickwire Associates, L.L.C. Michael K. Townsley, President, Pennsylvania Institute of Technology Susan Fitzgerald, Senior Vice President, Moody’s Investors Service"
LEADERSHIP ISSUES
Legitimacy in the Academic Presidency

To be a successful college president, an individual must gain “legitimacy”—or “acceptance by constituents as an effective leader and as a good fit with the institutional culture”—said Rollins College (FL) President Rita Bornstein during her closing address at the Presidents Institute.

Bornstein, who is also the Harriet W. Cornell Memorial Professor of Distinguished Presidential Leadership at Rollins, based her remarks on a book she is writing for the American Council on Education/Praeger Series on Higher Education, titled Legitimacy in the Academic Presidency: From Entrance to Exit.

“I see a presidency as a cycle of three stages: gaining legitimacy, moving a legitimate change agenda, and exiting with legitimacy,” Bornstein said. “Legitimacy may take two to three years to achieve, requires maintenance, and once lost, is almost impossible to regain. In the process of gaining legitimacy, presidents develop the relationships (social capital) they will need to promote change. Most presidents take legitimacy for granted, unless they fail to achieve it or they lose it,” she noted, adding that “a president’s survival depends on it, and so does a president’s ability to mobilize support and resources for change.”

Bornstein identified six threats to legitimacy:
1) Lack of Cultural Fit - failing to understand and embrace the institutional culture;
2) Management Incompetence - for example, making poor choices for top administrative staff, taking control of departmental budgets, revising longstanding ceremonies, or having a management style that is perceived as inhumane, authoritarian, or non-collaborative;
3) Misconduct - inappropriate, unethical, or illegal behavior are lapses that diminish the moral authority of the academy; college and university presidents have a greater moral responsibility than others in government or business because they serve as role models for students and citizens;
4) Erosion of Social Capital - making unpopular decisions may reduce social capital, but the danger is in not being attentive to repairing relationships;
5) Inattentiveness - becoming heavily involved in civic, economic development, or policy, professional, or personal issues, diminishes a president’s institutional availability; and
6) Grandiosity - for example, acting on behalf of the institution without the necessary consultation and involvement, or acting to transform the institution based on the president’s own vision without involving constituents.

Finally, Bornstein listed ten strategies that presidents can employ to build legitimacy:
1. Do not attempt major systemic changes at the beginning of a presidential tenure, or at any time without faculty support, unless there is a crisis;
2. Be a hero by making all possible procedural improvements;
3. Be a hero by making all possible procedural improvements;
4. Be a hero by making all possible procedural improvements;
5. Be a hero by making all possible procedural improvements;
6. Be a hero by making all possible procedural improvements;
7. Be a hero by making all possible procedural improvements;
8. Be a hero by making all possible procedural improvements;
9. Be a hero by making all possible procedural improvements;
10. Be a hero by making all possible procedural improvements.

In addition to leading a roundtable discussion on establishing an “engaged” board of trustees, Richard Morrill, chancellor of the University of Richmond (VA), opened the Institute with an address on “Integral Strategy as a Process of Leadership.”
PRESIDENTS INSTITUTE

(Bornstein, cont’d from page 11)

3. Respect board and faculty governance;
4. Consult, collaborate, and communicate;
5. Absorb the culture and listen to opinion leaders;
6. Stay attuned to trends in education and society;
7. Develop a vision that resonates with the culture and aspirations of constituents;
8. When the groundwork has been prepared—act;
9. Make principled decisions and expect the same of others; and
10. Maintain a scholarly life, participating in public discourse on educational issues.

Bornstein’s book, *Legitimacy in the Academic Presidency: From Entrance to Exit*, is part of the ACE/Praeger Press Series on Higher Education. It is available from www.greenwood.com or (800) 225-5800.

(Morrill, cont’d from page 11)

arrived from enrolling too few students or suffering investment setbacks,” participants said. One institution’s trustee assisted the president by prodding faculty members on the board’s academic affairs committee to seek departmental reviews for all units and to upgrade outdated course offerings; another pleaded for curricular review at the school, allowing the president to plead for other enhancements elsewhere.

However, a poll of those in the room revealed that presidents were concerned that trustees are becoming more engaged in campus academic affairs than they had been in the past, perhaps portending micromanagement. For example, a president said a member of his board had recently questioned the benefits of outside consulting contracts and appeared to be on the verge of screening future consulting contracts that were normally routine management decisions. Corporate veterans on the board at another college, “stung by Enron and the nation’s accounting scandals, were scrutinizing more closely everything at the college that might be seen as a possible conflict of interest,” said another participant.

Morrill stressed, “You need to move toward a concept of a board that makes significant contributions to your campus’ strategic decisions. To that end, one of your first and most important tasks as president is to teach trustees that there are two distinctly different types of decision-making—administrative and academic—on a campus. The administrative system of decision-making is very comfortable for most trustees. The academic system of decision-making is uncomfortable for many. You must help your trustees see that this system is also a healthy system, and deserves their respect.”

The engaged board, Morrill says, can contribute critical dimensions in campus academic affairs, such as:

• understanding the culture of academe;
• knowing broad strategic trends in education;
• actively monitoring strategic goals for the academic program;
• evaluating programs and policies, assuring assessments and evaluating against the goals;
• ensuring accountability by holding groups and individuals responsible for reaching the goals; and
• making decisions on policies and programs.

Morrill noted that too many campuses waste time arguing about whether the faculty or the trustees is the final governing authority on academic matters. The campus leadership should, he believes, work closely together for everyone’s benefit.

Morrill noted that too many campuses waste time arguing about whether the faculty or the trustees is the final governing authority on academic matters. The campus leadership should, he believes, work closely together for everyone’s benefit.

Morrill said that he had arrived at many of his conclusions about engaging trustees during the development of his book, *Strategic Leadership in Academic Affairs*. The book was published recently by the Association of Governing Boards, and is available for $34.95 from the AGB, at www.agb.org or (202) 296-8400.

WORKSHOP EXPLORES WAYS TO ENGAGE TRUSTEES

Trustees often feel that too much of their time is spent in what they consider to be routine business, and that at their meetings, “there is too much paper, too much information, too much show-and-tell, and too many reports,” said Tom Scheye, a former Loyola College (MD) provost who has conducted more than 50 workshops for boards. He led an afternoon workshop during the Presidents Institute on ways to engage trustees.

To frame the two-hour discussion, he posed five questions that presidents should have boards address:

■ What’s our niche? (How different or distinguished are we?)
■ How big should we be?
■ How good should we be?
■ How diverse should we be?
■ How can we afford it?

He maintained that wrestling with these five questions will help to create an engaged board by refocusing the trustees on the institution’s mission. Answers to these questions, Scheye said, will lead to an institutional strategy for fundraising that can also engage the board.
Independent projects, service learning, and millennials are into teamwork, group
Howe reported. In fact, he said, “the
ed; and alcohol consumption is down,”
tobacco usage is the lowest ever record-
down to one-half of what they were in
pregnancy, abortion, and birth rates are
crime among this age cohort; rates of
approaching college age is not, as many
experts have predicted, more cynical,
alienated, pessimistic about the future,
attacted to risk, or prone to criminal
activities, said author Neil Howe during
a plenary address at the Presidents
Institute. Rather, prospective students in
this “millennial generation,” as Howe
calls them, are “attracted to big-name
universities, long traditions, and a tight
sense of community. They are risk-
avers, and they like to work with the
best and latest high-technology gadg-
etts.” Howe is an authority on character-
istics of different generations in America
and author of a 100-page handbook
titled Millennials Go To College: Strategies for a New Generation on
Campus—Recruiting and Admissions,
Student Life, and the Classroom, designed
to help college administrators anticipate
how the new millennial generation is
changing and will continue to change
college life.

Based on his data and observations,
Howe offered college and university
presidents a number of recommendations and suggestions as to what to
expect and how to plan for the millen-
nial generation.

The millennial generation is racially
and ethnically diverse (38 percent are
nonwhite or Latino; 33 percent are
Asian), Howe said, adding that the data
on cohort characteristics are much more
positive than had been predicted.
“There has been a 60-70 percent
reduction in the rate of serious, violent
crime among this age cohort; rates of
pregnancy, abortion, and birth rates are
down to one-half of what they were in
the early 1980s; drug usage is down;
tobacco usage is the lowest ever record-
ed; and alcohol consumption is down,”
Howe reported. In fact, he said, “the
millennials are into teamwork, group
projects, service learning, and
community service. These changes are
due to many factors, according to Howe.
“The consciousness revolution was
wakening when they came along—by the
1990s, society’s emphasis was on raising
a better generation of kids, and there
was a more positive depiction of kids in
the media and movies. In addition, dur-
ing this time period, divorce rates were
falling, school accountability was up, the
U.S. was going through an expansive
economic boom period, and child care
had become more professional.

These and other changes in the
coming generation will have an impact
on colleges in myriad ways, Howe said,
and college administrators need to be
prepared.

Millennial children have been shel-
tered, so colleges should:
• play up tradition and the public trust
dimension of college policies;
• assume there are no acceptable risks;
• market a safe environment;
• emphasize a top health staff;
• expect in loco parentis to dethrone
FERPA; and
• promise protection from corrupting
values and commercialism.
The millennial students are
cnfident, happy, and optimistic,
so colleges should:
• prepare for students who have a lot
and expect a lot;
• stress good outcomes;
• use social norming; and
• create the expectation of success for
all, including special needs kids.

This cohort is team-oriented, so
colleges should:
• stress friendship and duty to help
others;
• showcase groups and team skills; and
• prepare for rapid growth in main-
stream political and community
organizing.

Millennial students are pressured
(an unprecedented number plan to go to
college—84 percent in 2002, 66 percent
of whom plan on attending a four-year
institution), security conscious (84 per-
cent say security is very important),
sleep deprived (two-thirds of high
school students say they don’t get
enough sleep), and planners (88 percent
have specific five-year career goals).
Therefore, colleges should:
• expect admissions and grading to
grow ever more selective;
• retool classrooms for constant testing,
feedback, monitoring, and skills
mastery;
• stress long-term life planning over
short-term opportunities; and
• offer a balanced life—not push one
thing too much.

They are achievers, with rising profi-
ciency in math and science and higher
SAT scores. They spend a lot more time
on their homework than previous
cohorts; more of them have a stay-at-
home parent who is focused on their
(cont’d on page 16)
1, 2, 3. During the Presidents Institute awards banquet, Board Chair Richard Detweiler and CIC President Richard Ekman presented several service and support awards: The Allen P. Splete Award for Outstanding Service was presented to USA Today, represented by Robert Dubill, executive editor retired (photo 1, center). Accompanying him was Ling Chai, Chief Operating Officer of Jenzabar (left), which sponsored the award. Elizabeth Perkins Prothro (photo 2, center), accompanied by her son, Joseph Prothro (right), received the Award for Philanthropy for an individual. And the Jessie Ball duPont Fund, represented by President Sherry Magill (photo 3, center) was presented with the Award for Philanthropy for a foundation.

4. Members of the Spouses Program Task Force were recognized for their work in ensuring that the Presidents Institute Spouses Program, which had record attendance this year, met the needs of their colleagues. Pictured from left to right are Ann Wagner Marden, Manchester College; Carol Detweiler, Hartwick College; Nancy Shinn, Berea College; Daniel Bowman, Randolph-Macon Woman’s College; Mila Meier, Elmira College; Lorna Sawatsky, Messiah College; Maryjane Mitchell, Washington and Jefferson College; and Mary Ann Rehnke, CIC.
PRESIDENTS INSTITUTE

5. CIC presidents, spouses, and sponsors participated in a CIC “Dine-Around Dinner” during the Presidents Institute. Left to right: Karen and Earl Robinson (Lees-McRae College), Kent Henning (Grand View College), Tom Gavic (Performa), Joe Lee (Thomas More College).

6. James Day, a principal with Hardwick Day, Inc., presents a session on “Making the Case: Asserting Value by Documenting Difference,” which draws from alumni surveys conducted for different groups of colleges and universities (see story, page 19).

7. Walter and Lorraine Bortz of Hampden-Sydney College and Walter and Peggy Roettger of Lyon College enjoyed meeting and catching up at the pre-banquet reception.

Banquet and Award Photographs by Brad Cox
(Howe, cont’d from page 13)

success; and internships are more popular among this group. This means colleges should:
• expect kids to be more knowledgeable and less creative;
• prepare for standards (the outcomes and assessment movement);
• use objective facts to persuade prospective students;
• provide internship opportunities;
• anticipate a growing student tilt toward math and science over arts and humanities; and
• provide cutting-edge, networked technology for every student.

Howe’s handbook is available from his company, LifeCourse Associates, for $49 by calling (866) 537-4999. Slides of his presentation at the Presidents Institute are posted on CIC’s website at www.cic.edu/conferences_events/presidents/previouspres/PI2003millennial-generation.pdf.

Recruitment Tactics Need to Change with New Students, Panelists Say

Students coming to college today and tomorrow must be recruited very differently from yesterday’s students, said a panel of presenters during a concurrent session that addressed “Who are Today’s…and Tomorrow’s…Prospective Students?”

Shawn Coyne, co-president and CEO of Connexxia and Thomas Williams, president and CEO of Noel-Levitz, generally agreed with Neil Howe’s assessment of the characteristics, needs, and concerns of the coming generation of students. “They are talented, motivated, and concerned about choosing the ‘right’ college, yet they are very different—being more diverse, demanding, impatient, and ‘wired,’” said Coyne.

Williams noted that “a big part of the story is the increased diversity of the student population. Students of color will represent 80 percent of the increase in college-aged students; nearly 50 percent of the new growth will be Hispanic; and among minority students, 45 percent will come from low-income families.” He stressed that “by 2012, the students enrolling in higher education will be more numerous, more diverse, and quite likely less prepared than any generation preceding them. While the increase in numbers may be welcome news for some institutions, the changing demands will also be overwhelming.”

These factors have “enormous implications for colleges and enrollment managers,” Williams said. “Colleges will need to re-examine their mission and organize to meet the demand for post-secondary education among the growing number of “average” and “at-risk” students. For example, they will need to “strategically increase capacity, maintain affordability, maintain admission standards, actively partner with secondary schools to better prepare at-risk students for college; and focus on retention,” he noted. In addition, strategic enrollment planning—with increasing reliance on enrollment technologies to support one-to-one marketing—will become increasingly important, he said, and there will be a greater need for enrollment leadership from the president and senior staff. Williams suggested that colleges will need to invest more time and resources in retention strategies, as well as in continuing education, distance learning, and alternative delivery systems. Institutions will also need to invest in their infrastructure in order to increase capacity and meet growing demand over the next 15 years.

Coyne added that colleges should focus on their electronic communications to attract today’s and tomorrow’s students. Connexxia recently conducted a series of focus groups and one-on-one interviews with students accepted at a broad cross-section of more than 100 colleges and universities nationwide to find out “what’s on their minds” regarding the college admissions and decision

Price Urges Presidents to Join in Urban League’s “Achievement Campaign”

The plenary address given by Hugh Price, president and CEO of the National Urban League, focused on the evolving outlook of urban youth, drawing from his new book, Achievement Matters: Getting your Child the Best Education Possible. He urged college and university presidents to “focus on qualitative measures of success for students, and not be slaves to quantitative measures like SAT and ACT tests.” At the same time, he suggested that colleges hold events for high school students in the community that teach them about the importance of these tests. Price also urged CIC institutions to collaborate with the National Urban League’s “Achievement Campaign”—an effort “to turn more kids onto knowledge and success and into the higher education pipeline.” For example, he said colleges could create a mentoring program to bring African American and Latino students to the college to interact with faculty members and college students. Price’s book is available for $27 from bookstores nationwide.
Deliver your message more effectively—make it exciting and user-friendly, update it frequently, and personalize or tailor it;

Establish the “human connection” by facilitating two-way communication with admissions staffers, selected students, and your institution’s key players, including the president; and

Optimize your media mix—hard copy documents are still vital, but the internet is now your most indispensable medium.

Both the Noel-Levitz and Connexxia presentations are available on CIC’s website at www.cic.edu/conferences_events/presidents/previouspres/2003resources.asp.

Presidents Need to Tackle Alcohol Abuse on Campus

College presidents must take action to change the culture of drinking on campus, said Presidents Institute panelist Susan Resneck Pierce, president of University of Puget Sound (WA), during a session on the president’s role in addressing campus drinking.

More college students are drinking to get drunk and engaging in risky behavior (for example, driving under the influence and having unprotected sex), she said, noting that “1,400 college students die each year because of alcohol, 500,000 are injured, 600,000 are assaulted, and 70,000 are victims of date rape or sexual assault.” Pierce cited a recent report from the National Institute on Alcoholism and Alcohol Abuse Task Force (NIAAA), A Call to Action: Changing the Culture of Drinking at U.S. Colleges. Pierce served on the NIAAA’s Task Force on College Drinking.

Given the magnitude of the problem, she said it is important for college presidents to tackle the issue. She suggested a number of actions presidents could take that might have a positive impact on campus drinking:

- Work with students on an individual level;
- Make substance abuse prevention a priority;
- Educate faculty members about how alcohol abuse leads to academic problems (25 percent of students report having academic problems related to alcohol abuse) and persuade faculty members to join in efforts to address the problem;
- Step up the enforcement of the minimum drinking age law;
- Work with off-campus bars and nightclubs on responsible serving;
- Educate students about alcohol poisoning;
- Create alcohol-free living spaces and host alcohol-free events;
- Eliminate keg parties on campus, and eliminate alcohol at sporting events, including banning tail-gate parties; and
- Conduct a social norms campaign to educate students that there is actually less drinking than they think there is; students tend to want to conform, and if they think more students are drinking, they might feel more pressure to do so themselves.

Following her stint on the Alcohol Abuse Task Force, Pierce undertook a major alcohol awareness campaign at the University of Puget Sound. She said the institution now “rents security personnel/police on the weekends to patrol the off-campus neighborhoods, which has significantly improved the campus’ relations with the neighbors; notifies parents of students with major or chronic offenses (which has led to very few repeat offenders); has adults living in all of the residence halls; sponsors a lot of midnight breakfasts with live music; schedules a variety of orientation activities on alcohol abuse and alcohol policies on campus; and disallows alcohol-related advertising on campus.

She encouraged presidents to obtain the college materials kit from the NIAAA, which contains a copy of every publication released by the Task Force on College Drinking. The kit can be ordered online at www.collegedrinking-prevention.gov.
**News Vs. “Snooze” — Attracting Media Coverage**

The national media and education trade press are both constantly on the lookout for unique, standout stories from colleges and universities, but getting a reporter’s or editor’s attention can be difficult, given the deluge of pitches they receive daily, said panelists during a Presidents Institute session.

Jacques Steinberg, higher education reporter for *The New York Times* and Katherine Grayson, editorial director of *University Business*, said that pitches from colleges and universities that focus on the survival, innovation, and differential aspects of institutions are more apt to get their attention. Steinberg said *Times* reporters are “very much interested in the stories of small colleges and what they have to offer that is different or better. Our readership is not as ‘ivy-educated’ as it once was, so we need to think broadly about what an education story should be about.” He urged presidents and PR officers to “establish relationships with reporters but to try other reporters on the beat if you strike out on the initial contact,” and to be aware of the rhythms of the newspapers to which you’re pitching. “At the *Times*, we’re on deadline from 5:00 p.m. on, so earlier in the day is better; weekends are not a good time; Monday mornings are the best time to reach me.”

Grayson said, “Small college stories and challenges are important to *University Business* — we really want your ideas. But there is a science as to how to get coverage for your college. As a magazine, we’re not interested in the ‘hot news’ of the morning — we plan our issues out a year in advance and post an editorial calendar on our website that you can use to pitch us.” Knowing how to work with the press is key to getting coverage, she maintained. For example, “PR officers need to understand what is news and what is ‘snooze,’ they should look at their releases with a fresh eye, and they should be able to tell the story in a persuasive way, or have their president do so,” Grayson stressed. Stories will be noticed that are focused on technological innovations, changing business models, how the college is differentiated from the competition, and why buildings are being erected on campus (to put you ahead of the competition? increase yield?).

Steinberg agreed that it is better to have a president or administrator who knows the story well to pitch it rather than someone who does not know the full story. “Before pitching an idea, think about how the story would read in the *New York Times* — would you read it and why, and tell the reporter how or why the story is important,” he added.

In response to a question by Allegheny President Richard Cook, “is there an advantage to telling it like it is, particularly in a crisis?” Steinberg answered, “obviously someone who is honest is appreciated and frankness certainly counts. During a crisis, be direct and accessible. We have an obligation to contact you for your side of the story. Try to get ahead of the story by contacting us early, which will ensure that your side will be told.” Grayson agreed that “quick action is paramount. Having a crisis action plan in place will help you act confidently — don’t stonewall the press or take too long to respond.” In addition, she said “Reporters want to get the story right — if we lose our credibility through sloppy reporting, we lose the reader.”

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**Presidential Spouses Attend Institute in Record Numbers**

A record number of presidential spouses (169) participated in CIC’s Presidents Institute to learn about the ways presidential spouses serve their institutions and to support one another in their work. Discussion groups led by presidential spouses focused on topics such as “Friend Raising for the College,” “Planning a Centennial or Sesquicentennial,” “Issues for Male Presidential Spouses,” and “Raising Children in a Presidential House.”

In the session on “How to Have a Life While Serving as a Presidential Spouse,” Bob Seurkamp, presidential spouse at the *College of Notre Dame of Maryland*, stressed that spouses need to adjust their expectations about the kind of life they will lead. “A normal life is not a realistic expectation for presidential spouses,” he said.

“Financial Compensation of Presidential Spouses,” a frequent conference topic, involved presidential spouses explaining how they came to be compensated by their boards. They discussed the reports they provided to the board of their work, types of compensation, and the title that reflected their work for the institution. The *New York Times* published an article about presidential spouse compensation following the conference, featuring one of the session speakers, Hannah Lapp, presidential spouse at *Eastern Mennonite University* (VA).
Using Comparative Alumni Research to Make the Case

Institutions can make the case for their unique attributes with the use of comparative alumni research, according to a panelist at a Presidents Institute session.

James Day, principal, Hardwick Day Inc., a higher education research firm, has conducted a number of alumni surveys for colleges and universities (affiliated with a particular denomination, within a state, faith-based, and liberal arts institutions) that compare outcomes for students from private and public institutions. The data from these surveys effectively make the case for private institutions, Day said, particularly given research which shows that “consumers today do not understand the difference between public and private colleges,” and see little difference between publics and privates on such indicators as “reputation for excellence in major” or “good academic facilities.”

What’s more, a survey of high school sophomores and juniors in four states in fall 2002 showed that “regardless of GPA or income, a large number of students won’t consider private colleges.” In Iowa, for example, 55 percent of students surveyed said that they would consider only public universities, while 11 percent said they would consider only privates.

However, Hardwick Day’s Comparative Alumni Research Project shows big differences in student outcomes and satisfaction levels between alumni from public versus private colleges and universities. The research shows that “the undergraduate experience students encounter at small, residential liberal arts colleges is more effective in producing meaningful and lasting benefits than the education experienced at large, public universities and other institutions of higher education. These experiences include: close interaction with peers and faculty, active participation in learning, and participation in extracurricular activities,” Day said, adding that “the survey indicates that a residential, liberal arts education not only leads to a number of immediate positive outcomes, but that these outcomes are present in and important to liberal arts college alumni long after their college experience has ended.”

An alumni survey that Hardwick Day conducted for the Lutheran Educational Conference of North America in fall 2002, for example, shows that graduates of private colleges are more likely to be active, contributing members in their communities (see chart) and they place a higher value on community concerns than do graduates of flagship public universities. Forty-five percent of Lutheran college respondents versus 28 percent of public respondents said that promoting racial equality or other social justice issues was important; 41 percent private versus 26 percent public placed a higher value on contributing to the community; and 27 percent versus 15 percent said affiliating with organizations that help the disadvantaged was important.

In addition, private college alumni (surveyed for a variety of groups) consistently rated the following experiences much higher than alumni from public institutions:
- Had professors who challenged them, but personally helped them meet the challenge (40% at top 50 national publics; 77-84% at privates);
- Had a majority of classes taught by professors rather than teaching assistants (33% versus 84-91%); and
- Found a mentor or role model (47% versus 79-85%).

Powerpoint presentations on some of these studies can be found on the Hardwick Day website at www.itsacademic.com/.
benefits of their institutions to key audiences, including the media, community neighbors, legislators, prospective donors, granting agencies, parents, alumni, and prospective students.”

During the March 6 meeting, a group of presidents and public relations officers discussed the goals, critical messages, activities, and data needs of the Making the Case Initiative, and another group of campus leaders, including presidents, chief academic officers, and those involved in institutional research helped to shape the Data Initiative. The two groups met separately and joined for lunch to discuss overlapping concerns.

Participants in the Making the Case meeting discussed how CIC should begin thinking about key messages, identifying target audiences, prioritizing activities to disseminate the message, and developing resources for carrying out those activities. The group also identified data needs, which were presented to the data group for discussion. Among the overarching themes identified were issues about affordability, student learning outcomes, and policy issues, in addition to the need for more comprehensive descriptions of institutional characteristics.

Participants in the Data Initiative meeting worked to refine and focus a set of activities that CIC will undertake over the next few years, as well as to identify new areas of need. “Our goal with the initiative is to help campus leaders obtain the information they need to respond to today’s numerous challenges,” said Michelle Gilliard, CIC’s vice president for planning and evaluation. “We hope to provide campus leaders with access to relevant, sector-level data—reports, studies, and technical assistance that will increase their decision-making capacity and thereby strengthen their institutions,” she said.

### “Making the Case” Task Force Participants

- **Benjamin Anderson**
  Director of Public Information
  Warren Wilson College (NC)

- **Dorothy Blaney**
  President, Cedar Crest College (PA)

- **Glenn Bryan**
  Director of Marketing
  Mount Vernon Nazarene University (OH)

- **Robert Clark**
  Executive Director of Communications
  Hartwick College (NY)

- **Tomika DePriest**
  Director of Public Relations
  Spelman College (GA)

- **Nancy Santos Gainer**
  Executive Director of Marketing
  Cabrini College (PA)

- **Scott Miller**
  President
  Wesley College (DE)

- **Joyce Muller**
  Associate Vice President for Communications
  McDaniel College (MD)

- **Betty van Iersel**
  Executive Director of Communications
  Sweet Briar College (VA)

- **Theresa Wiseman**
  Director of Media Relations
  College of Notre Dame of Maryland

### Data Initiative Participants

- **Doug Bennett**
  President
  Earlham College (IN)

- **Duane Gardner**
  Director of Institutional Research
  Montreat College (NC)

- **Antoine Garibaldi**
  President
  Gannon University (PA)

- **Larry Goodwin**
  President
  College of St. Scholastica (MN)

- **Michael Grajek**
  Vice President & Dean of the College
  Hiram College (OH)

- **Robert Johnson**
  Dean of Information Services & Chief Information Officer
  Rhodes College (TN)

- **Claudia Jones**
  Vice President for Academic Affairs
  Paine College (GA)

- **Kim Luckes**
  Provost & Vice President for Academic Affairs
  Saint Augustine's College (NC)

- **Michael Williams**
  Chair & Professor of English
  William Jewell College (MO)
First-Year Programs Are Focus of New Initiative

The Policy Center on the First Year of College is working with CIC on a new initiative that focuses on the quality of experiences that institutions provide to first-year students.

The project, directed by John Gardner, a nationally known expert on first-year experience programs, will develop and test a set of “Hallmarks of Excellence in the First College Year.”

“The program’s intent is to allow participating institutions to assess and make improvements in their own programs, while contributing to a national set of standards and benchmarks of excellence, particularly for independent colleges and universities,” said CIC President Richard Ekman in a letter sent to CIC chief academic officers in February. “The quality of the first-year experience for students is a significant determinant of success in college—and, from the institution’s perspective, also of retention and graduation—and this project promises, for the first time, a comprehensive way for all CIC institutions to understand their strengths and weaknesses in this area,” he said.

This spring, the Policy Center will work with all interested CIC institutions to refine a proposed set of “hallmarks”—characteristics of effectiveness in institutions that genuinely help first-year students to learn and succeed. In the early summer, up to ten CIC institutions interested in more in-depth work will be able to join a consortium that is testing the application of these hallmarks during the 2003-2004 academic year. Next year, those ten CIC institutions will also receive campus visits by national experts on first-year programs and in instructional strategies, and members of institutional task groups will be invited to two project meetings.

The Policy Center is housed at Brevard College (NC), and the Atlantic Philanthropies and Lumina Foundation for Education are providing financial support.

To participate, Ekman said that each institution must designate a small task group that can review the institution’s first-year efforts and help to revise the draft hallmarks proposed by the Policy Center. Institutions must be willing to provide a thorough testing of the hallmarks, through an audit of campus practices, review of existing institutional data, and use of the National Survey of Student Engagement. The Policy Center is also collaborating with the American Association of State Colleges and Universities to recruit a parallel group of public institutions. More information about this program can be found on a CIC section of the Policy Center’s website at www.brevard.edu/firstyearhallmarks/cic/index.htm. Institutions can sign up for the program by contacting John Gardner, either by e-mail (gardner@brevard.edu) or by phone at (828) 966-5309.

Ninth Davies-Jackson Scholar Named

A senior from St. Peter’s College (NJ) has been selected to receive the Davies-Jackson Scholarship, administered by CIC’s Consortium for the Advancement of Private Higher Education. The ninth recipient of the Scholarship, Rose Holandez will study social and political sciences at St. John’s College of Cambridge University in Great Britain.

Holandez is the second student from St. Peter’s College to compete successfully for the Scholarship (Delicia Reynolds, a 1999 graduate of St. Peter’s, studied social and political sciences and founded the College’s first gospel choir during her tenure at Cambridge). Holandez, a social and political science major at St. Peter’s, has conducted urban field work in both Korea and the Philippines, and has previously been a fellow at the Junior Summer Institute at the Woodrow Wilson School for Public Policy and International Affairs at Princeton University.

The Davies-Jackson Scholarship provides tuition and expenses for two years, and gives students with exceptional academic records and who are among the first in their families to graduate from college the opportunity to participate in a course of study at St. John’s. The Scholarship commemorates two Cambridge faculty members who provided opportunities for the anonymous donor when he was a young man at St. John’s.
Announcing New Programs

Students interested in studying the rich natural and cultural history of the Adirondack Mountains will now have that opportunity through Houghton College’s (NY) new semester-long Adirondack Park program. Twenty-five students and a team of faculty members will spend next fall at Houghton’s 40 acre Star Lake Campus and study the Adirondacks through an integrated curriculum that includes art, biology, literature, philosophy, and political science, as well as recreation. The program, which is open to students from other colleges and universities, will also involve community service projects with the residents of Star Lake.

Saint Leo University (FL) is offering a new Liberal Arts in Management Program (LAMP) that will expose students earning traditional liberal arts degrees to the contemporary world of business. By participating in LAMP, Saint Leo students will train for managerial and supervisory positions while still exploring literature, the sciences, and the humanities. Milligan College (TN) is also increasing efforts to prepare students for today’s business world, with a new MBA program that emphasizes a commitment to Christian values and ethical conduct. And Tri-State University (IN) is now offering its first master’s level courses—CAD/CAM (computer-aided design and computer-aided manufacturing) and Parametric Modeling—to help prepare students for jobs in government and industry. Students may also apply these classes toward a Master of Science in Engineering Technology.

Palm Beach Atlantic University (FL) is opening the Arts at Rollins College (ARC) program that will integrate program management and marketing with various fine and performing arts. The program also intends to reach out to the community with a summer theater, music, and art camp for children, and plans to collaborate with local fine arts organizations.

A number of foundations have provided generous funds for CIC member institutions to launch new programs. The Coca-Cola Foundation has given $100,000 in education-related program grants each to College Misericordia (PA) to help minority high school students interested in pursuing a degree in elementary or secondary education obtain that degree at a minimal cost; and to Whitworth College (WA) in support of its new Future Teachers of Color program, which seeks to retain and graduate teachers from minority backgrounds. The John D. and Catherine T. MacArthur Foundation awarded $500,000 to Palm Beach Atlantic University (FL) to help support the university’s school of continuing education. College of Notre Dame of Maryland (MD) received $211,000 from The Henry Luce Foundation to encourage women to pursue careers in science and engineering. The money is given in the form of scholarships (full tuition, room, and board) to College of Notre Dame students demonstrating potential for professional achievement in the sciences.

In response to a local shortage of bilingual education teachers, the U.S. Department of Education awarded Nazareth College (NY) a five-year, $1.2 million grant that will go toward the creation of an English Language Learners community consortium.

Cooperating with Communities

Washington & Jefferson College (PA) has set an example of a college contributing to its community. The (cont’d on next page)
College’s recent cooperative plan, “Blueprint for Collaboration,” outlines ways in which campuses stimulate the local community. For example, a college can generate revenue for the city by moving its bookstore to the downtown area and helping to make the downtown a destination for students. The idea for the project grew out of a spring 2000 meeting of the Knight Collaborative, a national initiative designed to help colleges and universities become strategic partners with their communities.

Another Pennsylvania school, Robert Morris University, will also work with the community, the city of Duquesne, which has high unemployment rates and a school district with the highest aid ratios in Pennsylvania. The University received a $4 million grant from the U.S. Department of Housing and Urban Development for the project, which includes tutoring youth, providing technical assistance to community-based organizations, and organizing a comprehensive directory of community resources.

A number of other CIC members have stepped up efforts to create positive social change in their communities. Sterling College (KS) and Feed The Children of Oklahoma City (OK) recently partnered to encourage students to become Feed The Children Fellows as part of a social entrepreneurship program. The program will provide fellows (selected out of high school) with $20,000 scholarships and a variety of internships. The fellows will then serve Feed The Children worldwide upon graduation. Georgian Court College (NJ) has published a comprehensive report to assist educators, advocates, and social service professionals in programs to benefit the Hispanic population of Lakewood. And Silver Lake College (WI) has teamed up with several local community service organizations in support of a neighborhood network learning center that will benefit property owners and youth living in the community. Residents will have access to technology, job skill training, onsite community service programs, tutoring, microenterprise information, and a variety of other services.

Elsewhere, Dickinson College (PA) has joined the University of Pennsylvania and Cheyney University in an effort to reduce racial/ethnic and socioeconomic health disparities. Dickinson and Cheyney faculty members are interviewing neighborhood residents to evaluate barriers to blood pressure control in low-income and African-American populations, while researchers at the University of Pennsylvania are conducting clinical trials. The four-year project, funded by a $4.8 million grant from the Pennsylvania state government, serves as the cornerstone of Dickinson’s American Mosaics and Crossing Border programs, both of which seek to promote greater understanding of cross-cultural differences.

In Vermont, Saint Michael’s College has teamed with LakeNet, a nonprofit organization seeking to protect the world’s lakes. This new effort in lake management will focus on eight lakes worldwide that have been identified as critical to the preservation of global biodiversity.

Students at CIC member institutions have also been active in serving their communities. Students at Saint Joseph’s University (PA) earned $30,000 in support of St. Jude Children’s Research Hospital in Memphis (TN) by staying “Up Til Dawn” one night last fall. The student-led fundraising event collected the second largest donation for the program in the country. And Bluffton College (OH) students collaborated with the Churches United Pantry to establish ongoing volunteer services and support. A group of Bluffton students and staff members painted rooms and tiled ceilings at the Salvation Army/Boys and Girls Club last fall, and a Bluffton history professor now encourages his students to engage in local community service for class credit.

Establishing New Partnerships

Case Western Reserve University (OH) is partnering with CIC member Fisk University (TN), a historically black college located in Nashville, to offer joint research and dual-degree programs. Students and faculty members from both institutions are already taking advantage of the collaboration and signing up for coursework and programs. Another CIC member, Hartwick College (NY), has established a relationship with Oxford University in England. The agreement allows select Hartwick students to spend a year studying at Oxford, while...
CAMPUS UPDATE

Hartwick faculty members will have a chance for sabbatical study and lecturing there. Hartwick joins Harvard University and Middlebury College as the only three American institutions to hold such an agreement at this time with Oxford.

Notre Dame College (OH) is partnering with Lakeland Community College to create a new multimedia degree and certificate for students. The program will bring Lakeland students into communications and graphic design programs at Notre Dame College, while Notre Dame students will have the opportunity to complete a media technology certificate at Lakeland as a component of the four-year degree.

Georgian Court College (NJ) has teamed with Seton Hall University (NJ) and four area health care systems to offer an accelerated Bachelor of Science in Nursing. The collaboration was created in response to the growing shortage of nurses in New Jersey. Georgian Court will host the 64-credit, 13-month program, which is offered as a second baccalaureate degree to students who have already completed their bachelor’s degree.

Creating New Identities

Two private Roman Catholic colleges, Benedictine University (IL) and Springfield College (IL), announced they will merge this year upon approval from their accrediting bodies. The long-term plan is for Springfield, a two-year liberal arts institution approximately 200 miles from Benedictine, to maintain its name and identity but offer bachelor’s and master’s degrees now available at Benedictine. Benedictine will continue to serve undergraduate and graduate students on its campus. Also, Holy Family College (PA) has attained university status and is now Holy Family University.

Opening New Facilities

The largest indoor tennis center in the Southwest U.S. opened at the College of Santa Fe (NM) in November. The new Rosemarie Shellaberger Tennis Center will house six championship courts under balcony spectator galleries in a 70,000 square foot state-of-the-art facility. In the Northeast, Saint Anselm College (NH) is about to open a $7.9 million ice arena, which features 1,700 seats for ice hockey and 2,700 seats for non-ice events. In anticipation of the new facility, the college has introduced women’s ice hockey as a new varsity sport.

Receiving Recognition

Dickinson College (PA), Eastern Mennonite University (VA), and Randolph-Macon Woman’s College (VA) are among 16 colleges nationwide that have been selected by NAFSA: Association of International Educators to be honored for exemplary work in “internationalizing the campus.” Randolph-Macon Woman’s College has recently increased its endowment funds to provide all students with opportunities to study or work abroad. The 16 colleges will be the subject of a special publication to be issued by NAFSA in the spring. The international recognition stretched even further for Dickinson, which was ranked by the Institute of International Education (IIE) as 13th among all U.S. colleges and universities for its “study abroad participation rate.” IIE also honored Chatham College (PA) and its Global Focus Program with the 2002-2003 “Award for Internationalizing the Campus.”

Noted poet and author Maya Angelou kept a capacity crowd of 2,600 people at McKendree College (IL) hanging on to her every word as she brought the message that everyone can bring change starting “exactly where they are.” Angelou was the keynote speaker for the Founders’ Day celebration as the college, the oldest in Illinois, celebrated its 175th anniversary. Her appearance was also part of the Distinguished Speakers Series.

(Campus Update, cont’d from page 23)

Photo courtesy of McKendree College

Doug Orr, president of Warren Wilson College (NC), teamed with Bill Edd Wheeler and Rich Bellandro to create the “Elvi.” They performed for Warren Wilson’s 2002 graduation, opening with Hound Dog, and have made subsequent appearances in the college community.
Getting Grants

Twenty-two CIC member institutions received $2 million grants each from the Lilly Endowment of Indianapolis in support of programs that prepare a new generation of leaders for church and society. CIC members Azusa Pacific University (CA), Bluffton College (OH), Cardinal Stritch University (WI), Catawba College (NC), Claflin University (SC), College of Saint Benedict (MN), College of Wooster (OH), Dordt College (IA), Elmhurst College (IL), Geneva College (PA), Gordon College (MA), Hastings College (NE), Lee University (TN), Marian College (IN), Milligan College (TN), Mount St. Mary's College and Seminary (MD), Our Lady of the Lake University (TX), Pacific Lutheran University (WA), St. Bonaventure University (NY), Simpson College (IA), Spelman College (GA), and Wartburg College (IA) were among the 39 liberal arts colleges chosen across the country. Each institution has devised a program that encourages students to reflect on how faith commitments are related to career choices and what it means to be “called” to lives of service. The Endowment received more than 400 proposals from colleges and universities interested in participating. The Lilly Endowment of Indianapolis also provided participating. The Lilly Endowment of colleges and universities interested in received more than 400 proposals from to lives of service. The Endowment encourages students to reflect on how faith commitments are related to career choices and what it means to be “called” to lives of service. The Endowment received more than 400 proposals from colleges and universities interested in participating. The Lilly Endowment of Indianapolis also provided participating. The Lilly Endowment of colleges and universities interested in received more than 400 proposals from

Otterbein College (OH) wrapped up its “Fit for the Future Campaign” with a $450,000 grant from the Kresge Foundation, which capped off a $9.5 million campaign that led to the completion of the Clements Recreation Center. The center broke ground two years ago. Trinity Christian College (IL) received $2 million from a Chicago-area family for a planned science technology building, the Heritage Science Center. And Shenandoah University (VA) was awarded a $1.3 million commercial property gift from Schmidt Baking Company, Inc. Shenandoah agreed to lease a portion of the property back to Schmidt Baking for the next three years, with an option to continue leasing the property thereafter.

Advising and Teaching

Peggy Williams, president of Ithaca College (NY), recently participated in the Visiting Advisors Program of Salzburg Seminar’s Universities Project. She and three other team members spent four days at the College of Nyíregyháza in Hungary, where they consulted with rector Árpád Balogh on the Visiting Advisors Program’s Universities Project. She and three other team members spent four days at the College of Nyíregyháza in Hungary, where they consulted with rector Árpád Balogh on

Three CIC members have received the single largest donations in their histories. Hollins University (VA) was awarded $5 million by alumna Eleanor D. Wilson in support of the university’s new visual arts center. Notre Dame College (OH) received $1.2 million from the estate of alumna Helen Foose Peterson to support future generations of Notre Dame students. And Mount Aloysius College (PA) received $500,000 from a local businessman wishing to honor his late wife, Carolyn Claycomb Misciagna. The gift will establish a scholarship fund to help needy, full-time students working toward a degree at Mount Aloysius.

Visiting Advisors Program seeks to provide higher education leaders in eastern and central Europe and the Russian Federation with the opportunity for consultation and discussion on topics of interest to the host institution. Over the past five years, 50 such visits have occurred.

Another CIC member president, Ervin Rokke of Moravian College (PA), has been named to the Advisory Council of the United States Institute of Peace. He will serve a three-year term along with other leaders in foreign policy, government, industry, and business, who meet to discuss challenges facing the world in Iraq, Korea, the Middle East, and South Asia.

And finally, recognition for a lifelong teacher: Messiah College (PA) visiting professor of environmental science, Ray Crist, was recently named “America’s Oldest Worker” at 102 years old by Experience Works (DC). Back in 1916, Crist graduated from Messiah Bible School (now Messiah College) and went on to earn a Ph.D. in chemistry from Columbia University (NY). He later returned to Messiah in 1971 as a faculty member, and remains there today.

The Board and Staff of CIC Extend a Warm Welcome to the Following New Members Since Fall 2002

New Institutional Members
- American International College, MA
- Bethany Lutheran College, MN
- Cornell College, IA
- Daemen College, NY
- Drake University, IA
- Mercy College, NY
- St. Andrews Presbyterian College, NC
- St. John’s College, MD
- Thomas University, GA
- Woodbury University, CA

New Affiliate Members
- Campus Compact, RI
- Great Lakes Colleges Association, Inc., MI
- West Virginia Independent Colleges & Universities, Inc.
CIC Refines Presidential Services

Two programs for presidents launched by CIC last year—Presidential Forums and the Presidents Consulting Service—are being refined and enlarged this spring, and each has a new director.

Former CIC president Allen P. Splete has taken over as director of the Presidents Consulting Service (originally named Panel of Presidential Consultants). The basic structure of the program is unchanged; however, suggestions from consultants and presidents using the service last year have prompted several refinements. For example, CIC has streamlined the process of documentation, and presidents seeking assistance through the service are being asked to contact Splete directly. "The intent is to gain insight into the president's situation in order to make appropriate referral to one of the consultants," says Splete, who hopes these changes will increase the number of presidents who use the Service and simplify its processes. Consultant assistance is currently available in three areas: president-board relations, financial management, and crisis management. For questions about the Presidents Consulting Service, please call Allen Splete at (202) 466-7230 or e-mail asplete@fic.nche.edu.

George Houston, president of Mount Saint Mary’s College (MD), is the new director of Presidential Forums, replacing Peter Armacost, who accepted a position as president of a university in Pakistan. There are now seven active Forums, consisting of small groups of presidents from the same region who meet several times each year to discuss professional concerns. Four out of the seven Forums have met at least once, and three new Forums are convening this spring. Each Forum includes people who came to the presidency from different backgrounds and who belong to non-competing schools. The groups’ typical agenda includes a presentation by a member of an idea, issue, problem, or proposal on which he or she seeks advice, a discussion of a new idea or program of mutual interest to the group, and an update of events on their campuses. For questions about the Presidential Forums, contact George Houston at (202) 466-7230 or e-mail ghouston@fic.nche.edu.

Staff News and Notes

CIC this winter shifted staff responsibilities in response to new initiatives that emerged from the strategic planning process, and to reinforce conference staffing due to record attendance at CIC’s major conferences and meetings. Laura Wilcox has been named Vice President for Communications, Alcenia McIntosh-Peters was promoted from Conference Coordinator to Conference Manager, and CAPHE Administrative Assistant Leslie Rogers will assume additional responsibility, working closely with Alcenia in the planning for and running of institutes, conferences, and workshops.

CIC President Richard Ekman spoke at an EDUCAUSE regional meeting in Baltimore in January, and was the keynote speaker on February 23 at the annual meeting of the West Virginia Independent Colleges & Universities.

Staff Spotlight - The Voice of CIC

Keisha Pearson is CIC’s Receptionist and Administrative Assistant, aka “The Voice of CIC.” In addition to answering the phones, sorting and distributing the mail, and greeting guests, she assists in mailings and scheduling the conference room for use by the many higher education associations and CIC member colleges that wish to use it. She assists CIC’s Director of Administration with office security and preparedness, purchasing, and maintenance of office equipment.

Keisha, who grew up in Queens, New York, has worked at CIC since January 2002. After graduating from the Katherine Gibbs School with an Executive Assistant certificate, she worked at AOL Time Warner in New York as a Clerk/Administrative Assistant, Operations, for Warner Music International.

In her spare time, she enjoys reading, watching movies, and spending time with her 13 year-old son and ten year-old daughter. To relax, she crochets, writes a little poetry, and shops.
significantly to the solution of this national problem. When students and faculty members, residents of the local community, or officials of local school systems have confidence in the durability and fairness of the college’s leadership, significant results can be achieved. Whether the college president is charismatic or a “servant leader,” utilizes a “top-down” style or an extreme version of shared authority, the best examples of leadership effectiveness are the many college presidents who have set idealistic goals, have maintained the courage of their convictions through the necessarily quiet and detailed work that follows, and have thereby achieved what they started.

There are several ways to reach CIC. Let us hear from you.
Phone: (202) 466-7230
Fax: (202) 466-7238
E-mail: cic@cis.nche.edu
Please include your name, address and phone number when sending e-mail to CIC’s general e-mail address.

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

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

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

CICPRES-LIST: Open only to sitting presidents of CIC member institutions.
CICDEAN-LIST: Open to chief academic officers, provosts and those with similar rank from CIC member and member-eligible institutions.
CICSTUAFF-LIST: Open to student affairs officers and staff at CIC member institutions.
CICPR-LIST: Open to public relations officers and staff at CIC member institutions.
CICADVANCE-LIST: Open to development officers and staff at CIC member institutions.
CICFINANCE-LIST: Open to business officers at CIC member institutions.
CICPSPOUSE-LIST: Open to spouses of sitting presidents of CIC member institutions.
CICNET-LIST: Open to those at CIC campuses interested in discussing issues of information technology, especially campus networking.
CICCHAIR-LIST: Open to department and division chairs from CIC member and member-eligible institutions.

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The Council of Independent Colleges
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In response to a call in summer 2001 for campus artwork, CIC received scores of electronic photos that rotate on the redesigned website and dozens of beautifully framed images of CIC member campuses that are now hanging on the walls of the office. With a significant increase in members since then, CIC is requesting once again that campuses send images for both the website and the office.

For the office walls, framed artwork—with minimum dimensions of 12” x 14” and maximum dimensions of 20” x 25”—can be mailed to Elizabeth Hamshaw, CIC, One Dupont Circle, Suite 320, Washington, DC 20036.

For the website, please send the image via e-mail in tif or jpeg format (no less than 300 dpi) to CIC’s Communications Assistant, Elizabeth Hamshaw, at ehamshaw@cic.nche.edu.

Note: If you are unsure whether your campus has already sent artwork to CIC, please contact Ms. Hamshaw at (202) 466-7230 or via e-mail at the above address.

(Council’s Desk, cont’d from page 2)

debate over public policy—in order to demonstrate effective leadership? Certainly not. For more than a decade, the United States has struggled to cope with a severe shortage of K-12 teachers. Quietly, at least 79 smaller private colleges and universities have launched so-called alternate teacher preparation programs, attracting to the teaching profession many talented individuals who would probably have chosen other careers. Few complimentary newspaper editorials or comments by public officials have accompanied these efforts, as these colleges have persistently countered the older practices and policies that retard the country’s ability to train a greater number of new teachers. Some small colleges are contributing significantly to the solution of this national problem.

When students and faculty members, residents of the local community, or officials of local school systems have confidence in the durability and fairness of the college’s leadership, significant results can be achieved. Whether the college president is charismatic or a “servant leader,” utilizes a “top-down” style or an extreme version of shared authority, the best examples of leadership effectiveness are the many college presidents who have set idealistic goals, have maintained the courage of their convictions through the necessarily quiet and detailed work that follows, and have thereby achieved what they started.

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<td>March 21, 2003</td>
<td>Foundation Conversation Meeting</td>
<td>New York, New York</td>
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<td>April 4-5, 2003</td>
<td>Department/Division Chair Workshop</td>
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<td>Atlanta, Georgia</td>
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